IUPUI School of Education
School Counseling Program

Progam Evaluation Report

2020-2021

UNDER THE 2016 CACREP STANDARDS

Contents

Purpose of This Report

- The 2020-2021 annual program evaluation report is a summary of program data gathered for the purpose of program evaluation and development. This report is based on the 2016 CACREP standards.
- This report provides results of continuous, systematic evaluation of our program and its objectives (CACREP Standard 4.D.).
- This report identifies possible program modifications and substantial program changes.
- This report is accessible on the School of Education web page and will be shared with faculty and advisory council members.

Data Included in This Report

- Student demographic data
- Graduate demographic data
- Student outcome data
- Survey data from alumni, internship site supervisors, and employers of graduates
- Program goals
- Substantial program changes (none to report this year)

IUPUI Counselor Education Program Mission Statement

The mission of the IUPUI School Counseling Program is to prepare highly competent professional counselors for Indiana, the nation, and beyond, who can work effectively with people in school, community, mental health and related settings. We:

1. are committed to the training of students who represent diversity in gender, race, ethnicity, sexual orientation, nationality, socioeconomic status, religious affiliation, and disability status;
2. promote a strong sense of professional identity in students;
3. prepare professional counselors who understand counseling and related theories and can effectively translate such theory into effective practice with diverse client populations;

4. prepare reflective, ethical, and highly skilled practitioners who are knowledgeable and skilled in the most current and effective methods of counseling, consultation, collaboration, leadership, and advocacy;
5. prepare professional counselors who are committed to helping others fulfill their human potential though the use of facilitative, consultative, and collaborative skills.
6. aid students to earn appropriate licensure and/or certification in their chosen area;
7. emphasize a commitment to the value of inquiry and best practices in the counseling field; and
8. work in partnership with a range of constituents to effect thoughtful change at local, national and international levels.

Current Programs

School Counseling (48 semester credit hours)

Demographics

Students In MSED School Counseling Program – No duplications

Applications to program based on undergraduate institution – Fall 2020

IUPUI
INSTITUTIONAL RESEARCH
AND DECISION SUPPORT

Admission Term
Fall 2020

Application Center
Graduate

Academic Career
All

Intended Major
Counseling/Counselr Ed MSED

Intended School
School of Education

Undergraduate Institution
All

Country
United States

State/Province
All

Fall 2020 IUPUI Graduate Applicants: Intended Major by Undergraduate Feeder Institution
Note: only includes students with valid undergraduate institution data.

(Sorted from largest to smallest number of applicants)

Undergraduate Institution	Intended School	Intended Major	Applicants		Admits		Enrolls	
			# Students	% Applica..	# Students	% Applica..	# Students	% Applica..
IUPUI	School of Education	Counseling/Counselr Ed MSED	6	100.0%	6	100.0%	6	100.0%
		Total	6	100.0%	6	100.0%	6	100.0%
	Total		6	100.0%	6	100.0%	6	100.0%
Purdue Univ West Lafayette*	School of Education	Counseling/Counselr Ed MSED	4	100.0%	4	100.0%	3	75.0%
		Total	4	100.0%	4	100.0%	3	75.0%
	Total		4	100.0%	4	100.0%	3	75.0%
Indiana Univ Bloomington*	School of Education	Counseling/Counselr Ed MSED	2	100.0%	2	100.0%	1	50.0%
		Total	2	100.0%	2	100.0%	1	50.0%
	Total		2	100.0%	2	100.0%	1	50.0%
University of Indianapolis	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
		Total	1	100.0%	1	100.0%	1	100.0%
	Total		1	100.0%	1	100.0%	1	100.0%
University Of Mount Union	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
		Total	1	100.0%	1	100.0%	1	100.0%
	Total		1	100.0%	1	100.0%	1	100.0%
Univ North Carolina Wilmington	School of Education	Counseling/Counselr Ed MSED	1	100.0%	0	0.0%	0	0.0%
		Total	1	100.0%	0	0.0%	0	0.0%
	Total		1	100.0%	0	0.0%	0	0.0%
Taylor University Upland	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
		Total	1	100.0%	1	100.0%	1	100.0%
	Total		1	100.0%	1	100.0%	1	100.0%
Saint Mary-Woods Coll	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
		Total	1	100.0%	1	100.0%	1	100.0%
	Total		1	100.0%	1	100.0%	1	100.0%
Marian University	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
		Total	1	100.0%	1	100.0%	1	100.0%
	Total		1	100.0%	1	100.0%	1	100.0%
Manchester University	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
		Total	1	100.0%	1	100.0%	1	100.0%
	Total		1	100.0%	1	100.0%	1	100.0%
Indiana Univ East	School of Education	Counseling/Counselr Ed MSED	1	100.0%	0	0.0%	0	0.0%
		Total	1	100.0%	0	0.0%	0	0.0%
	Total		1	100.0%	0	0.0%	0	0.0%
Ball State University	School of Education	Counseling/Counselr Ed MSED	1	100.0%	0	0.0%	0	0.0%
		Total	1	100.0%	0	0.0%	0	0.0%
	Total		1	100.0%	0	0.0%	0	0.0%
Anderson University	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
		Total	1	100.0%	1	100.0%	1	100.0%
	Total		1	100.0%	1	100.0%	1	100.0%

Enrollment Trends by Semester

Graduate & Professional Student Census Enrollment

IUPUI INSTITUTIONAL RESEARCH AND DECISION SUPPORT

Hover for Help ❓

Select IUPUI Campus
☐ Columbus
☑ Indianapolis

Semester
FALL

Academic Career
Graduate

School of Primary Major
School of Education

Intended School
All

Academic Department
Counseling and Counselor Education

Academic Major (Primary Plan)
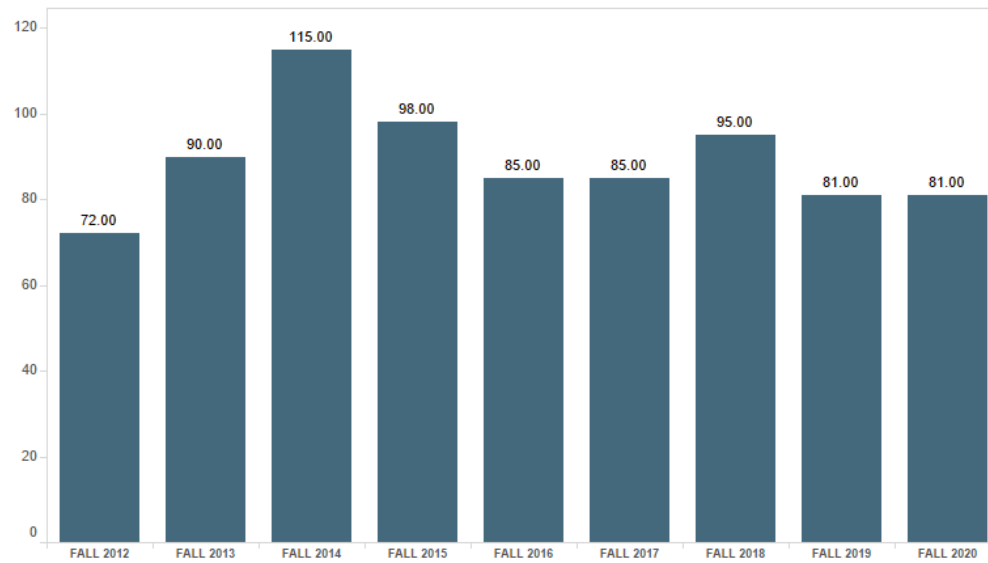Counseling/Counselr Ed MSED

Tuition Residency
All

Age
All

Gender
All

Race/Ethnicity
All

Veteran Status
(Available begining Fall 2014)
All

Unduplicated Headcount by Career

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
Graduate	72	90	115	98	85	85	95	81	81
Grand Total	72	90	115	98	85	85	95	81	81

Graduate & Professional Student Census Enrollment

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Semester
SPRING

Academic Career
Graduate

School of Primary Major
School of Education

Intended School
All

Academic Department
Counseling and Counselor Education

Academic Major (Primary Plan)
Counseling/Counselr Ed MSED

Tuition Residency
All

Age
All

Gender
All

Race/Ethnicity
All

Veteran Status
(Available begining Fall 2014)
All

Online Program
All

Unduplicated Headcount by Career
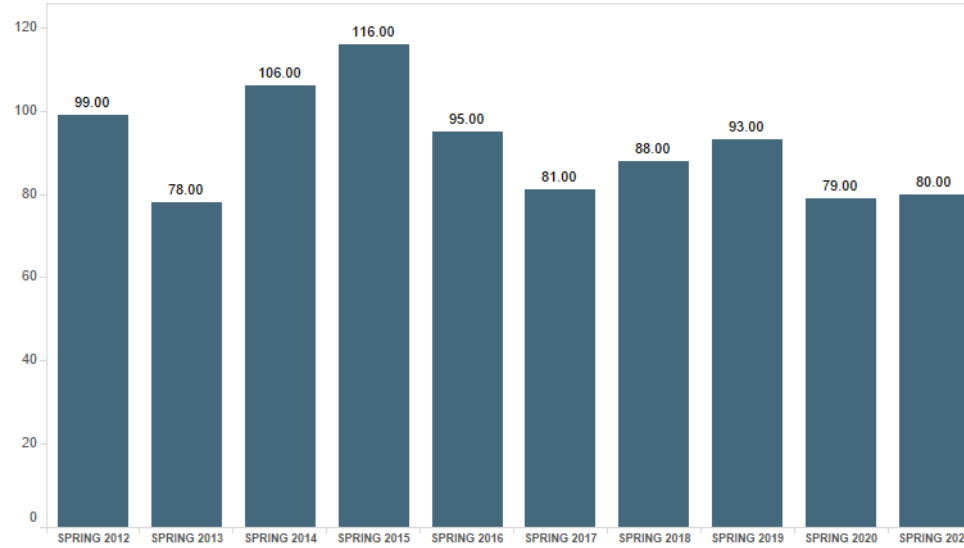
Bar chart legend: ■ Graduate

Unduplicated Headcount by Career

	SPRING 2012	SPRING 2013	SPRING 2014	SPRING 2015	SPRING 2016	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021
Graduate	99	78	106	116	95	81	88	93	79	80
Grand Total	99	78	106	116	95	81	88	93	79	80

Graduate & Professional Student Census Enrollment

Unduplicated Headcount by Career

Select IUPUI Campus
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Semester
SUMMER

Academic Career
Graduate

School of Primary Major
School of Education

Intended School
All

Academic Department
Counseling and Counselor Education

Academic Major (Primary Plan)
Counseling/Counselr Ed MSED
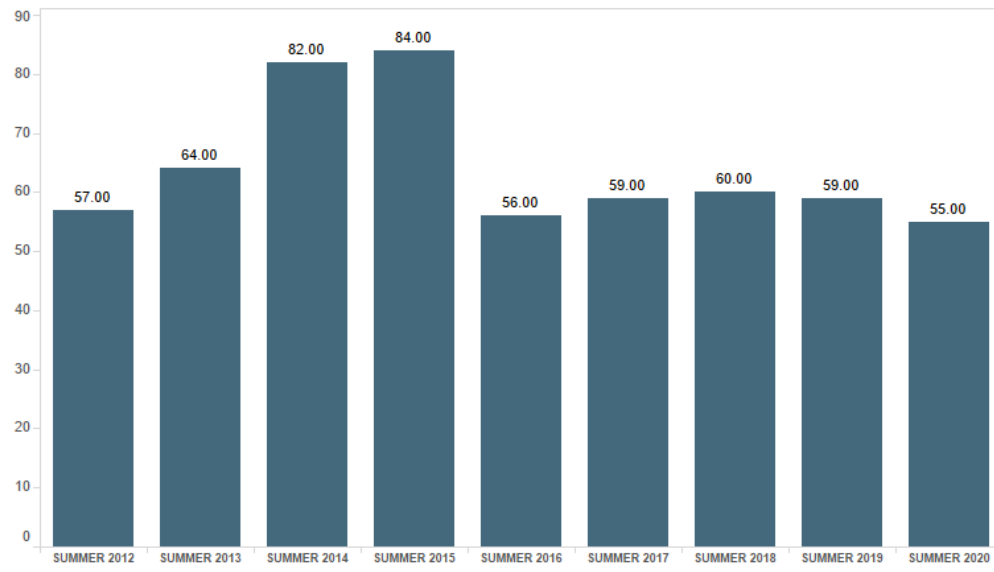
Tuition Residency
All

Age
All

Gender
All

Race/Ethnicity
All

Veteran Status
(Available begining Fall 2014)
All

Unduplicated Headcount by Career

	SUMMER 2012	SUMMER 2013	SUMMER 2014	SUMMER 2015	SUMMER 2016	SUMMER 2017	SUMMER 2018	SUMMER 2019	SUMMER 2020
Graduate	57	64	82	84	56	59	60	59	55
Grand Total	57	64	82	84	56	59	60	59	55

Enrollment by Ethnicity

Graduate & Professional Student Census Enrollment

Ethnicity

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
African American	10 13.9%	19 21.1%	33 28.7%	25 25.5%	17 20.0%	18 21.2%	22 23.2%	15 18.5%	10 12.3%
Asian	2 2.8%	2 2.2%	1 0.9%	1 1.0%	1 1.2%			1 1.2%	4 4.9%
Hispanic/Latino	3 4.2%	5 5.6%	6 5.2%	3 3.1%	1 1.2%	3 3.5%	3 3.2%	5 6.2%	5 6.2%
International	2 2.8%	3 3.3%	2 1.7%	1 1.0%	1 1.2%	1 1.2%	1 1.1%		1 1.2%
Two or More Races	3 4.2%	1 1.1%	1 0.9%	2 2.0%	1 1.2%	4 4.7%	4 4.2%	2 2.5%	1 1.2%
Unknown	2 2.8%	3 3.3%	2 1.7%						
White	50 69.4%	57 63.3%	70 60.9%	66 67.3%	64 75.3%	59 69.4%	65 68.4%	58 71.6%	60 74.1%
Grand Total	72 100.0%	90 100.0%	115 100.0%	98 100.0%	85 100.0%	85 100.0%	95 100.0%	81 100.0%	81 100.0%

Enrollment by Gender

Graduate & Professional Student Census Enrollment

IUPUI INSTITUTIONAL RESEARCH AND DECISION SUPPORT

Sex

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
Female	54 75.0%	74 82.2%	97 84.3%	85 86.7%	73 85.9%	73 85.9%	80 84.2%	70 86.4%	70 86.4%
Male	18 25.0%	16 17.8%	18 15.7%	13 13.3%	12 14.1%	12 14.1%	15 15.8%	11 13.6%	11 13.6%
Grand Total	72 100.0%	90 100.0%	115 100.0%	98 100.0%	85 100.0%	85 100.0%	95 100.0%	81 100.0%	81 100.0%

Hover for Help

IUPUI Campus
☐ Columbus
☑ Indianapolis

Semester
FALL

Select Characteristics
Sex

Academic Career
Graduate

School of Primary Major
School of Education

Intended School
All

Academic Department
Counseling and Counselor Education

Academic Major (Primary Plan)
Counseling/Counselr Ed MSED

Residency
All

Age
All

Gender
All

Race/Ethnicity
All

Veteran Status
(Available begining Fall 2014)
All

Accelerated Undergrad/Grad Prog
All

Online Program
(Avail. beginning Fall 2013)
All

Term Credits Hours Attempted
0 to 53

Degree Conferred by School

IUPUI
INSTITUTIONAL RESEARCH
AND DECISION SUPPORT

Degrees Conferred by School

Hover over the line above School to display the '+' sign. Click on this to expand to degree level. Hover over the line above Degree Level to display the '+' sign. Click on this to expand to degree plan.

Hover for Help ❓

Select Year Type
- ◉ Fiscal Year (July - June)
- ○ Academic Year (Sept - Aug)

CAMPUS
- ☐ Columbus
- ☑ Indianapolis

School
School of Education

Degree Level

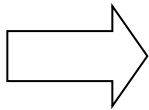|			FY 09/10	FY 10/11	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18
School of Education	Doctoral Res..	Urban Education Studies PHD							2	4	1
	Masters	Counseling/Counselr Ed MSED	38	36	49	34	22	32	40	29	30
		Educational Leadership MSED	22	13	25	12	11	5	15	9	16
		Elementary Education MSED	42	20	35	45	20	9	1	8	7
		Language Education MSED	19	30	29	23	13	6	3	5	10
		Secondary Education MSED	38	32	37	39	24	11	9	19	20
		Special Education MSED	16	15	13	26	13	5	4	3	3
Grand Total			175	146	188	179	103	68	74	77	87

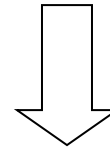## Student Retention and Gradation Trends
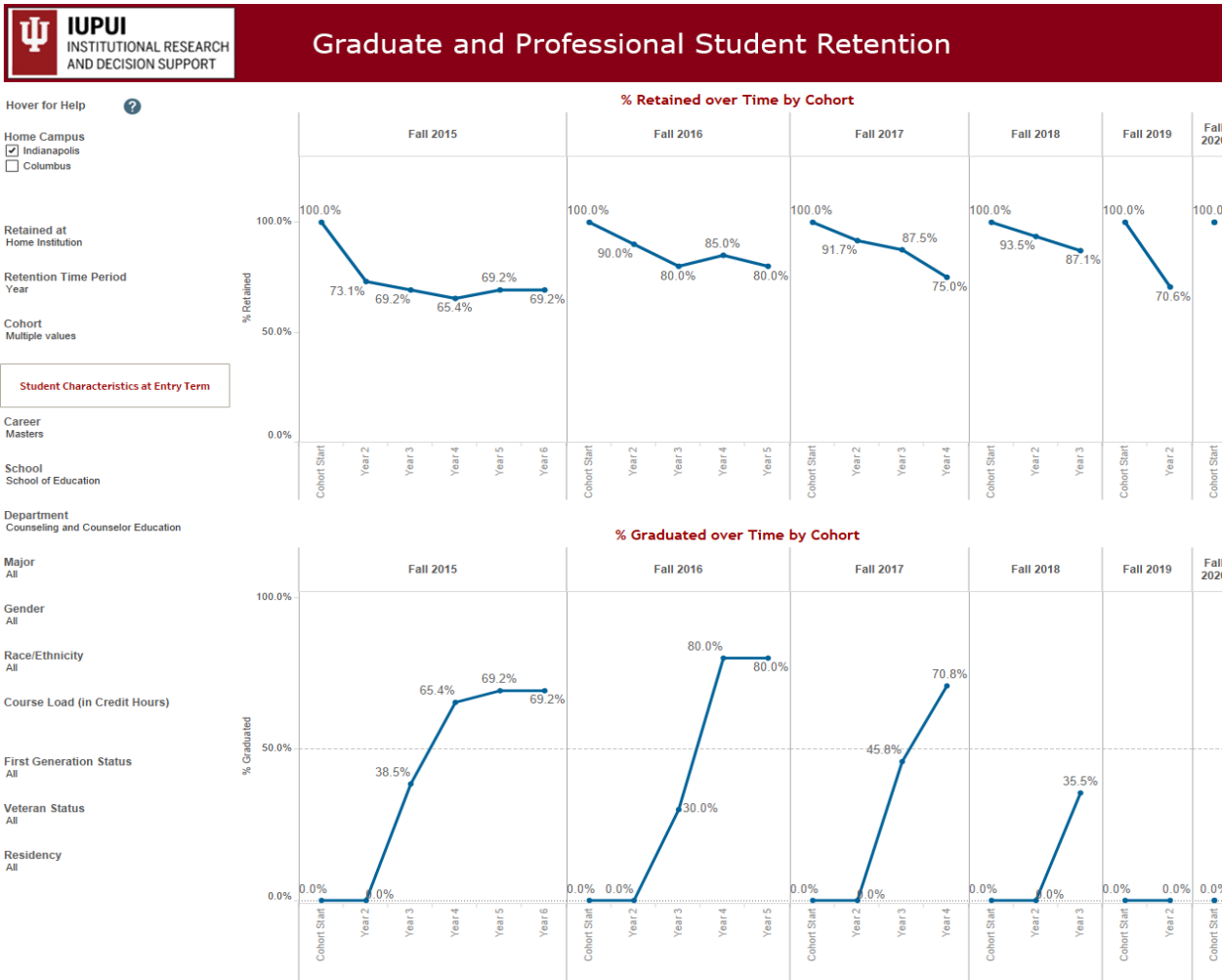
Assessment Plans - School Counseling

Program Evaluation Data Collection and Procedures

Starts with our Vision, Mission, and Objectives

Followed by data analysis

Reports and Recommendations

Annual Report, completed by September 15th

Advisory Committee meeting scheduled mid-October

Program Coherence

How well does the program (current objectives, curriculum, assessments, field experiences, and staffing patterns) align with the vision, mission, and beliefs?

What changes to the design of the program could make it more coherent with the vision, mission, and beliefs?

How do our supervisors, alumni, students, and partners experience our program?

CARRY OUT PLAN OF ACTION

Summary of Advisory Committee meeting, and Plan of Action completed by December

What We Do With Findings, Part 2

During meetings in mid-August through mid-September, faculty will review all data, prepare for Advisory Committee meeting in mid-October.

What We Do With Findings, Part 1

Faculty meeting in mid-March to review findings from PD, student grades. This will be the Student Annual Review meeting.

When and How Are Data Collected?

Student Learning Outcomes

- **Every Semester, Various Courses by Individual Faculty**
- **_Canvas_ Outcomes is Data Management System**

Professional Dispositions

- **Gathered in G523 (Fall & Spring) by Instructor**
- **Practicum by supervisor**
- **Internship 2 by supervisor**
- **_Canvas_ Outcomes**

Student and Supervisor Surveys

- **AFC (Diamond) sends surveys every semester**

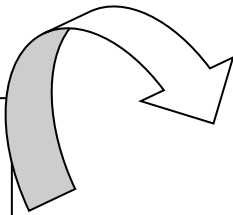**Student Organizational Involvement**

- **PC (Chalmer) sends to student liserv in March**

Alumni and Employer Surveys

- **AD sends in summer one year after graduation**
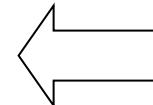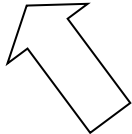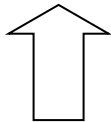
Licensure Test Data

Program Data Collection Schedule

Assessment	Name of Assessment	Standards	Purpose	How Data Collected	When Collected	Who Receives Results
1	Applicant and Student Demographics by Race, Ethnicity and Gender	1.K.	Determine Success of Goals to Diversity Student Enrollment	Admissions Applications	Three times a year during admissions (March 1, May 1, November 1)	Program Coordinator; Advisory Committee
2	Professional Dispositions	4.B. Personal Growth and Understanding	Professional Attitudes and Behaviors	Data collected and compiled by Office of Program Evaluation and Accreditation (OPEA)	G523 G524 G550 (final semester)	Instructor, Program Coordinator and faculty; Advisory Committee
3	Site Supervisor Survey	4.B. Practice Area Standards	Supervisors' Level of Satisfaction with Program Coordination and Student Preparation	Data collected and compiled by Office of Program Evaluation and Accreditation (OPEA)	At conclusion of each semester	Program Coordinator and faculty; Advisory Committee
4	Student Practicum Survey	5.G., Practice Area Standards	Student feedback on Practicum for Future Site Selections	Collected by Assistant Field Placement Director	End of Practicum	Field Experience Director, Program Coordinator and faculty; Advisory Committee
5	Student Internship Survey	Practice Area Standards	Student feedback on Internship for Future Site Selections	Collected by Assistant Field Placement Director	End of Internship (final semester)	Field Experience Director, Program Coordinator and faculty; Advisory Committee

6	Student Involvement Survey	Personal Growth and Understanding	Student involvement in professional organizations	Collected by Program Coordinator	March–April each year	Faculty, Advisory Committee
7	One Year Follow-Up of Graduates Survey	Program Objectives 1-9*	Graduate satisfaction with program and competence assessment in 9 areas	Electronic survey, OPEA	Once a year at conclusion of academic year	OPEA, Program Coordinator and faculty; Advisory Committee
8	State Licensure Test	Program Area Standard	Professional Knowledge	OPEA	Once a year at conclusion of academic year	OPEA, Program Coordinator and faculty; Advisory Committee
9	Job Placement Information	Program Area Standard	Job Market Analysis	OPEA	Once a year at conclusion of academic year	OPEA, Program Coordinator and faculty; Advisory Committee
10	Employer Survey	Program Area Standard	Employers' perceptions of graduates' skill levels and program evaluation	OPEA	Once a year at conclusion of academic year	OPEA, Program Coordinator and faculty; Advisory Committee

Blue: Standard 1.K   Green: Personal Growth and Understanding   Purple: Practice Area   Yellow: Program Objectives

Red: Program Area

*Program Objectives Corresponding with Items on One-Year Follow-Up Survey:

1. Professional Counseling Orientation and Ethical Practice: Items 24, 38
2. Social and Cultural Diversity: Items 19-23
3. Human Growth and Development: 43
4. Career Development: Items 17, 42, 58

5. Counseling and Helping Relationships: 16, 22, 66, 23, 47

6. Group Counseling and Group Work: 40, 46, 59

7. Assessment and Testing: 61

8. Research and Program Evaluation: 54, 65, 67

Assessment #	Name of Assessment	Status	Use of Data	Future Plans	Documentation
1	Applicant and Student Demographics by Race, Ethnicity and Gender	Fully Implemented	Faculty has used data to determine ways to increase diversity among applicant pool; annual report; website and publicity for program	Include advisory committee feedback; continue examining race/ethnicity, gender, and gender and sexual minority (GSM) diversity	Publicity sent to campus affinity groups
2	Professional Dispositions	New instrument piloted Spring 2019 in G523	Annual review of students by faculty in March with student GPAs	Will continue with assessment in G523, include in G524 and G550 (final semester); will share with advisory committee for feedback	Overview of Pilot Data New instrument Old instrument
3	Site Supervisor Survey	Will be implemented in Fall 2020	Faculty will use data to determine changes in curriculum and program operations	Survey and survey findings will be shared with advisory committee in October 2021	New instrument
4	Student Practicum Survey	Fully implemented	Determine future use of site for practice and program evaluation	Investigate delivery methods, timing, to improve return rate; will share with advisory committee for feedback	Overview 2 semesters of data
2	Student Internship Survey	Fully implemented	Determine future use of site for practice and program evaluation	Investigate delivery methods, timing, to improve return rate; will share with advisory committee for feedback	End of Internship (final semester)
6	Student Involvement Survey	Piloted in Spring 2020	Program evaluation	Will share with advisory committee for feedback	Spring 2020 data

7	One Year Follow-Up of Graduates Survey	Fully implemented	Understand graduates' perceptions of how well program prepared them for profession; program evaluation	Will share with advisory committee for feedback	Overview Data
8	State Licensure Test	Fully implemented	Determine how well graduates are prepared for topics addressing state school counseling standards; program evaluation	Will share with advisory committee for feedback	Overview with STDS alignment, data, data analysis
9	Job Placement Information	Fully implemented	Program evaluation; website and publicity	Will share with advisory committee for feedback	Provided in self-study
10	Employer Survey	Fully implemented	Understand employers' perceptions of graduates' skills; program evaluation	Will share with advisory committee for feedback	Overview Data

Blue: Standard 1.K   Green: Personal Growth and Understanding   Purple: Professional Practice Area   Yellow: Program Objectives

Red: Program Area

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Assessment of Student Learning Data

KEY PERFORMANCE INDICATORS OF STUDENT LEARNING

Key Performance Indicators (KPIs) identified by the IUPUI School Counseling Program are assessed using multiple measures and over multiple points in time. Each KPI is assessed for both Knowledge and Skill; in two of the KPIs, for Standards 3, 4, 7, and 9, the Knowledge and Skill assessments are combined.

Starting with the entering enrollment of students in Spring 2022, the Comprehensive Examination will be implemented when the students reach the end of their degree programs

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1. PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE					
Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2020	Spring 2021	Summer 2021
• KPI1.1. Knowledge: Students will integrate their knowledge of advocacy processes with key issues related to the 'opportunity gap' in access, equity, and success for students and families. • KPI1.2. Skill: Students will demonstrate understanding of these processes in role-plays and in the use of humanizing language in presenting advocacy projects to stakeholder groups.	• 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Knowledge: EDUC-G575: *Multicultural Counseling* Advocacy Competencies measure (AP1 Assignment) scores (formative and summative) COMPREHENSIVE EXAM IN FUTURE Skill: • EDUC-G575: *Multicultural Counseling:* Advocacy Project 3 (AP3) Rubric related to use of language during role-played presentations	G575 not offered in fall semester	Knowledge: N=22 Formative: High (100-120) = 7 (32%) Work-in-Progress (70-99) = 7 (32%) Needs Work (below 69)= 8 (36%) Summative: High =11 (50%) Work-in-Progress: 10 (45%) Needs Work = 1 (4%) Average Difference Score: +18.6 (highest at 64, lowest at -4) Skill: Distinguished = 16 (72%) Proficient = 5 (23%) Basic = 1 (5%)	"Summer II assessments will be gathered in late August."

2. SOCIAL AND CULTURAL DIVERSITY					
Key Performance Indicators	**Related CACREP Standards**	Courses Measures and Signature Assignments	**Fall 2020**	**Spring 2021**	**Summer 2021**
• KPI2.1. Knowledge: Students will demonstrate their knowledge of strategies for identifying eliminating barriers to working successfully with clients based on intentional and unintentional oppression and discrimination • KPI2.2. Skill: Students will demonstrate understanding by applying knowledge of strategies for eliminating barriers to working successfully with clients based on intentional and unintentional oppression and discrimination	• 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Knowledge: • EDUC-G502: *Professional Orientation and Ethics* Rubric on Diversity <mark>COMPREHENSIVE EXAM IN FUTURE</mark> Skill: • EDUC-G575: *Multicultural Counseling* Dyadic Interaction Rubric for role-plays	Knowledge: N=34 Scores on Diversity Paper Assignment: 35/35 earned by all 34 students G575 is not offered in the fall semester.	Knowledge: 8/11 students earned 35 points (i.e., full points) Skill: Exceeds Exps = 6 (27%) Meets Exps =16 (73%)	Knowledge: 12/13 students earned 35 points (i.e., full points) 1/13 students earned 28 points
3. HUMAN GROWTH AND DEVELOPMENT					
Key Performance Indicators	**Related CACREP Standards**	**Courses Measures and Signature Assignments**	**Fall 2020**	**Spring 2021**	**Summer 2021**

•	•				
• KPI3.1. Knowledge: Students will demonstrate knowledge of systemic and environmental factors that have impact on human development, functioning, and behavior • KPI3.2. Skill: Students will apply their knowledge systemic factors in case conceptualizations and practice at field placement sites	• 2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	Knowledge and Skill: • EDUC-G524 and G550 (First Semester) *Practicum and First Semester of Internship:* Case Conceptualization Assignment Rubric	Knowledge and Skill: G524 (1 section) N=4 Scores of 150/150 were earned by 3 students, 110/150 by 1 student G550 (3 sections, N=16 of 1st Semester Students): All students earned perfect scores with the exception of 3 who earned scores of 85/90, 0/90, and 88/90)	Knowledge and Skill: G524 (2 sections) N=9 combined Scores of 150/150 were earned by all 9 students. G550 (3 sections, N=6 of 1st Semester Students): 1 student received an Incomplete, the remaining 5 earned scores of 90/90).	G524 and G550 are not offered in summer
		4. CAREER DEVELOPMENT			
Key Performance Indicators • KPI4.1. Knowledge: Students will show an understanding of the strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	**Related CACREP Standards** • 2.F.4.e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to	Courses Measures and Signature Assignments Knowledge and Skill • EDUC-G552 *Career Development:* Students are tested at the end of the semester on their knowledge as well	**Fall 2020** Knowledge and Skill G552 (1 section) 100% = 7 (50%) 98% = 1 (8%) 96% = 1 (8%) 95% = 1 (8%) 90% = 2 (16%) INC = 1 (8%)	**Spring 2021** G552 did not make	**Summer 2021** G552 not offered in summer

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2020	Spring 2021	Summer 2021
• KPI4.2. Skill: Students will demonstrate their ability to apply these strategies for assessing these career development factors	career development	as skills with use of rubric. <mark>COMPREHENSIVE EXAM IN FUTURE</mark>			
5. COUNSELING AND HELPING RELATIONSHIPS					

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2020	Spring 2021	Summer 2021
• KPI5.1. Knowledge: Students will show knowledge of developing a personal model of counseling that integrates an understanding of positionality, strengths and weaknesses of theories based on their attention to client/student inclusion, and relevance of the theoretical integration to macro-level (systems) issues. • KPI5.2. Skill: Students will demonstrate the	• 2.F.5.n. processes for aiding students in developing a personal model of counseling	Knowledge: G522 Counseling Theories: Rubric of Personal Theory Paper specific to outcomes on positionality, discussion of limitations and strengths of theories chosen for integration, and relevance to macro-level systems issues Skill: G522 Counseling Theories: Rubric of Personal Theory Paper specific to outcomes on	Knowledge: N=13 Distinguished = 1 (7%) Proficient = 9 (70%) Meets Exps = 1 (7%) Below Exps = 2 (14%) Skill: N=13 Distinguished = 0 Proficient = 8 (54%) Meets Exps = 3 (23%) Below Exps = 3 (23%)	Knowledge: N=19 Distinguished = 17 (89%) Proficient = 1 Below Exps = 1 Skill: N=19 Distinguished = 18 (95%) Meets Exps = 1 (5%)	G522 is not offered in summer.

relevance of his/her/their personal model to a particular case.		relevance to a particular case presented in class.			
6. GROUP COUNSELING AND GROUP WORK					
Key Performance Indicators	**Related CACREP Standards**	Courses Measures and Signature Assignments	**Fall 2020**	**Spring 2021**	**Summer 2021**
• KPI6.1. Knowledge: Students will demonstrate knowledge in ethical and culturally relevant strategies for designing and facilitating groups • KPI6.2. Skill: Students will show skills in applying strategies that are ethical and culturally relevant when they design and facilitate groups.	• 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	Knowledge: • EDUC-G532 *Group Counseling:* Final Exam score to assess knowledge in ethical and culturally relevant strategies for designing and facilitating groups. Skill: • EDUC-G532: *Group Counseling:* Group Project RUBRIC is used to assess students' skills in designing and facilitating groups using ethical and culturally relevant strategies.	Knowledge: N=10 High Level = 5 (50%) Exceeds Exps=5 (50%) Skill: N=10 Effective = 6 (60%) Less Effective = 4 (40%)	G532 is not offered in the spring term.	G532 N = 23 (two sections) <u>Knowledge</u> High level: 20 (87%) Exceeds Exps: 3 (13%) <u>Skill</u> Effective: 22 (96%) Less Effective: 0

7. ASSESSMENT AND TESTING					
Key Performance Indicators	**Related CACREP Standards**	Courses Measures and Signature Assignments	**Fall 2020**	**Spring 2021**	**Summer 2021**
• <u>KPI7.1. Knowledge:</u> Students will be instructed on the use of ethical and culturally relevant strategies for selecting, administering and interpreting assessment and test results of school-based assessments • <u>KPI7.2. Skill:</u> Students will learn skills in selecting, administering, and interpreting assessment and test results that are ethical and culturally relevant.	• 2.F.7.m. use of ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<u>Knowledge and Skill:</u> • <u>EDUC-G505:</u> *Individual Assessment:* Rubric used at the end of the semester to assess students' knowledge on these strategies for selecting, administering, and interpreting assessment results. Rubric will also assess students' skill levels. <mark>COMPREHENSIVE EXAM IN FUTURE</mark>	G505 is not offered in the fall semester.	G 505 N = 23 <u>Knowledge and Skill</u> Exemplary 20 (87%) Target – 3 (13%) Acceptable – 0 Unacceptable – 0	"Summer II assessments will be gathered in late August."
8. RESEARCH AND PROGRAM EVALUATION					
Key Performance Indicators	**Related CACREP Standards**	Courses Measures and Signature Assignments	**Fall 2020**	**Spring 2021**	**Summer 2021**
• <u>KPI8.1. Knowledge:</u> Students will learn the importance of critiquing research in counseling and	• 2.F.8.a, the importance of research in advancing the counseling	<u>Knowledge:</u> • <u>EDUC-G502</u> *Professional Orientation and Ethics:* Students	<u>Knowledge:</u> N=12 Formative: Score of 10/10 by 11 Students (92%)	<u>Knowledge:</u> N=12 10 of 12 students received the full 10 points	<u>Knowledge:</u> Summer 1 N=12 11 of 12 students received the full 10 points

the relevance of this knowledge to informing counseling practice. • • KPI8.2. Skill: Students will learn how to critique research for the purpose of discerning strengths and weaknesses in their contribution to counseling practice.	profession, including how to critique research to inform counseling practice	are graded on two journal review projects that relate to their knowledge of research in counseling as contributing to professional practice. Formative and summative assessment. Skill: • EDUC-G502 *Professional Orientation and Ethics:* Assignments on research critique will be assessed to determine students' abilities for determining strengths and weaknesses of studies. Formative and summative assessment.	Score of 9/10 by 1 Student (8%) Summative: Score of 10/10 by 10 Students (90%) Score of INC for 1 student (5%) Score of 9.5 for 1 student (5%) Skill: Data were not gathered during this term.	2/12 did not turn in assignment	1/12 did not turn in assignment

9. SCHOOL COUNSELING					
Key Performance Indicators	**Related CACREP Standards**	Courses Measures and Signature Assignments	**Fall 2020**	**Spring 2021**	**Summer 2021**
• KPI1.1. Knowledge: Students will articulate and show knowledge of techniques in personal/social counseling in school settings *that integrate integral information about the systemic issues that influence personal/social well-being.* • KP9.2: Skill: Students will demonstrate their ability to apply techniques in personal/social counseling in school counseling that integrate information about the systemic issues that influence personal/social well-being.	• 5-G.3.f. techniques of personal/social counseling in school settings	Knowledge and Skill: • EDUC-G524 and EDUC-G550: *Practicum and Internship (First Semester)* Evaluations Given at Midterm and at End of Semester. Formative and summative assessment.	Knowledge and Skill: Practicum: Distinguished: 26% Proficient: 74% Basic: 0% Unsatisfactory: 0% Internship: Distinguished: 26% Proficient: 56% Basic: 17% Unsatisfactory: 0% The above findings reflect the results of the final evaluation surveys completed by the site supervisors. These ratings are drawn from the Domain 3, *Delivery of Services* items of the survey.	Knowledge and Skill: Practicum: Distinguished: 5% Proficient: 89% Basic: 5% Unsatisfactory: 0% Internship: Distinguished: 41% Proficient: 54% Basic: 4% Unsatisfactory:0% The above findings reflect the results of the final evaluation surveys completed by the site supervisors. These ratings are drawn from the Domain 3, *Delivery of Services* items of the survey.	G524 and G550 are not offered in the summer.

School Counseling Licensure Exam Data

Academic Year	IUPUI				Average Overall Score		Domain I CACREP 5G.1 mean % correct		Domain II CACRAEP 5G.3 mean % correct		Domain III CACREP 5G.2 mean % correct	
	# of completers	# taking test	# passing test	% passing test	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State
2019-2020	28	22	18	82%	237	248	72	78	76	80	69	73
2018-2019	28	31	29	94%	247	250	78	79	80	81	72	73
2017-2018	28	18	18	100%	257	253	80	80	87	82	72	75
2016-2017	30	26	25	96%	252	251	80	79	83	83	77	77
2015-2016	31	24	21	88%	247	254	73	79	83	84	79	80

Academic Year	OBJ 1 *CACREP Common Core Area STD #3* % Correct		OBJ 2 *CACREP Common Core Areas STD #5* % Correct		OBJ 3 *CACREP Common Core Areas STD #5* % Correct		OBJ4 *CACREP Common Core Areas STD #6* % Correct		OBJ 5 *CACREP Common Core Areas STD #5)* % Correct		OBJ 6 *CACREP Common Core Areas STD #4* % Correct		OBJ 7 *CACREP Common Core Areas STD #1* '% Correct		OBJ 8*CACREP Common Core Areas STD #1)* '% Correct	
	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State
2019-2020	79	81	68	75	73	78	78	83	82	88	71	75	70	72	71	75

2018-2019	87	84	73	77	75	78	83	84.	88	87	73	74	73	72	72	73
2017-2018	87	84	76	77	78	79	91	86	91	89	80	75	69	74	76	76
2016-2017	80	80	79	79	80	78	88	86	91	89	75	75	82	77	71	77
2015-2016	65	74	78	83	76	81	86	89	88	90	77	77	78	80	80	79

Analysis of Data

Academic year 2015-2016 was the first full year that a licensure test for school counselors was required in Indiana.   The percentage of IUPUI graduates who have taken and passed the test over the last five years ranges from 82- 100%. The percent of questions correct in the three domains range from 69-87% which are comparable to the overall percentage correct for the state. Over the five-year period, IUPUI students answered a larger percentage of questions correct in Domain II which addresses theories and practices in education and school counseling.   This pattern was also true statewide. For the individual objectives, IUPUI students had a range of 65 – 91% of the answers correct for a given objective with the majority of the objective percentages correct in the high 70 to 80 range.

Professional Dispositions Data **– G523 & Practicum – Fall 2020**

		Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Exhibits ethical decision-making processes and professional behaviors		G523	3.00	4.00	3.38	0.49	0.24	13
		Practicum	3.00	4.00	3.45	0.50	0.25	11
		Semester	%		Count			
Unsatisfactory		G523	0.00%		0			
		Practicum	0.00%		0			

	Semester	%	Count		
Basic	G523	0.00%	0		
	Practicum	0.00%	0		
Proficient	G523	61.54%	8		
	Practicum	54.55%	6		
Distinguished	G523	38.46%	5		
	Practicum	45.45%	5		

	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Data-Informed Decision Making	G523	2.00	4.00	3.23	0.70	0.49	13
	Practicum	2.00	4.00	3.09	0.67	0.45	11

	Semester	%	Count		
Unsatisfactory	G523	0.00%	0		
	Practicum	0.00%	0		
Basic	G523	15.38%	2		
	Practicum	18.18%	2		
Proficient	G523	46.15%	6		
	Practicum	54.55%	6		
Distinguished	G523	38.46%	5		
	Practicum	27.27%	3		

	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Interacts appropriately and positively with others (Fostering Communication)	G523	2.00	4.00	3.46	0.63	0.40	13
	Practicum	2.00	4.00	3.45	0.78	0.61	11

	Semester	%	Count		
Unsatisfactory	G523	0.00%	0		
	Practicum	0.00%	0		
Basic	G523	7.69%	1		

		Semester	%		Count			
		Practicum	18.18%		2			
Proficient		G523	38.46%		5			
		Practicum	18.18%		2			
Distinguished		G523	53.85%		7			
		Practicum	63.64%		7			

		Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Treats others with courtesy, respect and open-mindedness (Reflective)		G523	2.00	4.00	3.54	0.63	0.40	13
		Practicum	3.00	4.00	3.64	0.48	0.23	11
		Semester	%		Count			
Unsatisfactory		G523	0.00%		0			
		Practicum	0.00%		0			
Basic		G523	7.69%		1			
		Practicum	0.00%		0			
Proficient		G523	30.77%		4			
		Practicum	36.36%		4			
Distinguished		G523	61.54%		8			
		Practicum	63.64%		7			

		Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Displays the ability to work with people of all walks of life and differing in social class, abilities, race, nationality, etc. (Cultural Awareness		G523	2.00	4.00	3.46	0.75	0.56	13
		Practicum	2.00	4.00	3.55	0.66	0.43	11
		Semester	%		Count			

		Semester	%	Count		
Unsatisfactory	G523	0.00%		0		
	Practicum	0.00%		0		
Basic	G523	15.38%		2		
	Practicum	9.09%		1		
Proficient	G523	23.08%		3		
	Practicum	27.27%		3		
Distinguished	G523	61.54%		8		
	Practicum	63.64%		7		

		Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Displays maturity and independence by following appropriate protocol when seeking solutions to problems (Critical Thinking Skills)		G523	2.00	4.00	3.23	0.80	0.64	13
		Practicum	2.00	4.00	3.27	0.75	0.56	11
		Semester	%		Count			
Unsatisfactory		G523	0.00%		0			
		Practicum	0.00%		0			
Basic		G523	23.08%		3			
		Practicum	18.18%		2			
Proficient		G523	30.77%		4			
		Practicum	36.36%		4			
Distinguished		G523	46.15%		6			
		Practicum	45.45%		5			

		Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Accepts and uses constructive criticism (supervision)		G523	2.00	4.00	3.23	0.80	0.64	13
		Practicum	3.00	4.00	3.64	0.48	0.23	11
		Semester	%		Count			
Unsatisfactory		G523	0.00%		0			
		Practicum	0.00%		0			
Basic		G523	23.08%		3			
		Practicum	0.00%		0			
Proficient		G523	30.77%		4			
		Practicum	36.36%		4			
Distinguished		G523	46.15%		6			
		Practicum	63.64%		7			
		Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Demonstrates enthusiasm, confidence, and initiative (Professional Growth)		G523	2.00	4.00	3.15	0.86	0.75	13
		Practicum	2.00	4.00	3.18	0.72	0.51	11
		Semester	%		Count			
Unsatisfactory		G523	0.00%		0			
		Practicum	0.00%		0			
Basic		G523	30.77%		4			
		Practicum	18.18%		2			
Proficient		G523	23.08%		3			
		Practicum	45.45%		5			
Distinguished		G523	46.15%		6			
		Practicum	36.36%		4			

		Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Demonstrates appropriate self-monitoring and control of emotions and behaviors (Respectfulness)		G523	2.00	4.00	3.15	0.86	0.75	13
		Practicum	3.00	4.00	3.64	0.48	0.23	11
		Semester	%		Count			
Unsatisfactory		G523	0.00%		0			
		Practicum	0.00%		0			
Basic		G523	30.77%		4			
		Practicum	0.00%		0			
Proficient		G523	23.08%		3			
		Practicum	36.36%		4			
Distinguished		G523	45.15%		6			
		Practicum	63.64%		7			

		Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Shows Ability to Self-Assess		G523	2.00	4.00	3.38	0.62	0.39	13
		Practicum	2.00	4.00	3.36	0.77	0.60	11
		Semester	%		Count			
Unsatisfactory		G523	0.00%		0			
		Practicum	0.00%		0			
Basic		G523	7.69%		1			
		Practicum	18.18%		2			
Proficient		G523	46.15%		6			
		Practicum	27.27%		3			
Distinguished		G523	46.15%		6			
		Practicum	54.55%		6			

	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Maintains confidentiality of records, correspondence and conversations	G523	3.00	4.00	3.62	0.49	0.24	13
	Practicum	3.00	4.00	3.82	0.39	0.15	11
	Semester	%		Count			
Unsatisfactory	G523	0.00%		0			
	Practicum	0.00%		0			
Basic	G523	0.00%		0			
	Practicum	0.00%		0			
Proficient	G523	38.46%		5			
	Practicum	18.18%		2			
Distinguished	G523	61.54%		8			
	Practicum	81.82%		9			

Analysis of Data

Areas of Strength:

- Treats others with courtesy, respect and open-mindedness (Reflective)
- Displays the ability to work with people of all walks of life and differing in social class, abilities, race, nationality, etc. (Cultural Awareness)
- Accepts and uses constructive criticism (supervision) – During Practicum
- Demonstrates appropriate self-monitoring and control of emotions and behaviors (Respectfulness) – During Practicum
- Maintains confidentiality of records, correspondence and conversations

Areas for Improvement:

- Demonstrates enthusiasm, confidence, and initiative (Professional Growth)
- Demonstrates appropriate self-monitoring and control of emotions and behaviors (Respectfulness) – During G523

Student Practicum/Internship Final Evaluation

Domain 1 for School Counselors: Planning and Preparation								
Component	**Semester**	Level of Performance				Mean	Standard Deviation	**Experience**
		Unsatisfactory	Basic	Proficient	Distinguished			
Demonstrating Knowledge of School Counseling Theory ASCA 1a CACREP F1, F5. G5d REPA 2	Spring 2021			5		3.00	0.00	Practicum N = 5
				8	6	3.43	0.49	Internship N=14
	Fall 2020			4	1	3.2	0.40	Practicum N= 6
			3	6	1	2.80	0.60	Internship N = 10
Demonstrating Knowledge of Students ASCA 1b CACREP F2, F3 5Gh REPA 1 CPO2	Spring 2021			3	1	3.25	0.43	Practicum
				4	10	3.71	0.45	Internship
	Fall 2020			2	3	3.60	0.49	Practicum
			3	4	3	3.00	0.77	Internship
Establishing Counseling Outcomes ASCA 1c CACREP F1, F4, F7, F8, 5Ga-c REPA 3 CPO3	Spring 2021		2	3		2.30	0.49	Practicum
			1	4	9	3.57	0.62	Internship
	Fall 2020			3	2	3.40	0.24	Practicum
			2	7	1	2.90	0.54	Internship
Demonstrating Knowledge of Resources ASCA 1d CACREP F1, F4, F7, F8, 5Ga-c REPA 3	Spring 2021			4	1	3.20	0.40	Practicum
			2	5	7	3.36	0.72	Internship
	Fall 2020			4	1	3.20	0.40	Practicum
				7	3	3.30	0.46	Internship
	Spring 2021		1	3		2.75	0.43	Practicum

Component	Semester					Mean	SD	Type
Designing a Coherent Counseling Program ASCA 1e CACREP F1, F4, F7, F8, 5Ga-c REPA 3 CPO3	Fall 2020			2	6	3.29	0.70	Internship
				4	1	3.20	0.40	Practicum
			2	5	2	3.00	0.67	Internship
Designing Program Assessment ASCA 1f CACREP F1, F4, F7, F8 5G a-c REPA 3 CPO3	Spring 2021		2	3		2.60	0.49	Practicum
			1	10	3	3.14	0.52	Internship
	Fall 2020		1	3	1	3.00	0.63	Practicum
			2	6		2.75	0.43	Internship
Domain 2 for School Counselors: The Environment								
Creating an Environment of Respect and Rapport ASCA 2a CACREP F1, F4, F7, F8, 5Ga-c REPA 3	Spring 2021			4	1	3.20	0.40	Practicum
				3	11	3.79	0.41	Internship
	Fall 2020			1	4	3.80	0.40	Practicum
		1	1	3	5	3.20	0.98	Internship
Establishing a Culture for Learning ASCA 2b CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2021			5		3.00	0.00	Practicum
				4	10	3.71	0.45	Internship
	Fall 2020			1	3	3.75	0.43	Practicum
			2	5	3	3.10	0.70	Internship
Managing Routines and Procedures ASCA 2c CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2021		1	3	1	3.00	3.63	Practicum
				4	10	3.71	0.45	Internship
	Fall 2020			3	1	3.25	0.43	Practicum
			2	4	3	3.11	0.74	Internship
Managing Student Behavior ASCA 2d	Spring 2021		2	2	1	2.80	0.75	Practicum
				4	10	3.71	0.45	Internship

Standard	Term					Mean	SD	Type
CACREP F1, F4, F8, 5G a-c REPA 3	Fall 2020		1	2	2	3.20	0.75	Practicum
		1	2	3	3	2.89	0.99	Internship
Organizing Physical Space ASCA 2e CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2021			5		3.00	0.00	Practicum
				7	7	3.50	0.50	Internship
	Fall 2020			3	1	3.25	0.43	Practicum
			2	3	4	3.22	0.79	Internship
Domain 3 for School Counselors: Delivery of Services								
Communicating with Students ASCA 3a CACREP F5, F6, F8, 5Gk REPA 4 CPO41	Spring 2021			4	1	3.20	0.16	Practicum
			1	3	10	3.64	0.61	Internship
	Fall 2020			4	1	3.20	0.40	Practicum
			2	5	3	3.10	0.70	Internship
Using Appropriate Counseling Techniques ASCA 3b CACREP F5, F6, F8, 5Gk REPA 4 CPO5, 6	Spring 2021		1	4		2.80	0.40	Practicum
				7	7	3.50	0.50	Internship
	Fall 2020			4	1	3.20	0.40	Practicum
			2	5	2	3.00	0.67	Internship
Engaging Students in the Formulation of Current and Future Plans ASCA 3c CACREP F2, F4, 5Gc REPA 6 CPO12	Spring 2021			5		3.00	0.00	Practicum
				5	9	3.64	0.48	Internship
	Fall 2020			2	2	3.50	0.25	Practicum
			1	5	3	3.22	0.63	Internship
Assessing Student Needs ASCA 3d	Spring 2021			4	1	3.20	0.16	Practicum
				5	9	3.64	0.48	Internship

Criteria	Semester					Mean	SD	Type
CACREP F5, F6, F8, 5Gk REPA 4 CPO8	Fall 2020			3	1	3.25	0.43	Practicum
		2	5	2		3.00	0.67	Internship
Implementing Responsive Services ASCA 3e CACREP F2, F3, F5, F7, 5Ge, g, i REPA 5	Spring 2021			4	1	3.20	0.40	Practicum
				7	7	3.50	0.50	Internship
	Fall 2020			4	1	3.20	0.40	Practicum
		1	6	3		3.20	0.60	Internship

Domain 4 for School Counselors: Professional Responsibilities								
Reflecting on Practice ASCA 4a CACREP E, F1, F2, F7, 5Gd-e REPA 7	Spring 2021	1	4			2.80	0.40	Practicum
		1	5	8		3.50	0.63	Internship
	Fall 2020	1	2	1		3.00	0.71	Practicum
		2	5	2		3.00	0.67	Internship
4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice ASCA 4b CACREP E, F1, F2, F7, 5Gd-e REPA 7	Spring 2021	1	4			2.80	0.40	Practicum
		1	4	9		3.57	0.62	Internship
	Fall 2020			4	1	3.20	0.40	Practicum
				5	4	3.44	0.25	Internship
4c: Communicating with Families, Staff, and Community ASCA 4c CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO7	Spring 2021			4	1	3.20	0.40	Practicum
				5	9	3.64	0.48	Internship
	Fall 2020			2	2	3.50	0.50	Practicum
		2	7	1		2.90	0.54	Internship
4d: Participating in the Professional Community	Spring 2021	1	3	1		3.00	0.63	Practicum
		1	5	8		3.50	0.63	Internship

Element	Semester	1	2	3	4	Mean	SD	
ASCA 4d CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO11	Fall 2020			4	1	3.20	0.40	Practicum
		1	2	6	1	2.70	0.78	Internship
4e: Growing and Developing Professionally ASCA 4e CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO10	Spring 2021			5		3.00	0.00	Practicum
			1	4	9	3.57	0.62	Internship
	Fall 2020			4	1	3.20	0.40	Practicum
			2	5	2	3.00	0.67	Internship
4f: Showing Professionalism ASCA 4f CACREP C1, F1, 5Gl-n REPA 8 CPO9	Spring 2021			4	1	3.20	0.40	Practicum
				4	10	3.71	0.45	Internship
	Fall 2020			4	1	3.20	0.40	Practicum
			3	2	5	3.20	0.87	Internship
Assuming the role of school counselor as advocate and social justice agent ASCA 4f CACREP C1, C2, 53h CPO 9	Spring 2021			4	1	3.20	0.40	Practicum
			1	4	9	3.57	0.62	Internship
	Fall 2020			1	4	3.90	0.40	Practicum
			1	6	3	3.20	0.36	Internship

Analysis of Data

Overall performance was at or above target for students in G523 and the practicum

Areas of Strength:

- Demonstrating Knowledge of Students ASCA 1b CACREP F2, F3 5Gh REPA 1 CPO2
- Demonstrating Knowledge of Resources ASCA 1d CACREP F1, F4, F7, F8, 5Ga-c REPA 3
- Creating an Environment of Respect and Rapport ASCA 2a CACREP F1, F4, F7, F8, 5Ga-c REPA 3
- Establishing a Culture for Learning ASCA 2b CACREP F1, F4, F8, 5G a-c REPA 3

- Managing Routines and Procedures ASCA 2c CACREP F1, F4, F8, 5G a-c REPA 3
- Organizing Physical Space ASCA 2e CACREP F1, F4, F8, 5G a-c REPA 3
- Engaging Students in the Formulation of Current and Future Plans ASCA 3c CACREP F2, F4, 5Gc REPA 6 CPO12

Areas for Improvement

- Reflecting on Practice ASCA 4a CACREP E, F1, F2, F7, 5Gd-e REPA 7
- Establishing Counseling Outcomes ASCA 1c CACREP F1, F4, F7, F8, 5Ga-c REPA 3 CPO3
- Designing a Coherent Counseling Program ASCA 1e CACREP F1, F4, F7, F8, 5Ga-c REPA 3 CPO3
- Designing Program Assessment ASCA 1f CACREP F1, F4, F7, F8 5G a-c REPA 3 CPO3
- Managing Student Behavior ASCA 2d CACREP F1, F4, F8, 5G a-c REPA 3
- Participating in the Professional Community ASCA 4d CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO11

Program Evaluation Data

Student Involvement Survey

INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS AND LMHC INTEREST
Fall 2020 & Spring 2021 Data

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a member of one or more professional counseling or counseling-related organizations, like the American Counseling Association (ACA), American School Counseling Association (ASCA), Counselor for Social Justice (CSI), and/or Indiana School Counseling Association (ISCA)? These can be local/regional, state, national, or international.	1.00	2.00	1.56	0.50	0.25	34

#	Answer		%	Count
1	yes	Fall	80.00%	20
		Spring	44.12%	15
2	No Skip to item 5)	Fall	20.00%	5
		Spring	55.88%	19

#	Answer		%	Count
1	ACA	Fall	5.00%	1
		Spring	5.56%	1
2	ASCA	Fall	85.00%	17
		Spring	83.33%	15
3	ISCA	Fall	10.00%	2
		Spring	11.11%	2
4	CSI	Fall	0.00%	0
		Spring	0.00%	0

Spring 2021 Data

#	Have you been or are you actively involved in one or more professional counseling or counseling-related organizations in non-leadership ways (i.e., presented at conference, serve as member of committees, etc.)? Answer	%	Count
1	No	100.00%	16
2	Yes. I have served or currently serve on one or more committees.	0.00%	0
3	Yes. I have presented or plan to present soon at one or more conferences.	0.00%	0

#		%	Count
4	Yes, I have facilitated or co-facilitated a workshop, webinar, or presentation at a nonconference event OR plan to do so in the near future.	0.00%	0
	Total	100%	16

#	Have you ever served or are you currently serving in an elected position in a counseling/counseling related organization? Answer	%	Count
1	No	100.00%	17
2	Yes, I have been or currently serve in an elected position in a counseling/counseling related organization	0.00%	0
3	Yes I have just been elected to a position in a counseling/counseling related organization.	0.00%	0
4	Yes, I have served or currently serve in a leadership position not described in the above items	0.00%	0
	Total	100%	17

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you participated in seminars, workshops, or other activities that contribute to personal and professional growth?	1.00	2.00	1.57	0.50	0.25	30

#	Answer	%	Count
1	yes	43.33%	13
2	no	56.67%	17
	Total	100%	30

If where asked if given the choice, would you prefer taking (or having taken) the following courses as face-to-face, online, or hybrid (combination face-to-face and online) courses? Those selecting face-to-face ranged from 14-61% while those selecting on-line ranged from 29-67%.   The percentage selecting hybrid ranged from 11-32%.

Site Supervisor Survey

The numerical values for this survey have been reversed with a low score being superior to a higher score

		Strong (1)	Above Average (2)	Average (3)	Less than Average (4)	Not good support (5)	Mean	Standard Deviation
- What kind of support did you receive from program staff when the student transitioned to	Spring 2021 Practicum	0	2	2	0	0	2.50	0.50
	Spring 2021 Internship N = 12	2	3	5	2	0	2.58	0.96

		Strong (1)	Above Average (2)	Average (3)	Less than Average (4)	Not good support (5)	Mean	Standard Deviation
your site for the first time	Fall 2020 Practicum N = 11	1	3	5	2	0	2.73	0.86
What kind of support did you receive from program staff while the IUPUI student was at your site?	Spring 2021 Practicum	0	1	3	0	0	2.75	0.43
	Spring 2021 Internship N = 12	1	3	6	2	0	2.75	0.69
	Fall 2020 Practicum N = 11	1	4	5	1	0	2.55	0.78

		Well prepared (1)	Above Average (2)	Average (3)	Below Average (4)	Not at all prepared (5)	Mean	Standard Deviation
Did the IUPUI student come prepared for the experience by behaving professionally, commensurate with the student's level of experience?	Spring 2021 Practicum	2	1	1	0	0	1.75	0.83
	Spring 2021 Internship N = 12	7	5	0	0	0	1.42	0.49
	Fall 2020 Practicum N = 11	7	3	1	0	0	1.45	0.66

Analysis of Data

Area of Strength:

- Students well prepared

Areas for Improvement:

- Possible Site Supervisor, Intern and School Supervisor Meeting during the semester – COVID Related
- Receive specific details from the program on the goal of the internship and what skills the student needed to focus on.
- More input in regards to the evaluation rubric
- More communications upfront.

Intern Feedback Survey

The numerical values for this survey have been reversed with a low score being superior to a higher score

		Strongly Agree (1)	Somewhat Agree (2)	Neither Agree nor Disagree (3)	Somewhat Disagree (4)	Strongly Disagree (5)	Mean	Standard Deviation
The amount of on-site supervision from my site supervisor met or exceeded my needs.	Spring Practicum	2	0	0	0	0	1.00	0.00
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	2	2	0	0	0	1.50	0.25
	Fall Practicum	3	0	0	1	0	1.75	1.30
	Fall Internship I	6	3	1	0	0	1.50	0.67
	Fall Internship II	4	0	0	0	0	1.00	0.00

I felt that my site supervisor was committed to his/her role as a supervisor	Spring Practicum	2	0	0	0	0	1.00	0.00
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	1	2	1	0	0	2.00	0.71
	Fall Practicum	4	0	0	0	0	1.00	0.00
	Fall Internship I	8	2	0	0	0	1.20	0.40
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor facilitated clarification about my own ideas about counseling theory	Spring Practicum	2	0	0	0	0	1.00	0.00
	Spring Internship I	2	1	0	0	0	1.33	0.47
	Spring Internship II	1	1	1	1	0	2.50	1.12
	Fall Practicum	2	2	0	0	0	1.50	0.50
	Fall Internship I	6	2	2	0	0	1.60	0.80
	Fall Internship II	4	0	0	0	0	1.00	0.00
I was provided information about the site's organization and procedures and given a tour of the site.	Spring Practicum	1	1	0	0	0	1.50	0.50
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	2	1	0	1	0	2.00	1.22
	Fall Practicum	3	1	0	0	0	1.25	0.43
	Fall Internship I	7	2	1	0	0	1.40	0.56

							Mean	SD
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor facilitated my understanding about the role and function of counselors at my site	Spring Practicum	2	0	0	0	0	1.00	0.00
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	2	1	0	1	0	2.00	1.22
	Fall Practicum	4	0	0	0	0	1.00	0.00
	Fall Internship I	8	0	0	0	2	1.80	1.50
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor provided opportunities for me to learn about various professional roles and function at my site (e.g. invited attendance and participation at meetings other than supervision)	Spring Practicum	1	1	0	0	0	1.50	0.50
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	3	1	0	0	0	1.25	0.43
	Fall Practicum	3	1	0	0	0	1.25	0.43
	Fall Internship I	7	2	1	0	0	1.40	0.66
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor facilitated my understanding about various community resources	Spring Practicum	1	1	0	0	0	1.50	0.50
	Spring Internship I	2	1	0	0	0	1.33	0.47
	Spring Internship II	0	2	0	2	0	3.00	1.00

	Fall Practicum	3	1	0	0	0	1.25	0.43
	Fall Internship I	6	3	0	0	1	1.70	1.19
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor provided useful feedback to me about my role as a counselor	Spring Practicum	2	0	0	0	0	1.00	0.00
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	0	3	0	0	1	2.75	1.30
	Fall Practicum	3	1	0	0	0	1.25	0.43
	Fall Internship I	7	1	1	1	0	1.60	1.02
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor helped me to clarify my client's issues	Spring Practicum	1	1	0	0	0	1.50	0.50
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	2	2	0	0	0	1.50	0.50
	Fall Practicum	2	1	1	0	0	1.75	0.83
	Fall Internship I	7	1	0	2	0	1.70	1.19
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor helped me to focus on specific counseling	Spring Practicum	1	1	0	0	0	1.50	0.00
	Spring Internship I	3	0	0	0	0	1.00	0.00

strategies to assist my client	Spring Internship II	1	2	0	0	1	2.50	1.50
	Fall Practicum	2	1	0	0	1	2.25	1.50
	Fall Internship I	6	2	1	1	0	1.70	1.00
	Fall Internship II	4	0	0	0	0	1.00	0.00
The supervision sessions at the site facilitated my personal and professional growth	Spring Practicum	2	0	0	0	0	1.00	0.00
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	1	2	1	0	0	2.00	0.71
	Fall Practicum	3	0	0	1	0	1.75	1.30
	Fall Internship I	7	1	0	2	0	1.70	1.19
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor offered opportunities for me to participate in ongoing on-site research	Spring Practicum	1	1	0	0	0	1.50	0.50
	Spring Internship I	2	0	1	0	0	1.67	0.94
	Spring Internship II	0	1	2	0	1	3.25	1.09
	Fall Practicum	2	1	0	0	1	2.25	1.64
	Fall Internship I	2	2	4	0	2	2.80	1.33
	Fall Internship II	4	0	0	0	0	1.00	0.00
My site supervisor helped promote	Spring Practicum	2	0	0	0	0	1.00	0.00

legal and ethics practices through modeling appropriate professional behaviors	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	2	0	1	1	0	2.25	1.30
	Fall Practicum	4	0	0	0	0	1.00	0.00
	Fall Internship I	8	1	1	0	0	1.30	0.64
	Fall Internship II	4	0	0	0	0	1.00	0.00
I would recommend the site for future placements	Spring Practicum	2	0	0	0	0	1.00	0.00
	Spring Internship I	3	0	0	0	0	1.00	0.00
	Spring Internship II	3	0	1	0	0	1.50	0.87
	Fall Practicum	3	0	0	1	0	1.75	1.30
	Fall Internship I	7	1	2	0	0	1.50	0.81
	Fall Internship II	4	0	0	0	0	1.00	0.00

Analysis of Data

Area of Strength:

- Site supervisors are committed to their roles.
- Students had opportunities to learn about various professional roles and function at their site (e.g. invited attendance and participation at meetings other than supervision.

Areas for Improvement:
- Site supervisors need to facilitate students' understanding about various community resources more.
- Students need opportunities to participate in ongoing on-site research.

- Site supervisors need to facilitate students' clarification about their own ideas about counseling theory.
- Providing useful feedback to the students suffered during the COVID semesters.

One Year Follow-up of Graduates Survey

Select questions have been included in this report. Data for the entire survey was shared with faculty.

Q5 Did you obtain employment as a school counselor or related occupation within six (6) months of graduation?

Answered: 13   Skipped: 0
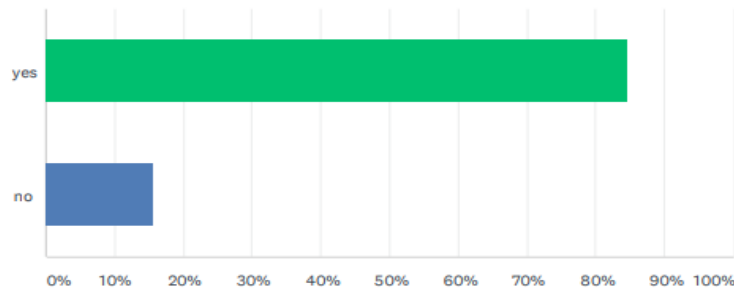
Q13 How often did you meet with your advisor during your studies?

Answered: 12   Skipped: 1
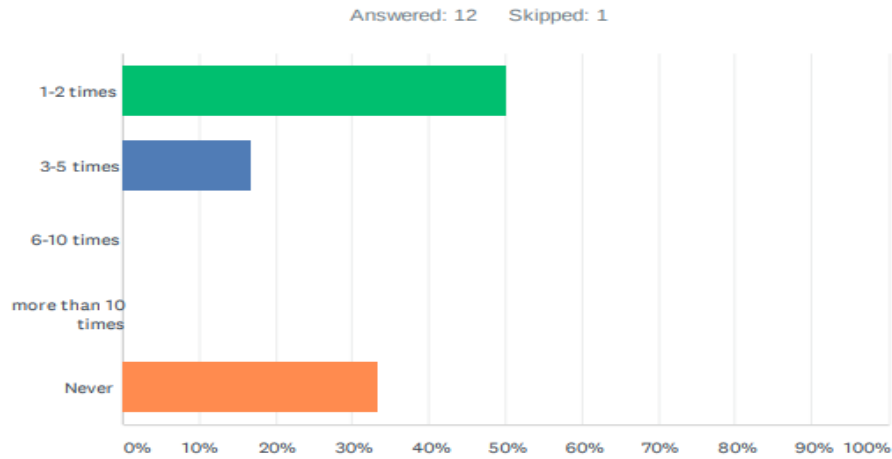
Q14 What areas of your university advising needed to be improved? (Check all that apply)

Answered: 13   Skipped: 0

52
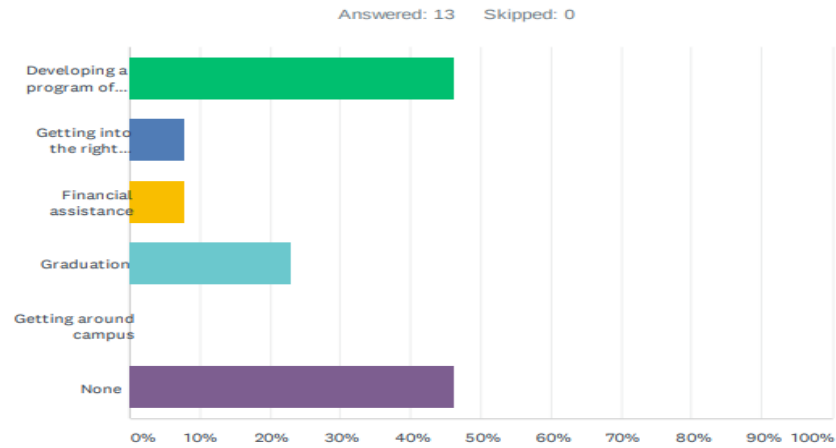
Q15 In general, were the lectures and class activities presented by the program faculty well-organized and designed to facilitate the understanding of subjects?

Answered: 13   Skipped: 0
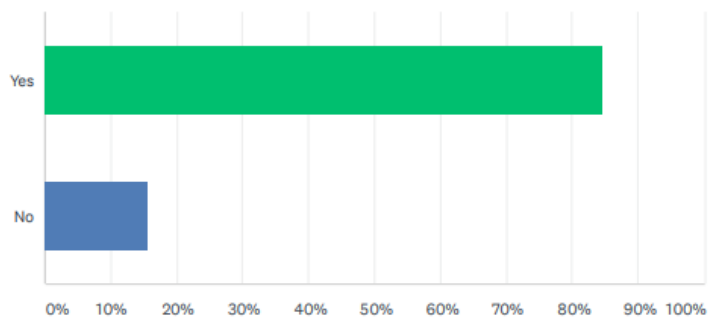
Q16 Did the program prepare you to use technology effectively and efficiently to plan, organize, implement and evaluate a comprehensive school counseling program?

Answered: 13   Skipped: 0
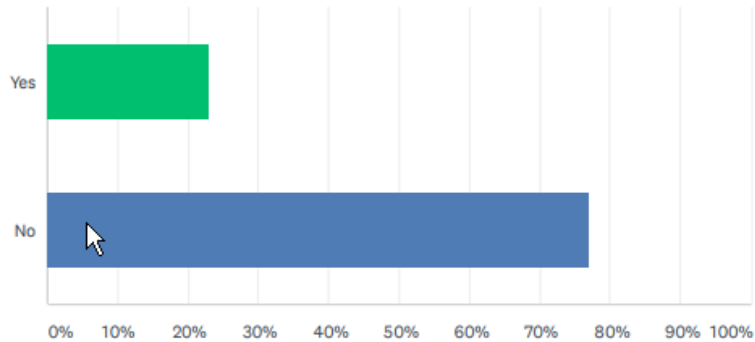
Q20 Do you have the knowledge and skills to establish a school/work place climate that values diverse representation and diverse perspectives (e.g., racial, ethnic, gender, nationality, etc.)?

Answered: 13   Skipped: 0
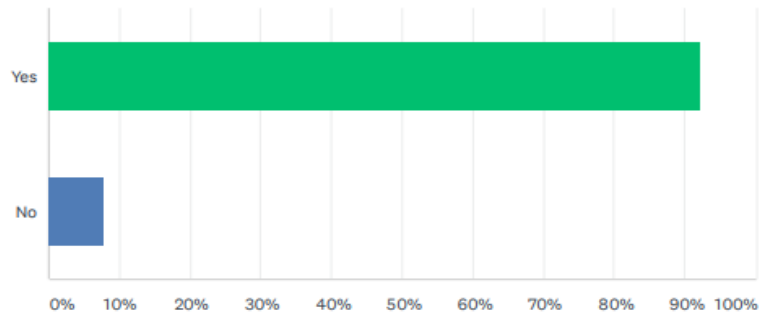
Q24 Academic/professional knowledge about the field of counseling

Answered: 13   Skipped: 0
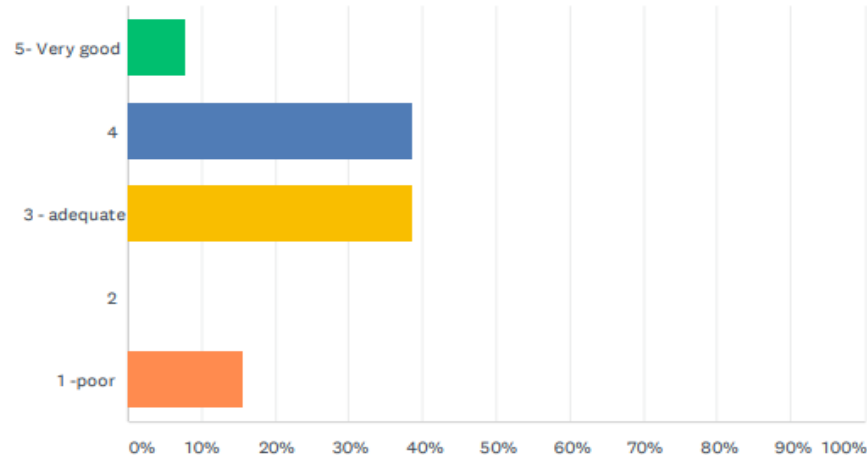
Q25 Professional skills needed to be an effective counselor

Answered: 13   Skipped: 0
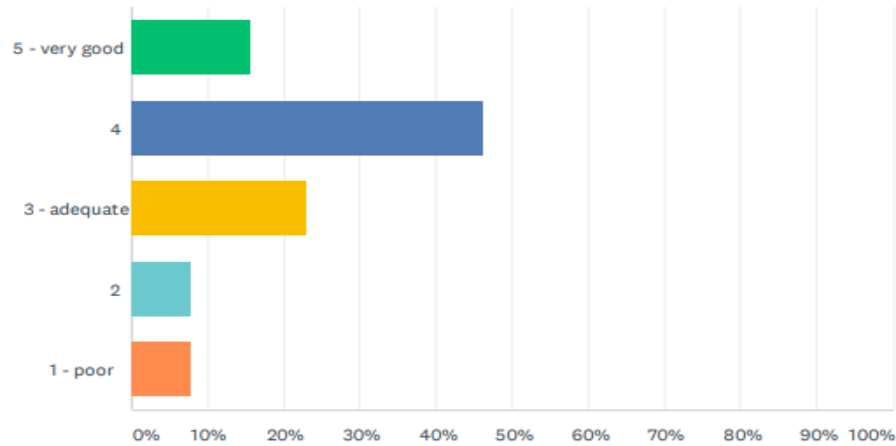
Q26 The supervised, field-based experiences (i.e., practicum/ internship)

Answered: 13   Skipped: 0
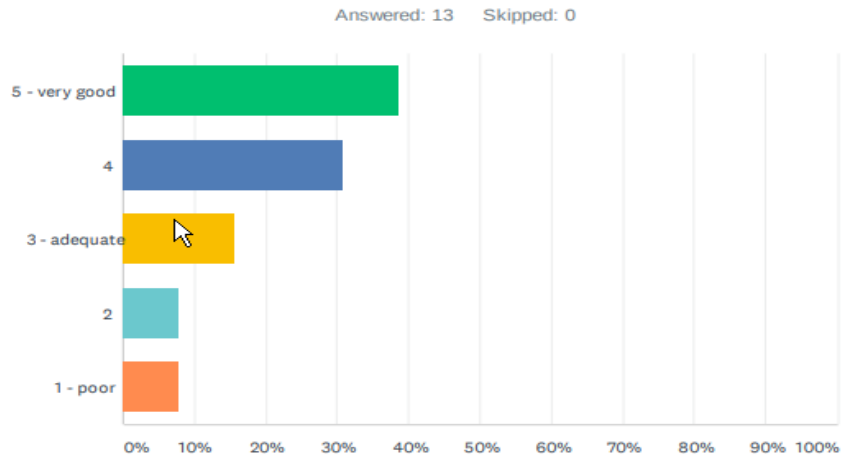
Q28 The site supervisors for supervised field experiences

Answered: 13   Skipped: 0
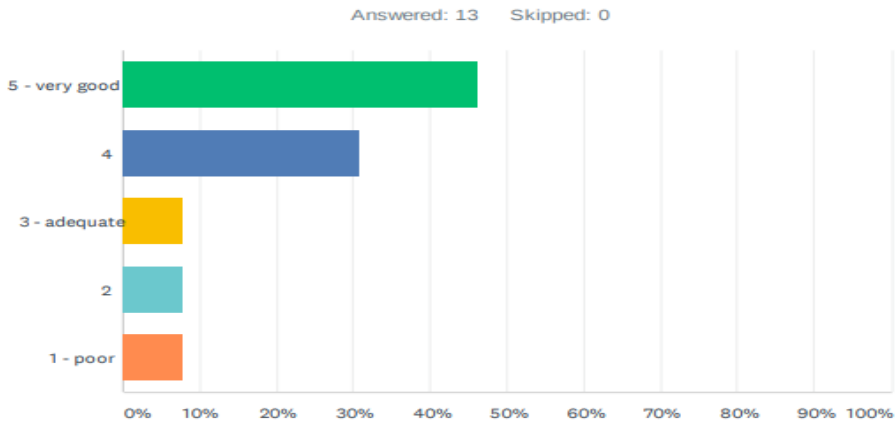
Q29 The faculty supervisors for field experience courses and group supervision

Answered: 13   Skipped: 0
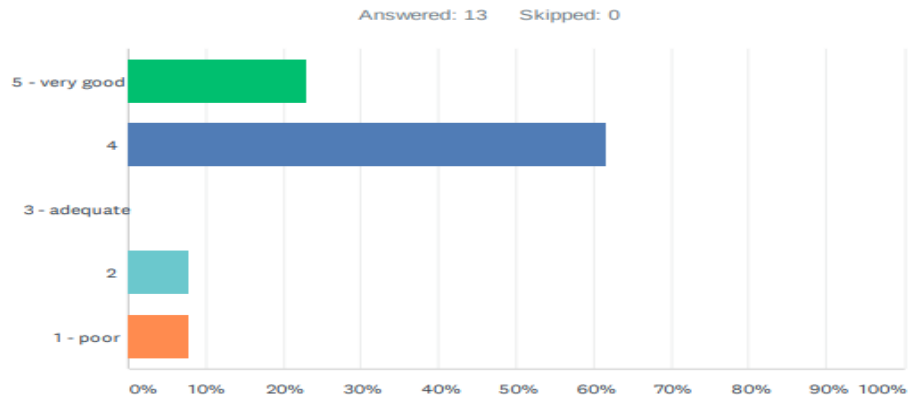
Analysis of Data

The survey was sent to 35 former students who had graduated during 2018-2019.   There were 13 respondents for a response rate of 37%.   Of those responding 92.31% had actively sought employment after graduation as a school counselor or related occupation.   Of the 14 , 84.62% had obtained employment as a school counselor or related occupation within six months of graduation.   Over 60% of the respondents had an initial, post-graduation salary of $35,000 or higher.

 A little less than half of the respondents (41/67%) regularly attend counseling professional conferences/workshops.   The membership in professional organizations follow:

American Counseling association   8.33%

American School Counselor Association   83.33%

Indiana Counseling Association 8.33%

Indiana School Counselor Association 58.33%

When aske what area of their university advising needed to be improved, 46.15% indicated "Developing a program of study" while 46.15% indicated "none."

Over 84% of the respondents felt lectures and class activities presented by the program faculty were well-organized and designed to facilitate the understanding of subject.   However, 76.91% of the respondents indicated "No" when asked if the program prepared them to use technology effectively and efficiently to plan, organize, implement, and evaluate a comprehensive school counseling program.   Likewise, 84.62% of the respondent did not feel that the program helped them become more knowledgeable about various compute-based guidance and information system as well as technology to assist individuals with career planning. The majority (69.33%) felt they understand the legal ethical nature of working in technological society.

When asked if they had an opportunity to work with diverse populations (including English language learners and students with exceptionalities) during your field experience, 84.62% responded "yes, and 92.31% of the respondents felt they have the knowledge and skills to establish a school/work place climate that values diverse representation and diverse perspectives with the same percentage indication they incorporate racial/cultural perspective into their counseling.

Almost 70% of the respondents indicated they know how to develop a plan to improve practices that positively and inclusively effects all students and families.   Approximately 84% of the respondents felt they preparation was adequate or above in building the understanding of the proficiency needed to reach all students and families inclusively. A similar percentage felt they had adequate or above academic/professional knowledge about the field of counseling and that they had the professional skill needed to be an effective counselor.

Approximately 85% of the respondents felt the supervised, field-based experiences were adequate or above with 9@5 indicating the sties available for supervised field experiences were adequate or above.

Eighty-five percent of the respondents indicated the site supervisor for the supervised field experiences were adequate or above with 78% indicating above adequate or very good.   An area for improvement was the use of technology effectively.
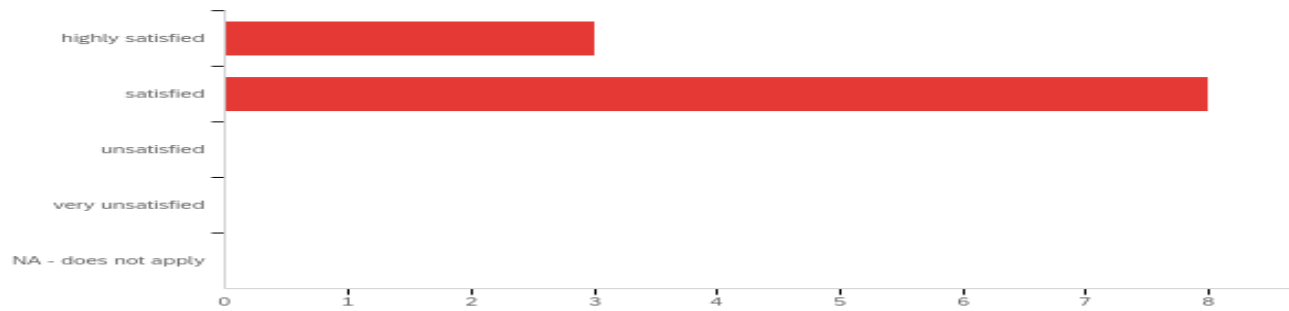
Employer Survey – Fall 2020

Q1 - Overall job performance
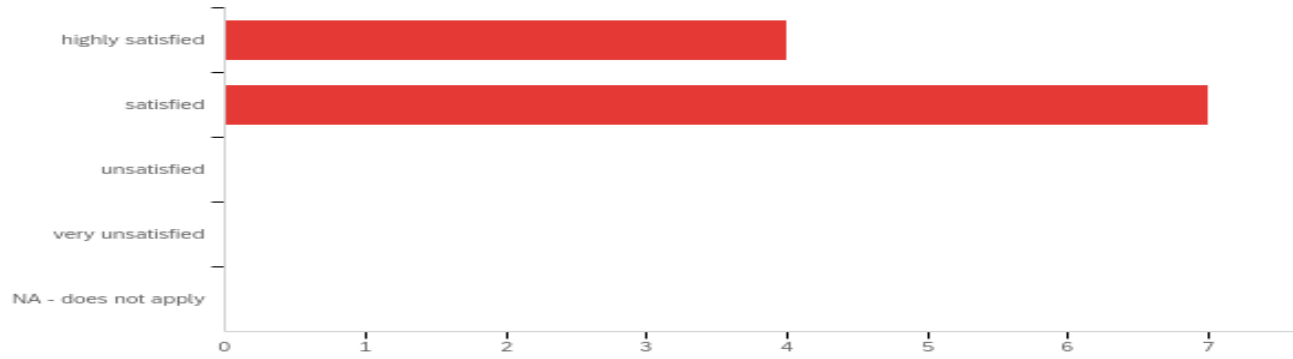
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall job performance	1.00	2.00	1.64	0.48	0.23	11

Q2 - Individual counseling skills
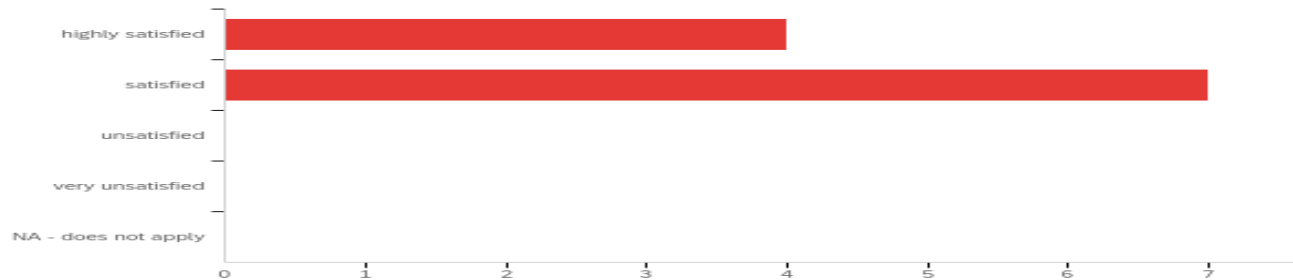
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Individual counseling skills	1.00	2.00	1.64	0.48	0.23	11

Q3 - Group counseling skills

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Group counseling skills	1.00	2.00	1.73	0.45	0.20	11

Q4 - Psychoeducational (structured) group skills
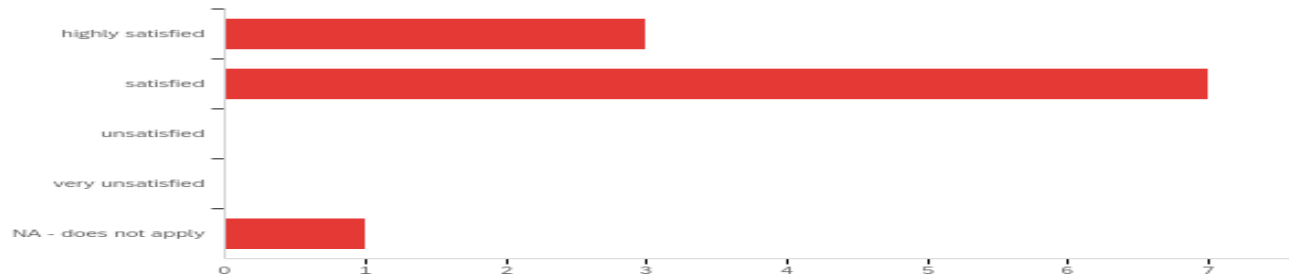
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Psychoeducational (structured) group skills	1.00	5.00	2.00	1.04	1.09	11

Q5 - Multicultural counseling skills
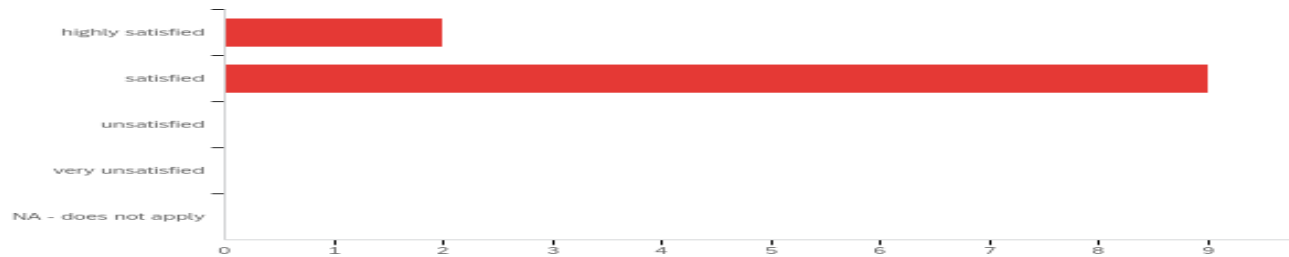
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Multicultural counseling skills	1.00	2.00	1.82	0.39	0.15	11

Q6 - Career/lifestyle counseling skills
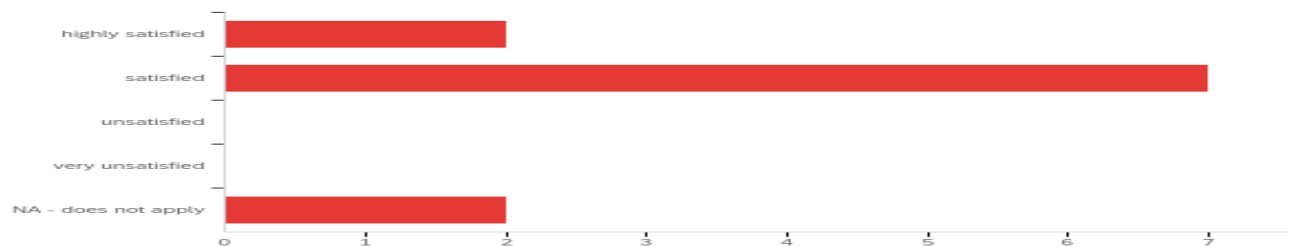
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Career/lifestyle counseling skills	1.00	5.00	2.36	1.30	1.69	11

Q7 - Classroom guidance
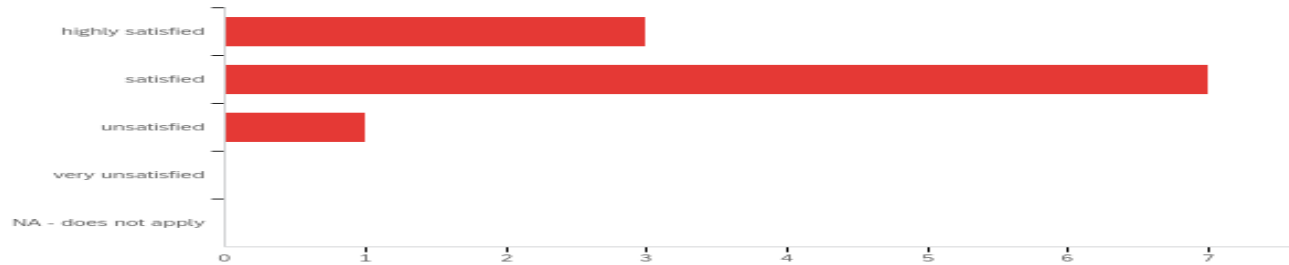
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Classroom guidance	1.00	3.00	1.82	0.57	0.33	11

Q8 - Crisis counseling skills
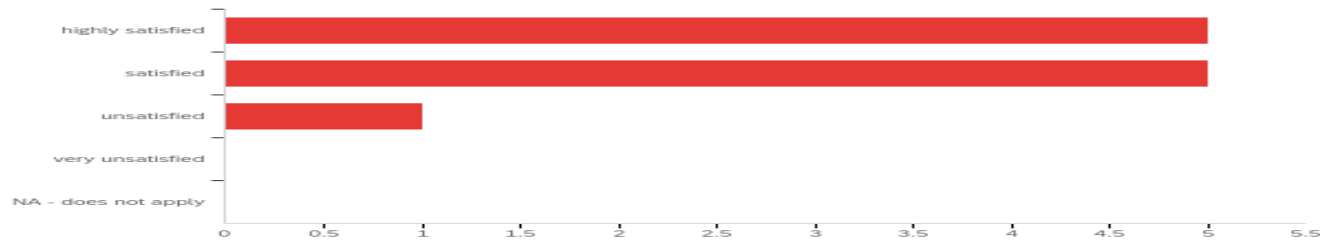
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Crisis counseling skills	1.00	3.00	1.64	0.64	0.41	11

Q9 - Play therapy skills
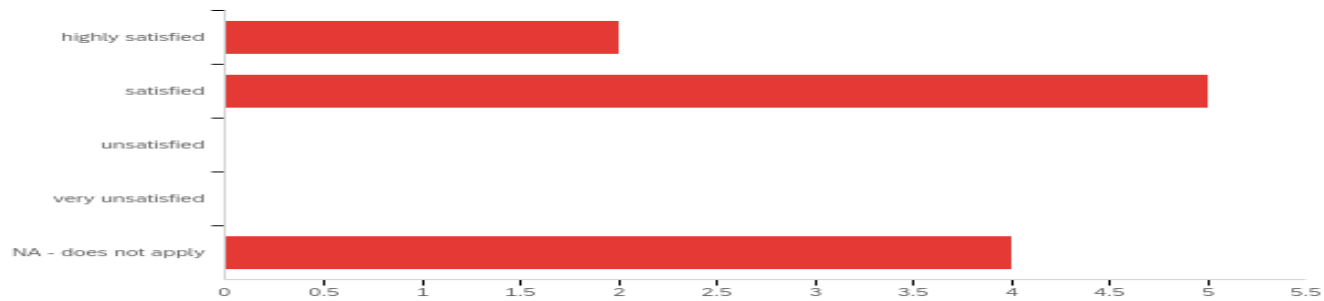
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Play therapy skills	1.00	5.00	2.91	1.62	2.63	11

Q10 - Child and adolescent counseling skills
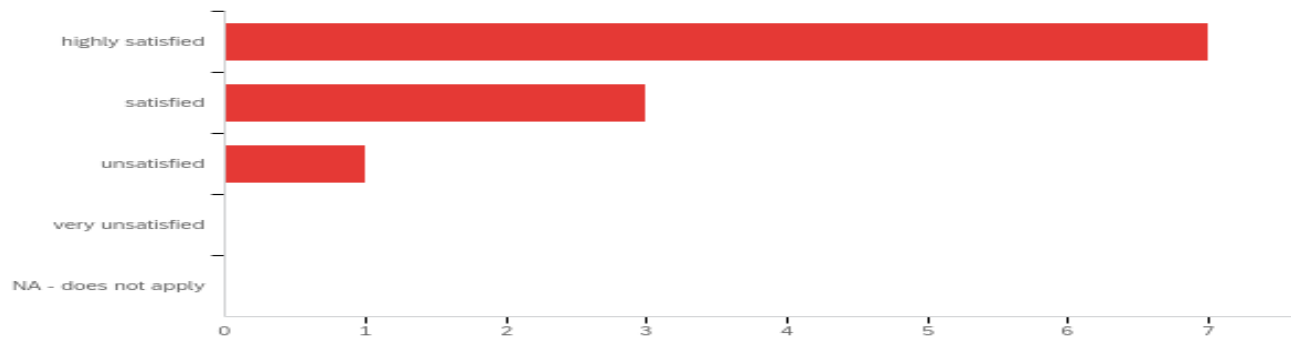
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Child and adolescent counseling skills	1.00	3.00	1.45	0.66	0.43	11

Q11 - Human growth and development skills
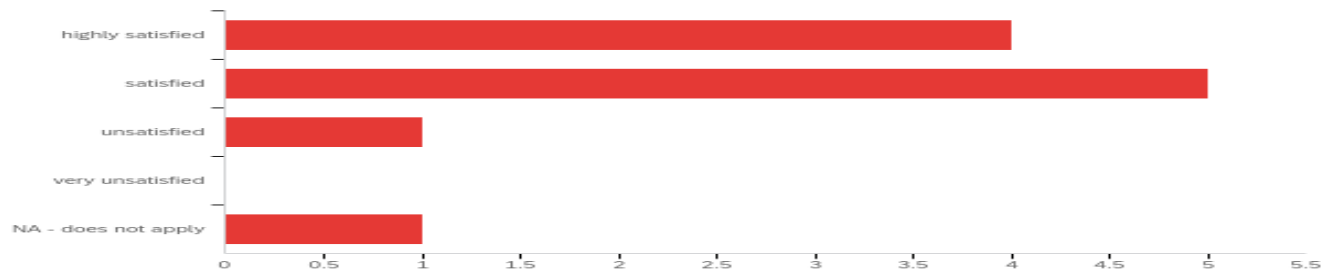
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Human growth and development skills	1.00	5.00	2.00	1.13	1.27	11

Q12 - Assessment/appraisal/testing skills
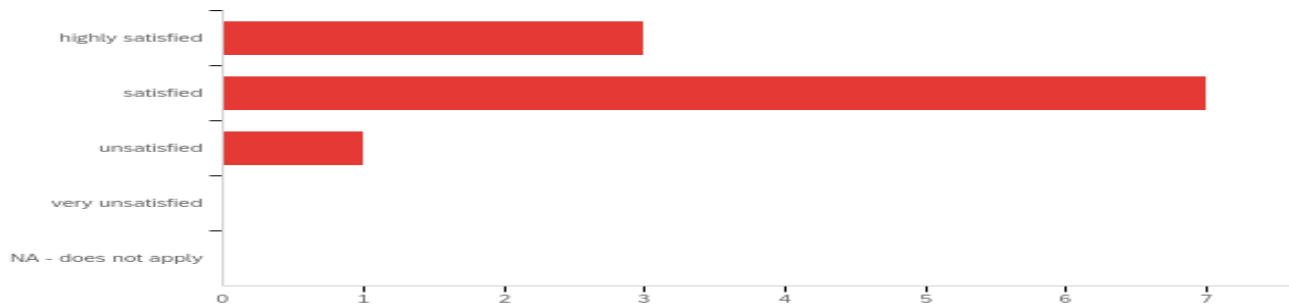
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Assessment/appraisal/testing skills	1.00	3.00	1.82	0.57	0.33	11

Q13 - Program development skills
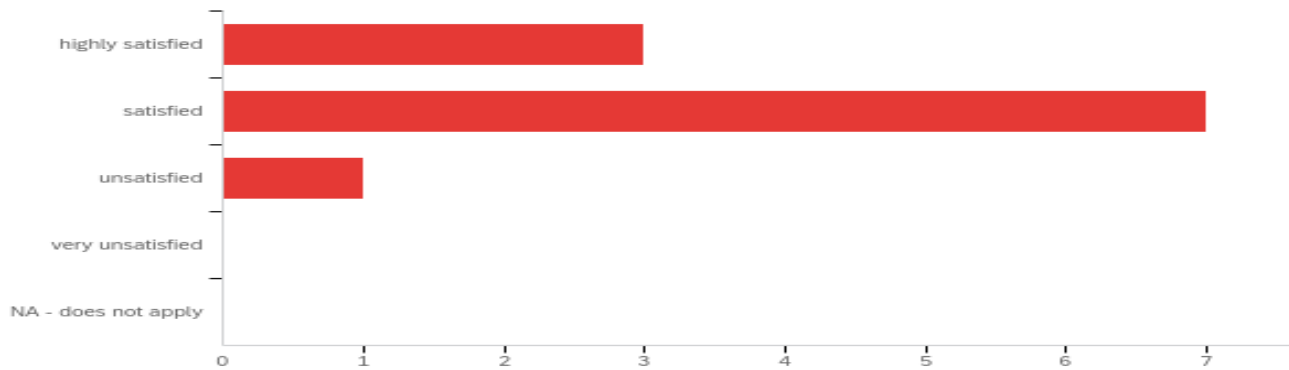
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Program development skills	1.00	3.00	1.82	0.57	0.33	11

Q14 - Consultation skills
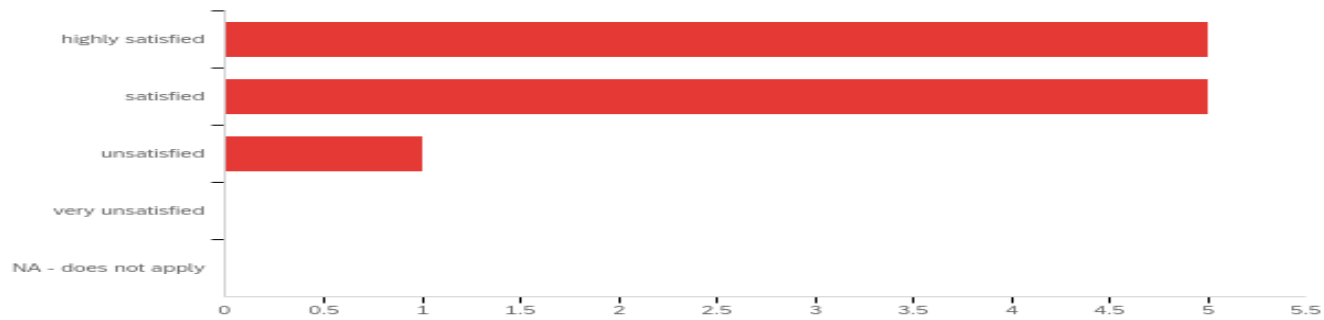
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Consultation skills	1.00	3.00	1.64	0.64	0.41	11

Q15 - Ethical/legal decision-making skills
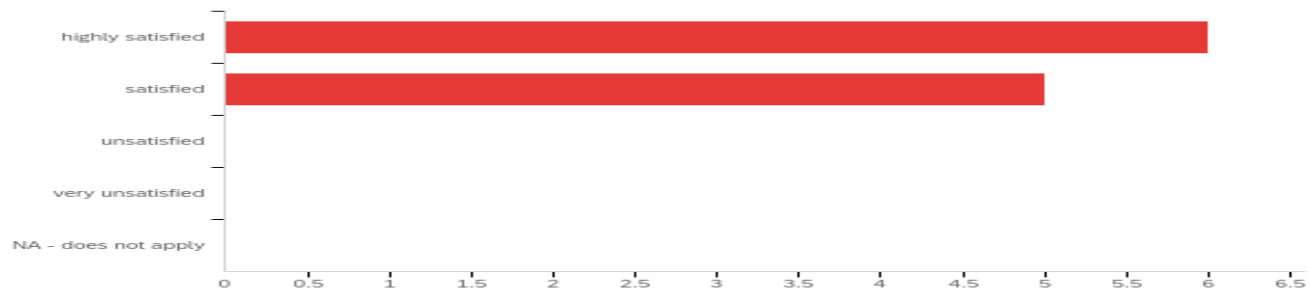
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethical/legal decision-making skills	1.00	2.00	1.45	0.50	0.25	11

Q16 - Self-care skills
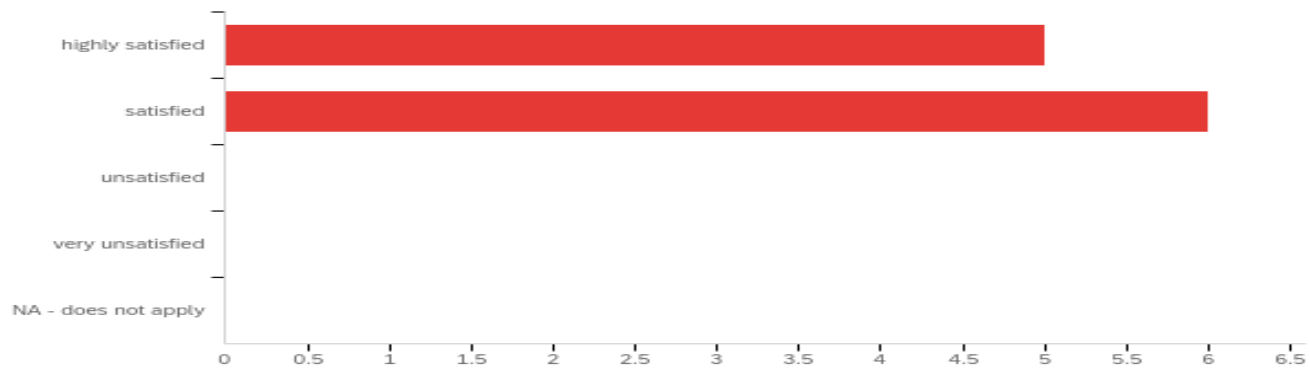
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Self-care skills	1.00	2.00	1.55	0.50	0.25	11

Q17 - Skills working in a school setting
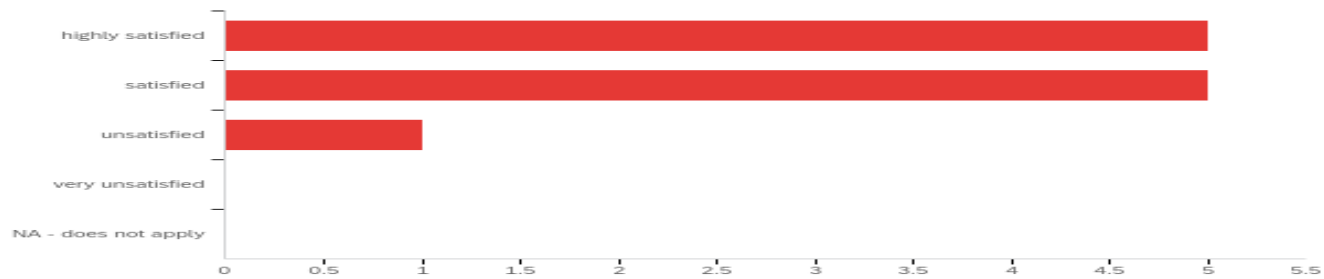
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Skills working in a school setting	1.00	3.00	1.64	0.64	0.41	11

Q18 - Ethical/legal behavior
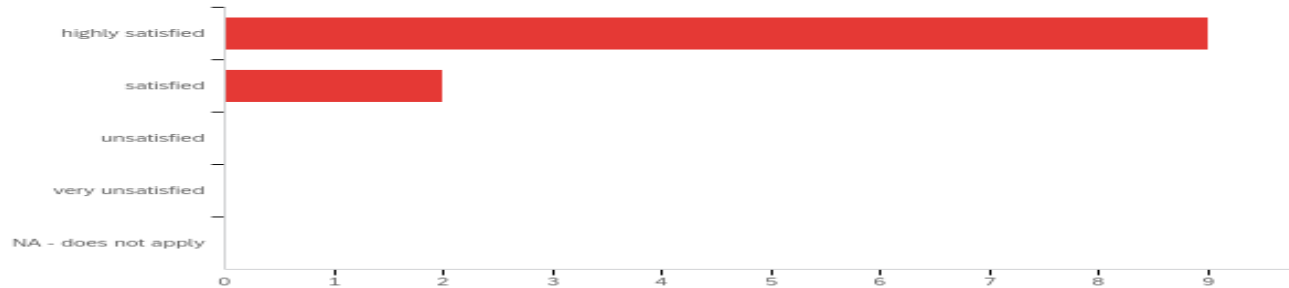
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethical/legal behavior	1.00	2.00	1.18	0.39	0.15	11

Q19 - Responsiveness to supervision, feedback, and/or suggestions
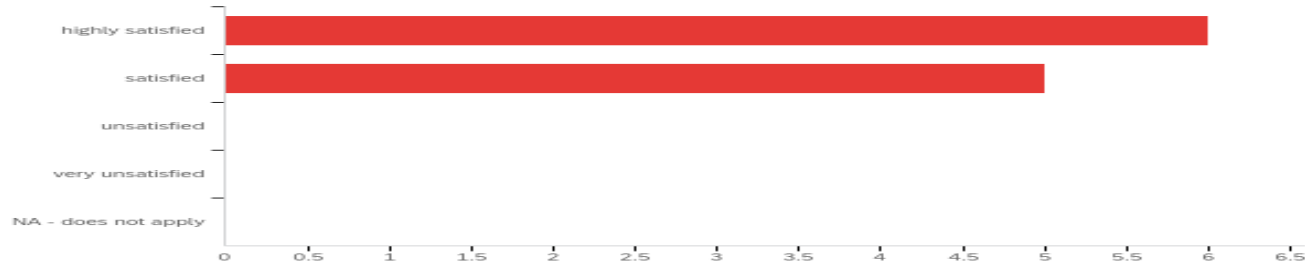
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Responsiveness to supervision, feedback, and/or suggestions	1.00	2.00	1.45	0.50	0.25	11

Q20 - Professional demeanor
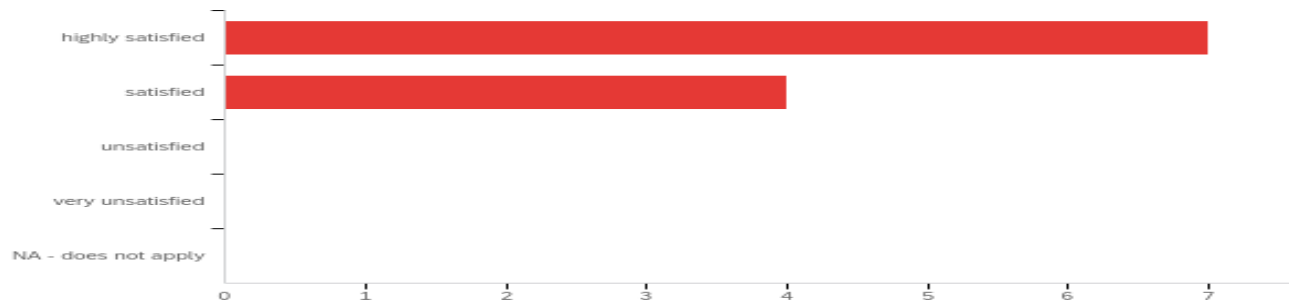
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Professional demeanor	1.00	2.00	1.36	0.48	0.23	11

Q21 - Relationships with other employees/coworkers
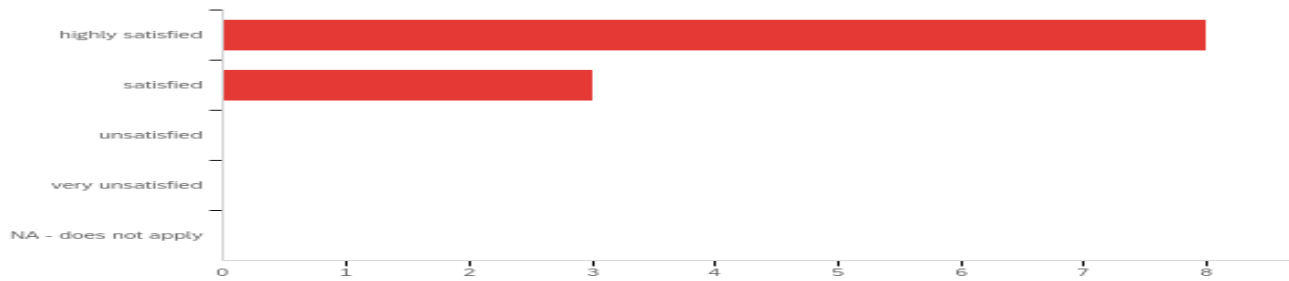
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Relationships with other employees/coworkers	1.00	2.00	1.27	0.45	0.20	11

## Q22 - Collaboration with other school personnel/community agencies
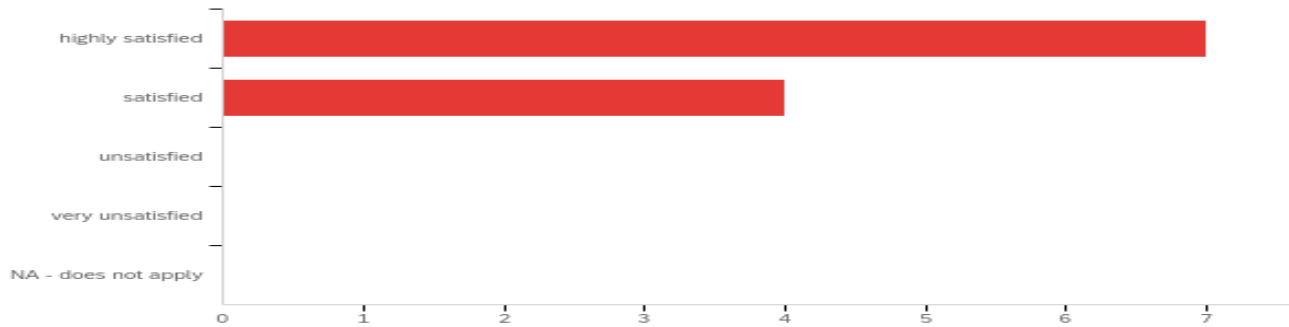
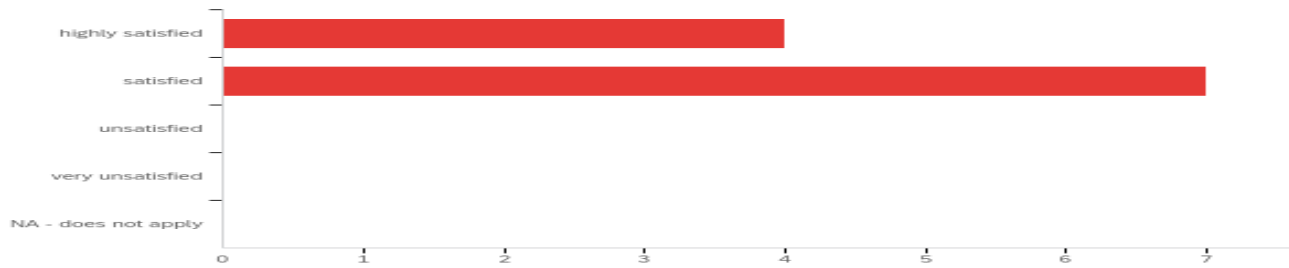| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Collaboration with other school personnel/community agencies	1.00	2.00	1.36	0.48	0.23	11

Q23 - General work attitude/enthusiasm
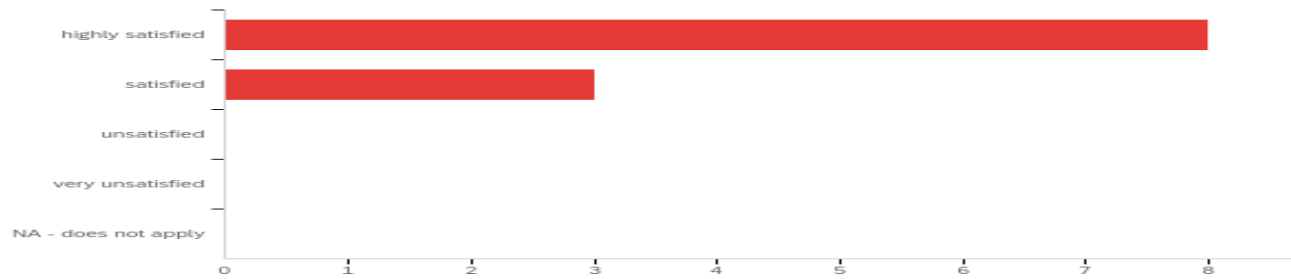
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	General work attitude/enthusiasm	1.00	2.00	1.27	0.45	0.20	11

Q24 - Dependability/conscientiousness/responsibility
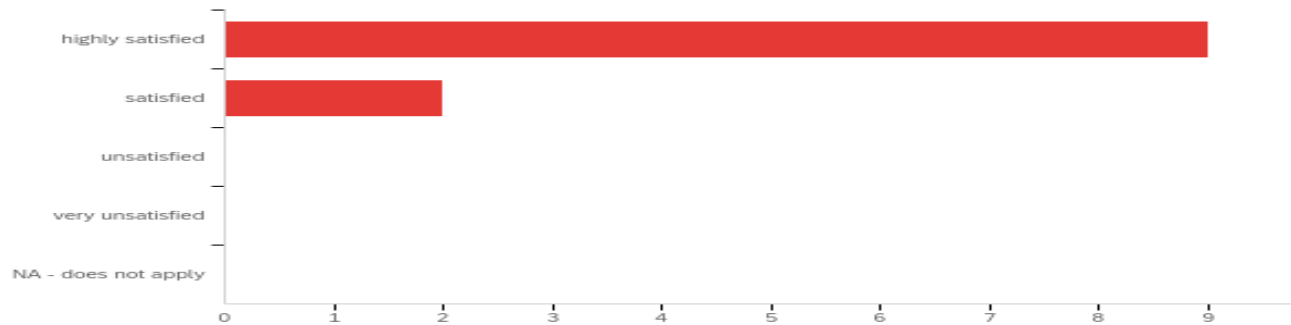
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Dependability/conscientiousness/responsibility	1.00	2.00	1.18	0.39	0.15	11

Q25 - Professional development

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Professional development	1.00	2.00	1.64	0.48	0.23	11

Q26 - Student advocacy
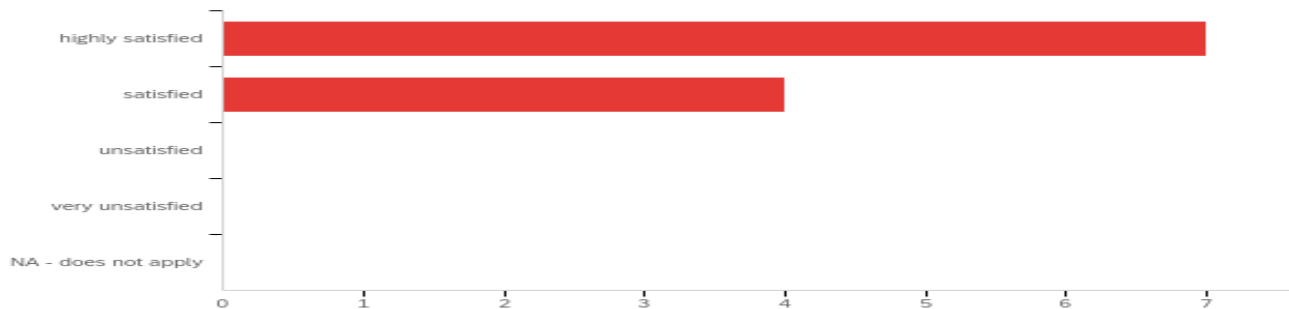
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Student advocacy	1.00	2.00	1.36	0.48	0.23	11

Q27 - Leadership skills
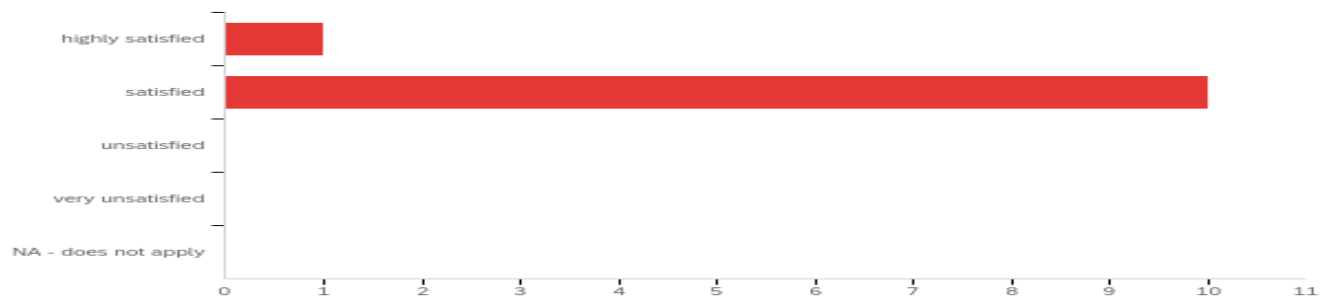
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Leadership skills	1.00	2.00	1.91	0.29	0.08	11

Q28 - What are the strengths of the IUPUI counseling/counseling education program?

Self-care/mindfulness; brain research with SEL; student advocacy
Our school counselor is very well-rounded and confident.
We have several graduates of the IUPUI program employed with our school. All had varying levels of knowledge and experience coming into our setting. All have very good problem solving skills and based on their level of experience, have adapted well to our school environment.
Content seems to be a strength.
Works well with staff, students and parents.
Counselor is a team player who works well under stress.
Overall, I've been very pleased with my counselor.
My counselor is a hard worker. She is very positive and enthusiastic. She is a good collaborator with other staff and other counselors in our district. Her classroom lessons are creative and engaging.

Q29 - Describe the areas of the program for which you recommend further growth or improvement.

Including a component related to working at an online school/virtual environment would be a great addition.

Data collection, research based strategies, ongoing PD opportunities.

Be more proactive in working with students in crisis.

Leadership and continued professional growth.

Classroom lessons and how to make them more student-interactive vs sit-and-get.

Continue to help counselors understand the resources that are available to help support our students' mental health issues, including anxiety and depression. Also, how to best support families in need of resources.

Advisory Council Feedback

Key Recommendations from the Advisory Committee:
1. Require the NCE exam for students to take as their comprehensive test requirement. If passed, most states will accept a passing score on this exam for school counselors. One snafu is that students have to pay a fee.
   a. As an alternative suggestion, offer a course on the exam and have the fee absorbed in the course (perhaps a workshop?) expense.
   b. To some students the idea of a comprehensive exam is a welcome because it would put them ahead of the game since they intends to take it anyway. Also it can be a way of tying together some of the material taught at the beginning of the program with the latter, more practical material.
3. During the discussion of the 60-hour program, it was recommended that a course on addiction be seriously considered.
4. During the discussion on modality of teaching based on the survey results from 35 student respondents, a number of issues were raised that pertained to the needs of the public and how the program was meeting these needs in view of modality discussions. Do we faculty believe that we are able to engage students fully? The importance of counselors who show resilience, self-care, and a general ability to handle a range of issues not only in the lives of their students/clients, but also in their own lives was mentioned. Also the importance of boundary issues and social media was discussed. The main recommendation from the

community is the importance of these issues related to self-care, professionalism, and ethics, and that whatever the decision, students need to receive guidance, instruction, and assessment to ensure that they are prepared for their counselor duties.

5.   Concerns about the importance of counselors being fully prepared to help their future students with being ready for college and careers was raised.   It was noted that the topic of postsecondary matters for students in urban schools is as urgent an issue in the aftermath of the historic lockdowns over the past year-and-a-half.

6.   It is important for more practical knowledge being useful during the culmination of training. One example is of an advanced theories course which ties together the things learned at the beginning of the program with that learned at the end. Cognitive-behavioral therapy is another idea of a course to satisfy this particular aspect.

7.   The committee noted ways to build a continuing education resource, like a video library where students can avail themselves of resources after graduation.

8.   Another suggestion addressed the extent of work in which the faculty is engaged and queried how resources can be tapped to assist faculty further. Students need to be instructed/guided in how to take part in the execution of a school counseling program. Budget issues may deter administrators from providing further resources, yet there indeed are grants that can be tapped from sources both internal and external to the campus. It was suggested that rather than being saddled by budgetary limitations, that perhaps the offer of CEUs for someone to plan and conduct virtual workshops can be an outlet to further the mission and goals of the program.

Program Goals for 2020-2021

1.   Changes in the Program Handbook:
     i.   To include a clearer statement on faculty input on student impairment and grievance procedures;
     ii.   We will make adjustments to the Program Guide regarding our new procedures related to the orientation process (including an acknowledgment of attendance) and a wait period for new students before they enroll.
2.   With the assistance of our chair, the dean's has agreed to provide the program with needed clerical resources, thus allowing us more time for student advising and other matters related to program management and expansion.
3.   Advising: We each will keep virtual, weekly office hours where students can reliably reach their advisors.
4.   Advisory committee talked of being more connected with what is occurring 'on the ground,' in other words, creating a stronger bridge between what occurs in classes and what occurs in schools. One example was in the use of Naviance, which our students aren't introduced to until they enter their field placements. Sha'Kema, for G552, and Taneshia, in terms of having oversight over the placement courses, will tap into sources at the school level to get further information about school-based assessments and incorporate this information into their respective courses.

5. The advisory committee's recommendations to become more involved in what is occurring in schools was well-received by the faculty. However, we also acknowledged that some of this work will need to occur more organically in the coming year in view of (1) the historical pandemic has created a number of challenges, and (2) our need to direct attention to shifting from a 48- to a 60-hour program. We want to re-visit these recommendations later in 2021.
6. Similarly, the advisory committee recommended that we consider dual-licensing programs, including one that would allow our students to obtain a building administrator license. Again, the faculty believed that these matters will be taken up in the coming year. Our department chair, Dr. Thu Suong Nguyen, who is a faculty member in the Educational Leadership and Policy Studies program that offers the building administrator's license, affirmed that her colleagues in this program would welcome discussions about the dual-license.