

IUPUI School of Education
School Counseling Program

Program Evaluation Report

2021-2022

UNDER THE 2016 CACREP STANDARDS



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Purpose of This Report

- The 2021-2022 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 through 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 2021

Fall 2021 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)

Campus
 Indianapolis
 Columbus

Admission Term
 Fall 2021

Application Center
 Graduate

Academic Career
 Graduate

Intended Major
 Counseling/Counselr Ed MSED

Intended School
 All

Undergraduate Institution
 All

Country
 United States

State/Province
 All

Undergraduate Institution	Intended School	Intended Major	Applicants		Admits		Enrolls	
			# Students	% Applica..	# Students	% Applica..	# Students	% Applica..
Ball State University	School of Education	Counseling/Counselr Ed MSED	3	100.0%	1	33.3%	0	0.0%
		Total	3	100.0%	1	33.3%	0	0.0%
	Total		3	100.0%	1	33.3%	0	0.0%
Indiana State Univ Terre Haute	School of Education	Counseling/Counselr Ed MSED	2	100.0%	1	50.0%	1	50.0%
		Total	2	100.0%	1	50.0%	1	50.0%
	Total		2	100.0%	1	50.0%	1	50.0%
Purdue Univ West Lafayette*	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%
Ivy Tech Comm Coll Indianapls	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%
Illinois State University	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	0	0.0%
		Total	1	100.0%	1	100.0%	0	0.0%
	Total		1	100.0%	1	100.0%	0	0.0%
Illinois College	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

Hover for Help



Unduplicated Headcount by Career

Select IUPUI Campus

- Columbus
- Indianapolis

Semester
FALL

Academic Career
Graduate

School of Primary Major
All

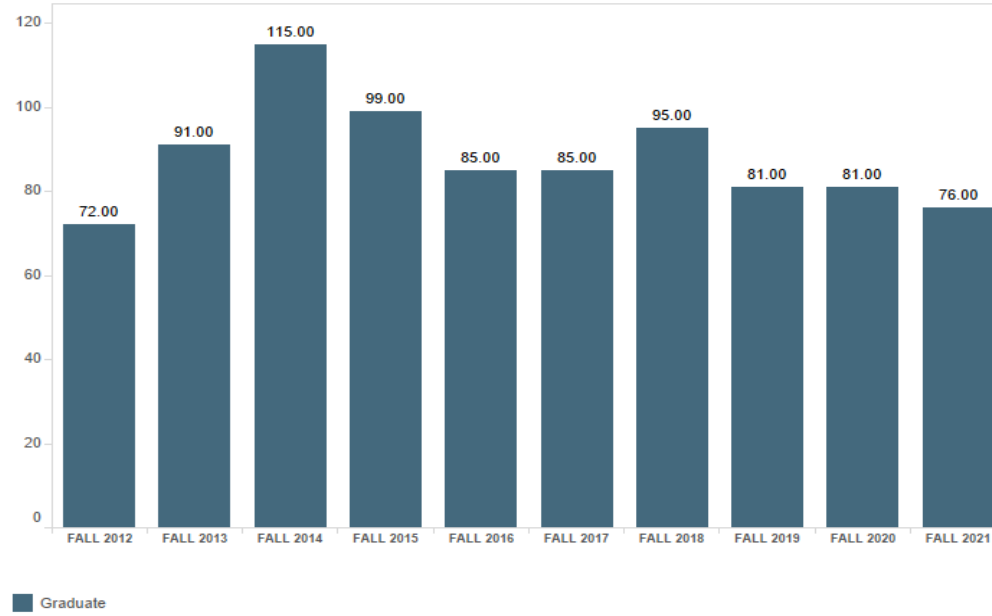
Intended School
School of Education

Academic Department
Counseling and Counselor Education

Academic Major (Primary Plan)
All

Tuition Residency
All

Age
All



Unduplicated Headcount by Career

Hover for Help



Select IUPUI Campus

- Columbus
- Indianapolis

Semester
SPRING

Academic Career
Multiple values

School of Primary Major
All

Intended School
School of Education

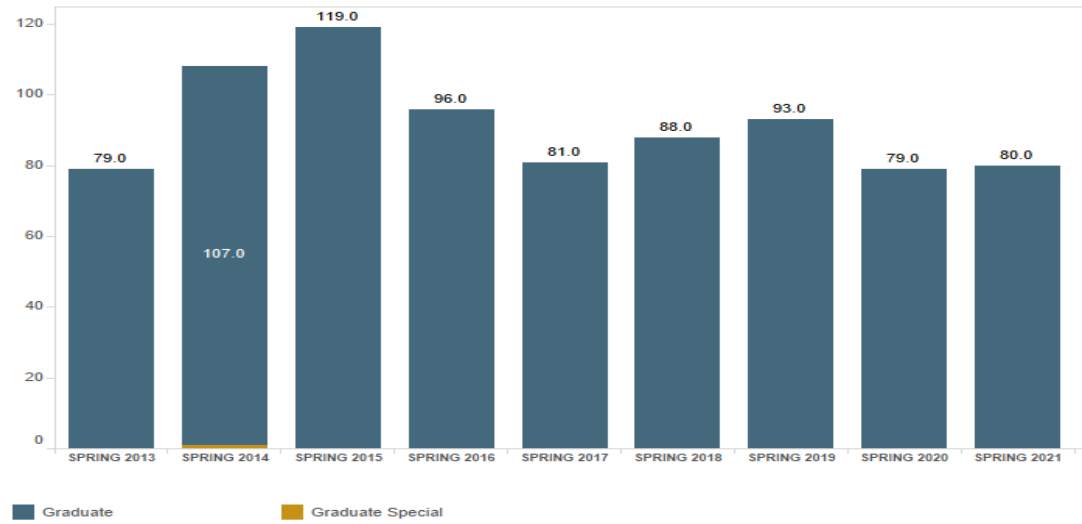
Academic Department
Counseling and Counselor Education

Academic Major (Primary Plan)
All

Tuition Residency
All

Age
All

Unduplicated Headcount by Career



Unduplicated Headcount by Career

Hover for Help



Select IUPUI Campus

- Columbus
- Indianapolis

Semester
SUMMER

Academic Career
All

School of Primary Major
All

Intended School
School of Education

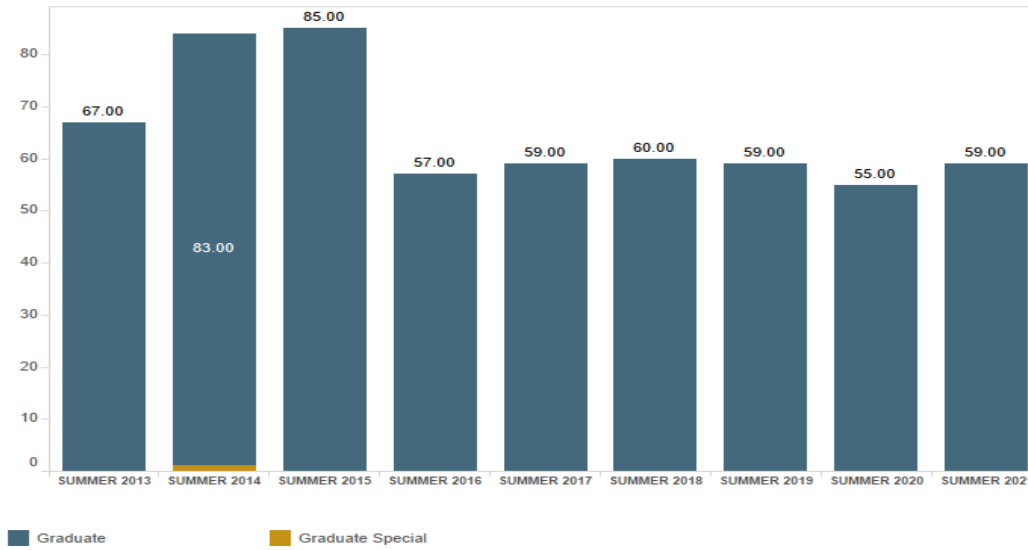
Academic Department
Counseling and Counselor Education

Academic Major (Primary Plan)
All

Tuition Residency
All

Age
All

Unduplicated Headcount by Career



Unduplicated Headcount by Career

Enrollment by Ethnicity

Hover for Help



IUPUI Campus
 Columbus
 Indianapolis

Semester
 FALL

Select Characteristics
 Ethnicity

Academic Career
 Graduate

School of Primary Major
 School of Education

Intended School
 All

Academic Department
 Counseling and Counselor Education

Academic Major (Primary Plan)
 Counseling/Counselor Ed MSED

Residency
 All

Age
 All

Gender
 All

Race/Ethnicity
 All

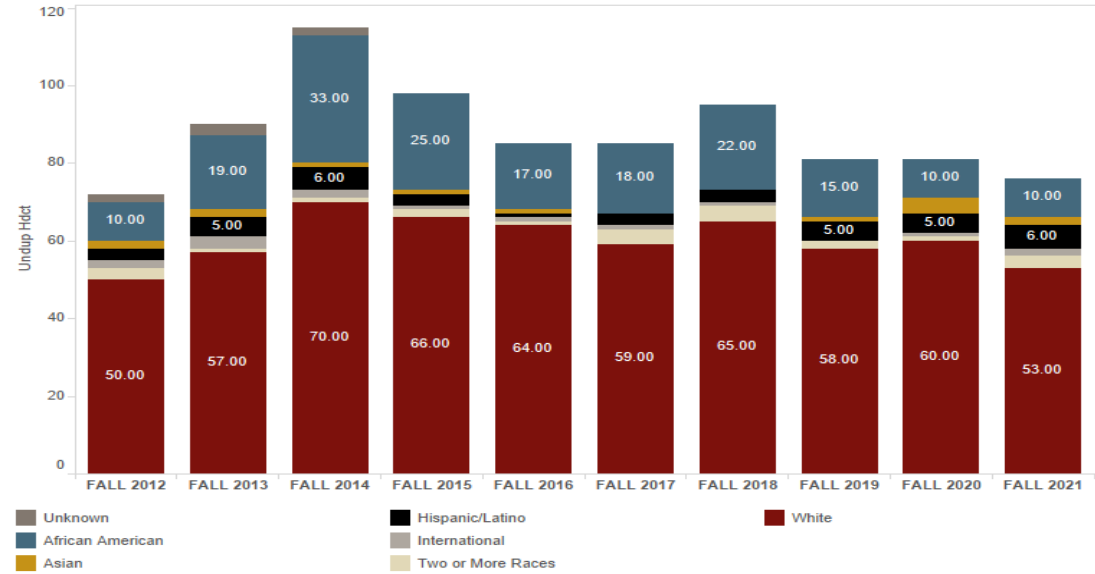
Veteran Status
 (Available beginning Fall 2014)
 All

Accelerated Undergrad/Grad Prog
 All

Online Program
 (Avail. beginning Fall 2013)
 All

Term Credits Hours Attempted
 0 to 53

Ethnicity



	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
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%	10 13.2%
Asian	2 2.8%	2 2.2%	1 0.9%	1 1.0%	1 1.2%			1 1.2%	4 4.9%	2 2.6%
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%	6 7.9%
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%	2 2.6%
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%	3 3.9%
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%	53 69.7%
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%	76 100.0%

Enrollment by Gender

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/Counselor Ed MSED

Residency
All

Age
All

Gender
All

Race/Ethnicity
All

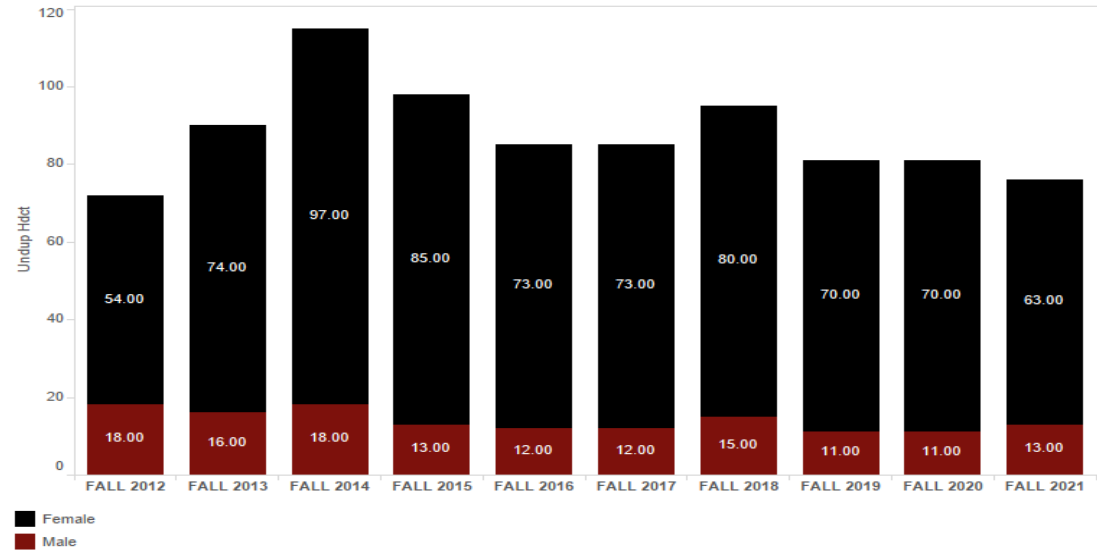
Veteran Status
(Available beginning Fall 2014)
All

Accelerated Undergrad/Grad Prog
All

Online Program
(Avail. beginning Fall 2013)
All

Term Credits Hours Attempted
0 to 53

Sex



	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
Female	54	74	97	85	73	73	80	70	70	63
Male	18	16	18	13	12	12	15	11	11	13
Grand Total	72	90	115	98	85	85	95	81	81	76
	75.0%	82.2%	84.3%	86.7%	85.9%	85.9%	84.2%	86.4%	86.4%	82.9%
	25.0%	17.8%	15.7%	13.3%	14.1%	14.1%	15.8%	13.6%	13.6%	17.1%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Degree Conferred by School



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

Multiple values

Gender

All

Tuition Residency

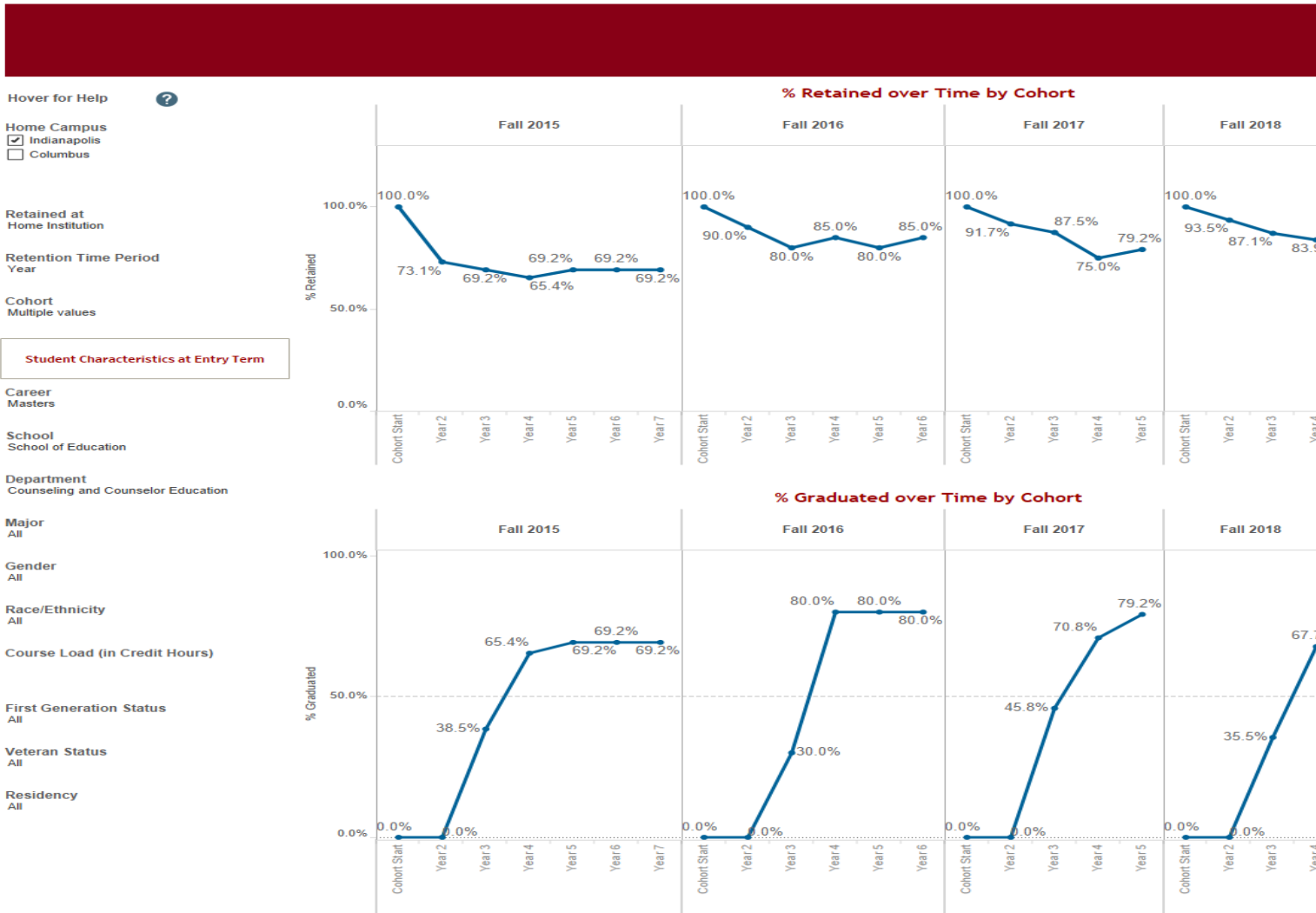
All

Race/Ethnicity

All

			FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20	FY 20/21	FY 21/22
School of Education	Masters	Counseling/Counselr Ed MSED	34	22	32	40	29	30	34	31	25	22
		Educational Leadership MSED	12	11	5	15	9	16	7	11	15	11
		Elementary Education MSED	45	20	9	1	8	7	4	17	17	20
		Language Education MSED	23	13	6	3	5	10	5	1	7	12
		Secondary Education MSED	39	24	11	9	19	20	8	7	10	7
		Special Education MSED	26	13	5	4	3	3	1	3	1	4
Grand Total			179	103	68	72	73	86	59	70	75	76

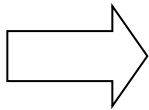
Student Retention and Gradation Trends



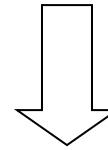
Assessment Plans - School Counseling

Program Evaluation Data Collection and Procedures

Starts with our Vision, Mission, and Objectives



Followed by data analysis



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?

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

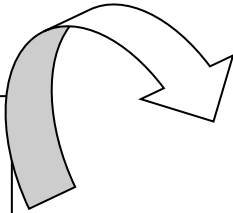
- PC (Chalmer) sends to student listerv in March

Alumni and Employer Surveys

- AD sends in summer one year after graduation

Licensure Test Data

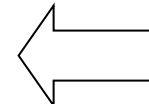
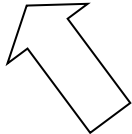
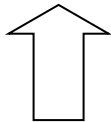
Reports and Recommendations
Annual Report, completed by September 15th
Advisory Committee meeting scheduled mid-October



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.



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

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

1. PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> • <u>KPI1.1. Knowledge:</u> 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. • <u>KPI1.2. Skill:</u> Students will demonstrate understanding of these processes in role-plays and in the use of humanizing language in presenting advocacy projects to stakeholder groups. 	<ul style="list-style-type: none"> • 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients 	<p><u>Knowledge:</u> EDUC-G575: <i>Multicultural Counseling Advocacy Competencies</i> measure (AP1 Assignment) scores (formative and summative) COMPREHENSIVE EXAM IN FUTURE</p> <p><u>Skill:</u></p> <ul style="list-style-type: none"> • EDUC-G575: <i>Multicultural Counseling: Advocacy Project 3 (AP3) Rubric</i> related to use of language during role-played presentations 	<p>G575 not offered in fall semester</p>	<p><u>Knowledge:</u> N=7 <u>Formative:</u> 5/5 (100%)</p> <p><u>Summative:</u> 10/10 (100%)</p> <p><u>Skill:</u> N=7 23.86/25 (95%)</p>	<p><u>Knowledge:</u> N=8 113.75/120 (95%)</p> <p><u>Skill:</u> N=8 113.75/120 (95%)</p>

2. SOCIAL AND CULTURAL DIVERSITY

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> <u>KPI2.1. Knowledge:</u> Students will demonstrate their knowledge of strategies for identifying eliminating barriers to working successfully with clients based on intentional and unintentional oppression and discrimination <u>KPI2.2. Skill:</u> 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 	<ul style="list-style-type: none"> 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination 	<u>Knowledge:</u> <ul style="list-style-type: none"> <u>EDUC-G502:</u> <i>Professional Orientation and Ethics</i> Rubric on Diversity COMPREHENSIVE EXAM IN FUTURE <u>Skill:</u> <ul style="list-style-type: none"> <u>EDUC-G575:</u> <i>Multicultural Counseling</i> Dyadic Interaction Rubric for role-plays 	<u>Knowledge:</u> N=9 Scores on Diversity Paper Assignment: 35/35 earned by 7 students. 30.72/35 average 88% G575 is not offered in the fall semester.	<u>Knowledge:</u> N=10 8/10 students earned 35 points (i.e., full points) 34.3/35 average 98% <u>Skill:</u> N=7 15/15 (100%)	<u>Knowledge:</u> Not Available

3. HUMAN GROWTH AND DEVELOPMENT

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2021	Spring 2022	Summer 2022
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<ul style="list-style-type: none"> • <u>KPI3.1. Knowledge:</u> Students will demonstrate knowledge of systemic and environmental factors that have impact on human development, functioning, and behavior • <u>KPI3.2. Skill:</u> Students will apply their knowledge systemic factors in case conceptualizations and practice at field placement sites 	<ul style="list-style-type: none"> • 2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior 	<u>Knowledge and Skill:</u> <ul style="list-style-type: none"> • EDUC-G524 and G550 (First Semester) <i>Practicum and First Semester of Internship: Case Conceptualization Assignment Rubric</i> 	<u>Knowledge and Skill:</u> G524 (3 sections) N=16 18.5/20 average 93% G550 (1 section) N=6 17.67/20 average 88%	<u>17.67/20 Knowledge and Skill:</u> G524 (2 sections) N=12 28/30 Average 93% G550 (2 sections), N=14 27.3/30 Average 91%	G524 and G550 are not offered in summer
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4. CAREER DEVELOPMENT

Key Performance Indicators <ul style="list-style-type: none"> • <u>KPI4.1. Knowledge:</u> 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 <ul style="list-style-type: none"> • 2.F.4.e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to 	Courses Measures and Signature Assignments <u>Knowledge and Skill</u> <ul style="list-style-type: none"> • <u>EDUC-G552</u> <i>Career Development:</i> Students are tested at the end of the semester on their knowledge as well 	Fall 2021 <u>Knowledge and Skill</u> G552 (1 section) N=26 98.65/100 average 99%	Spring 2022 <u>Knowledge and Skill</u> G552 (1 section) N=10 96.2/100 average 96%	Summer 2022 G552 not offered in summer
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<ul style="list-style-type: none"> 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. COMPREHENSIVE EXAM IN FUTURE		
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5. COUNSELING AND HELPING RELATIONSHIPS

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 2.F.5.n. processes for aiding students in developing a personal model of counseling 	<p><u>Knowledge:</u> G522 <i>Counseling Theories</i>: 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</p> <p><u>Skill:</u> G522 <i>Counseling Theories</i>: Rubric of Personal Theory Paper specific to outcomes on</p>	<p><u>Knowledge:</u> N=12 Distinguished = 5 (42%) Proficient = 5 (42%) Meets Exps = 1 (8%) Below Exps = 1 (8%)</p> <p><u>Skill:</u> N=12 Distinguished = 4 (33%) Proficient = 6 (50%) Meets Exps = 1 (8%) Below Exps = 1 (8%)</p>	<p><u>Knowledge:</u> N=12 Distinguished = 10 (83%) Proficient = 2 (17%)</p> <p><u>Skill:</u> N=12 Distinguished = 10 (83%) Proficient = 2 (17%)</p>	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 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> <u>KPI6.1. Knowledge:</u> Students will demonstrate knowledge in ethical and culturally relevant strategies for designing and facilitating groups <u>KPI6.2. Skill:</u> Students will show skills in applying strategies that are ethical and culturally relevant when they design and facilitate groups. 	<ul style="list-style-type: none"> 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups 	<u>Knowledge:</u> <ul style="list-style-type: none"> EDUC-G532 <i>Group Counseling</i>: Final Exam score to assess knowledge in ethical and culturally relevant strategies for designing and facilitating groups. <u>Skill:</u> <ul style="list-style-type: none"> EDUC-G532: <i>Group Counseling</i>: Group Project RUBRIC is used to assess students' skills in designing and facilitating groups using ethical and culturally relevant strategies. 	<u>Knowledge:</u> N=7 High Level = 5 (71%) Exceeds Exps=2 (29%) <u>Skill:</u> N=7 High Level = 7 (100%)	G532 is not offered in the spring term.	<u>Knowledge</u> N=18 High level = 18 (100%) <u>Skill</u> N=18 High level = 12 (67%) Exceeds Exps: 6 (33%)

7. ASSESSMENT AND TESTING

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> • <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. 	<ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • <u>EDUC-G505:</u> <i>Individual Assessment:</i> 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. COMPREHENSIVE EXAM IN FUTURE 	G505 is not offered in the fall semester.	G 505 N = 20 <u>Knowledge and Skill</u> Exemplary 18 (90%) Target – 1 (10%) Acceptable – 0 Unacceptable – 1 (10%)	G505 N = 7 <u>Knowledge and Skill</u> Exemplary - 7 (100%)

8. RESEARCH AND PROGRAM EVALUATION

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> • <u>KPI8.1. Knowledge:</u> Students will learn the importance of critiquing research in counseling and the relevance of this knowledge to 	<ul style="list-style-type: none"> • 2.F.8.a, the importance of research in advancing the counseling profession, including how 	<u>Knowledge:</u> <ul style="list-style-type: none"> • <u>EDUC-G502</u> <i>Professional Orientation and Ethics:</i> Students are graded on two journal review 	<u>Knowledge:</u> N=9 Score of 10/10 by 9 Students (100%)	<u>Knowledge:</u> N=3 Score of 10/10 by 3 students (100%)	<u>Knowledge:</u>

<p>informing counseling practice.</p> <ul style="list-style-type: none"> • <u>KPI8.2. Skill:</u> Students will learn how to critique research for the purpose of discerning strengths and weaknesses in their contribution to counseling practice. 	<p>to critique research to inform counseling practice</p>	<p>projects that relate to their knowledge of research in counseling as contributing to professional practice. Formative and summative assessment.</p> <p><u>Skill:</u></p> <ul style="list-style-type: none"> • <u>EDUC-G502</u> <i>Professional Orientation and Ethics:</i> Assignments on research critique will be assessed to determine students' abilities for determining strengths and weaknesses of studies. Formative and summative assessment. 	<p><u>Skill:</u> Data were not gathered during this term.</p>		
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9. SCHOOL COUNSELING

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2021	Spring 2022	Summer 2022
<ul style="list-style-type: none"> • <u>KPI1.1. Knowledge:</u> Students will articulate and show knowledge of techniques in personal/social counseling in school settings <i>that integrate integral information about the systemic issues that influence personal/social well-being.</i> • <u>KP9.2: Skill:</u> 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. 	<ul style="list-style-type: none"> • 5-G.3.f. techniques of personal/social counseling in school settings 	<p><u>Knowledge and Skill:</u></p> <ul style="list-style-type: none"> • <u>EDUC-G524 and EDUC-G550:</u> <i>Practicum and Internship (First Semester)</i> Evaluations Given at Midterm and at End of Semester. Formative and summative assessment. 	<p><u>Knowledge and Skill:</u></p> <p><u>Practicum:</u> N=16 Distinguished: 100%</p> <p><u>Internship:</u> N=18 Distinguished: 78% Proficient: 22%</p> <p>The above findings reflect the results of the final evaluation surveys completed by the site supervisors. These ratings are drawn from the Domain 3, <i>Delivery of Services</i> items of the survey.</p>	<p><u>Knowledge and Skill:</u></p> <p><u>Practicum:</u> N=12 Distinguished: 100%</p> <p><u>Internship:</u> N=23 Distinguished: 96% Proficient: 4%</p> <p>The above findings reflect the results of the final evaluation surveys completed by the site supervisors. These ratings are drawn from the Domain 3, <i>Delivery of Services</i> items of the survey.</p>	<p>G524 and G550 are not offered in the summer.</p>

School Counseling Licensure Exam Data

ETS Test Data Test #5421 Cutoff Score

Academic Year	IUPUI				Average Scores		
	# of completers	# taking test	# passing test	% passing test	IUPUI	State	National
2021-2022	23	13	11	85%	163	170	168

Academic Year	Avg PCT of Answers Correct					
	Measure I: Foundations			Measure II: Delivery of Services		
	IUPUI	State	National	IUPUI	State	National
2021-2022	75.40	80.37	78.95	76.17	79.19	77.29

Academic Year	Avg PCT of Answers Correct					
	Measure III: Management			Measure IV: Accountability		
	IUPUI	State	National	IUPUI	State	National
2021-2022	76.68	78.71	75.86	66.20	72.20	71.22

Pearson Test Data Cutoff Score 220

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
2020-2021	23	20	20	100%	248	250	79	79	80	82	72	79
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 <i>CACREP Common Core Area STD #3</i> % Correct		OBJ 2 <i>CACREP Common Core Areas STD #5</i> % Correct		OBJ 3 <i>CACREP Common Core Areas STD #5</i> % Correct		OBJ 4 <i>CACREP Common Core Areas STD #6</i> % Correct		OBJ 5 <i>CACREP Common Core Areas STD #5)</i> % Correct		OBJ 6 <i>CACREP Common Core Areas STD #4</i> % Correct		OBJ 7 <i>CACREP Common Core Areas STD #1</i> '% Correct		OBJ 8 <i>CACREP Common Core Areas STD #1)</i> '% Correct	
	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State	IUPUI	State
2020-2021	84	84	70	75	81	78	85	86	85	89	73	75	77	72	66	74

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. Students were required to take and pass with a score of 220 or higher, a test developed by Pearson. The percentage of IUPUI graduates who have taken and passed the test from 2015-2021 ranges from 82- 100%. During those years, the percentage of questions correct in the three domains ranged from 69-87% which are comparable to the overall percentage correct for the state. Over the six-year period, IUPUI students answered a larger percentage of questions correct in Domain II which addresses theories and practices in education and school counseling than the other domains. 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.

September 1, 2021, was the last date that student could take the Pearson Test. Starting on September 1, 2021, the state moved the licensure testing back to ETS. Students completing the program after September 1, 2021, could use the Pearson test for licensure if it was taken prior to September 1, 2021. Therefore, student in the 2021-2022 cohort could have taken either the Pearson or ETS test.

There were 13 students taking the ETS test with a pass rate of 85%. The IUPUI average was below the state and national mean scores as were the percentage of correct answers for three of the four measures. The IUPUI students did have a higher percentage of correct answers than the national average for Management.

Professional Dispositions Data – G523 & Practicum – Fall 2021 and Spring 2022

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Exhibits ethical decision-making processes and professional behaviors	Spring 2022 G523	2.00	4.00	3.83	0.55	0.31	12
	Spring 2022 Practicum	2.00	4.00	3.00	0.91	0.83	12
	Fall 2021 Practicum	3.00	4.00	3.19	0.39	0.15	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	41.67%		5			
	Fall 2021 Practicum	0%		0			
Proficient	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	16.67%		2			
	Fall 2021 Practicum	81.25%		13			
Distinguished	Spring 2022 G523	91.66%		11			
	Spring 2022	41.67%		5			

	Practicum				
	Fall 2021 Practicum	18.75%		3	

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Data-Informed Decision Making	Spring 2022 G523	2.00	1.00	3.83	0.55	0.31	12
	Spring 2022 Practicum	2.00	4.00	2.83	0.80	0.64	12
	Fall 2021 Practicum	2.00	4.00	2.88	0.48	0.23	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	41.67%		5			
	Fall 2021 Practicum	18.75%		3			
Proficient	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	33.33%		4			
	Fall 2021 Practicum	75%		12			
Distinguished	Spring 2022 G523	91.66%		11			
	Spring 2022	25%		3			

	Practicum				
	Fall 2021 Practicum	6.25%		1	

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Interacts appropriately and positively with others (Fostering Communication)	Spring 2022 G523	2.00	4.00	3.75	0.60	0.35	12
	Spring 2022 Practicum	3.00	4.00	3.42	0.49	0.24	12
	Fall 2021 Practicum	2.00	4.00	3.06	0.66	0.43	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	18.75%		3			
Proficient	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	58.33%		7			
	Fall 2021 Practicum	56.25%		9			
Distinguished	Spring 2022 G523	83.33%		10			
	Spring 2022	41.67%		5			

	Practicum				
	Fall 2021 Practicum	25%	4		

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Treats others with courtesy, respect and open-mindedness (Reflective)	Spring 2022 G523	1.00	4.00	3.67	0.85	0.72	12
	Spring 2022 Practicum	3.00	4.00	3.42	0.49	0.24	12
	Fall 2021 Practicum	3.00	4.00	3.75	0.43	0.19	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Proficient	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	58.33%		7			
	Fall 2021 Practicum	25%		4			
Distinguished	Spring 2022	83.33%		10			

	G523				
	Spring 2022 Practicum	41.67%		5	
	Fall 2021 Practicum	75%		12	

Indicator	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)	Spring 2022 G523	3.00	4.00	3.92	0.28	0.08	12
	Spring 2022 Practicum	3.00	4.00	3.58	0.49	0.24	12
	Fall 2021 Practicum	3.00	4.00	3.63	0.48	0.23	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Proficient	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	41.67%		5			
	Fall 2021 Practicum	37.5%		6			
Distinguished	Spring 2022	91.66%		11			

	G523				
	Spring 2022 Practicum	58.33%		7	
	Fall 2021 Practicum	62.50%		10	

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Displays maturity and independence by following appropriate protocol when seeking solutions to problems (Critical Thinking Skills)	Spring 2022 G523	2.00	4.00	3.83	0.55	0.31	12
	Spring 2022 Practicum	2.00	4.00	3.00	0.91	0.73	12
	Fall 2021 Practicum	2.00	4.00	3.19	0.53	0.28	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	41.67%		5			
	Fall 2021 Practicum	6.25%		1			
Proficient	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	16.67%		2			
	Fall 2021	68.75%		11			

	Practicum				
Distinguished	Spring 2022 G523	91.66%	11		
	Spring 2022 Practicum	41.67%	5		
	Fall 2021 Practicum	25%	4		

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Accepts and uses constructive criticism (supervision)	Spring 2022 G523	2.00	4.00	3.83	0.55	0.31	12
	Spring 2022 Practicum	2.00	4.00	2.92	0.95	0.91	12
	Fall 2021 Practicum	2.00	4.00	3.25	0.56	0.31	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	50%		6			
	Fall 2021 Practicum	6.25%		1			
Proficient	Spring 2022 G523	0%		0			
	Spring 2022	8.33%		1			

	Practicum						
	Fall 2021 Practicum	62.50%		10			
Distinguished	Spring 2022 G523	91.66%		11			
	Spring 2022 Practicum	41.67%		5			
	Fall 2021 Practicum	31.25%		5			
Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Demonstrates enthusiasm, confidence, and initiative (Professional Growth)	Spring 2022 G523	3.00	4.00	3.83	0.37	0.14	12
	Spring 2022 Practicum	2.00	4.00	2.75	0.72	0.52	12
	Fall 2021 Practicum	2.00	4.00	3.06	0.66	0.43	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	41.67%		5			
	Fall 2021 Practicum	18.75%		3			
Proficient	Spring 2022 G523	16%		2			
	Spring 2022 Practicum	41.67%		5			
	Fall 2021	56.25%		9			

	Practicum				
Distinguished	Spring 2022 G523	83.33%	10		
	Spring 2022 Practicum	16.67%	2		
	Fall 2021 Practicum	25%	4		

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Demonstrates appropriate self-monitoring and control of emotions and behaviors (Respectfulness)	Spring 2022 G523	3.00	4.00	3.83	0.37	0.14	12
	Spring 2022 Practicum	2.00	4.00	2.92	0.95	0.91	12
	Fall 2021 Practicum	3.00	4.00	3.44	0.50	0.25	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	50%		6			
	Fall 2021 Practicum	0%		0			
Proficient	Spring 2022 G523	16.67%		2			
	Spring 2022	8.33%		1			

	Practicum				
	Fall 2021 Practicum	56.25%		9	
Distinguished	Spring 2022 G523	83.33%		10	
	Spring 2022 Practicum	41.67%		5	
	Fall 2021 Practicum	43.75%		7	

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Shows Ability to Self-Assess	Spring 2022 G523	2.00	4.00	3.83	0.55	0.31	12
	Spring 2022 Practicum	2.00	4.00	2.92	0.95	0.91	12
	Fall 2021 Practicum	2.00	4.00	3.06	0.66	0.43	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	8.33%		1			
	Spring 2022 Practicum	50%		6			
	Fall 2021 Practicum	18.75%		3			
Proficient	Spring 2022 G523	0%		0			
	Spring 2022	8.33%		1			

	Practicum				
	Fall 2021 Practicum	56.25%		9	
Distinguished	Spring 2022 G523	91.66%		11	
	Spring 2022 Practicum	41.67%		5	
	Fall 2021 Practicum	25%.		4	

Indicator	Semester	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Maintains confidentiality of records, correspondence and conversations	Spring 2022 G523	3.00	4.00	3.92	0.28	0.08	12
	Spring 2022 Practicum	3.00	4.00	3.42	0.49	0.24	12
	Fall 2021 Practicum	3.00	4.00	3.13	0.33	0.11	16
	Semester	%		Count			
Unsatisfactory	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Basic	Spring 2022 G523	0%		0			
	Spring 2022 Practicum	0%		0			
	Fall 2021 Practicum	0%		0			
Proficient	Spring 2022	8.33%		1			

	G523				
	Spring 2022 Practicum	58.33%	7		
	Fall 2021 Practicum	87.50%	14		
Distinguished	Spring 2022 G523	91.67	11		
	Spring 2022 Practicum	41.67%	5		
	Fall 2021 Practicum	12.50%	2		

Analysis of Data

Areas of Strength:

- Interacts appropriately and positively with Others (Fostering Communication)
- 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)
- Maintains confidentiality of records, correspondence and conversations

Areas for Improvement:

- Data-informed Decision Making -During practicums

Overall, the spring 2022 and fall 2021 cohorts fared better on professional dispositions than the spring 2022 practicum students.

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 Target	Distinguished			
Demonstrating Knowledge of School Counseling Theory ASCA 1a CACREP F1, F5. G5d REPA 2	Spring 2022	0	0	10	2	3.17	0.37	Practicum N=12
		0	1	10	3	3.14	0.52	Internship I N=14
		0	0	5	3	3.38	0.48	Internship II N=8
	Fall 2021	0	2	7	4	3.15	0.66	Practicum N=13
		0	0	4	4	3.50	0.50	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9
Demonstrating Knowledge of Students ASCA 1b CACREP F2, F3 5Gh REPA 1 CPO2	Spring 2022	0	0	8	4	3.33	0.47	Practicum N=12
		0	0	10	4	3.29	0.45	Internship I N=14
		0	0	3	5	3.63	0.48	Internship II N=8
	Fall 2021	0	2	5	6	3.31	0.72	Practicum N=13
		0	0	4	4	3.50	0.50	Internship I N=8
		0	0	1	8	3.89	0.31	Internship II N=9

Establishing Counseling Outcomes ASCA 1c CACREP F1, F4, F7, F8, 5Ga-c REPA 3 CPO3	Spring 2022	0	1	11	0	2.92	0.28	Practicum N=12
		0	1	10	3	3.14	0.52	Internship I N=14
		0	0	5	3	3.38	0.48	Internship II N=8
	Fall 2021	0	2	8	2	3.00	0.58	Practicum N=13
		0	0	6	2	3.25	0.43	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9
Demonstrating Knowledge of Resources ASCA 1d CACREP F1, F4, F7, F8, 5Ga-c REPA 3	Spring 2022	0	1	10	1	3.00	0.41	Practicum N=12
		0	2	8	4	3.14	0.64	Internship I N=14
		0	0	4	4	3.50	0.50	Internship II N=8
	Fall 2021	0	0	10	3	3.23	0.42	Practicum N=13
		0	0	5	3	3.38	0.48	Internship I N=8
		0	0	3	6	3.67	0.47	Internship II N=9
Designing a Coherent Counseling Program ASCA 1e CACREP F1, F4, F7, F8, 5Ga-c REPA 3 CPO3	Spring 2022	0	1	9	1	3.00	0.43	Practicum N=12
		0	3	8	2	2.92	0.62	Internship I N=14
		0	0	5	3	3.38	0.48	Internship II N=8
	Fall 2021	0	2	7	1	2.90	0.54	Practicum

								N=13
		0	0	5	2	3.29	0.45*	Internship I N=8
		0	0	5	3	3.38	0.48*	Internship II N=9
Designing Program Assessment ASCA 1f CACREP F1, F4, F7, F8 5G a-c REPA 3 CPO3	Spring 2022	0	1	9	0	2.90	0.30	Practicum N=12
		0	4	8	1	2.77	0.58*	Internship I N=14
		0	0	6	2	3.25	0.43	Internship II N=8
	Fall 2021	0	2	7	0	2.78	0.42	Practicum N=13
		0	2	5	0	2.71	0.45*	Internship I N=8
		0	0	5	3	3.38	0.48*	Internship II N=9

Domain 2 for School Counselors: The Environment

Component	Semester	Level of Performance				Mean	Standard Deviation	Experience
		Unsatisfactory	Basic	Proficient	Distinguished			
Creating an Environment of Respect and Rapport ASCA 2a CACREP F1, F4, F7, F8, 5Ga-c REPA 3	Spring 2022	0	0	4	8	3.67	0.47	Practicum N=12
		0	0	7	7	3.50	0.50	Internship I N=14
		0	0	1	7	3.88	0.33	Internship II N=8
	Fall 2021	0	1	4	8	3.54	0.63	Practicum N=13
		0	0	1	7	3.88	0.33	Internship I N=8
		0	0	0	9	4.00	0.00	Internship II

								N=9
Establishing a Culture for Learning ASCA 2b CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2022	0	0	7	5	3.42	0.49	Practicum N=12
		0	0	10	4	3.29	0.45	Internship I N=14
		0	0	4	4	3.50	0.50	Internship II N=8
	Fall 2021	0	1	9	2	3.08	0.49*	Practicum N=13
		0	0	5	3	3.38	0.48	Internship I N=8
		0	0	1	8	3.89	0.31	Internship II N=9
Managing Routines and Procedures ASCA 2c CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2022	0	1	6	5	3.33	0.62	Practicum N=12
		0	0	11	3	3.21	0.41	Internship I N=14
		0	0	3	5	3.63	0.48	Internship II N=8
	Fall 2021	0	1	6	4	3.27	0.62*	Practicum N=13
		0	1	2	5	3.50	0.71	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9
Managing Student Behavior ASCA 2d CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2022	0	0	6	6	3.50	0.50	Practicum N=12
		0	2	8	4	3.14	0.64	Internship I N=14
		0	0	4	4	3.50	0.50	Internship II N=8

	Fall 2021	0	1	6	5	3.33	0.62*	Practicum N=13
		0	0	4	4	3.50	0.50	Internship I N=8
		0	0	1	8	3.89	0.31	Internship II N=9
Organizing Physical Space ASCA 2e CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2022	0	0	8	4	3.33	0.47	Practicum N=12
		0	1	8	4	3.23	0.58	Internship I N=14
		0	0	2	6	3.75	0.43	Internship II N=8
	Fall 2021	0	1	7	3	3.18	0.57*	Practicum N=13
		0	0	5	3	3.38	0.48	Internship I N=8
		0	0	3	6	3.67	0.47	Internship II N=9
Domain 3 for School Counselors: Delivery of Services								
<u>Component</u>	<u>Semester</u>	Level of Performance				Mean	Standard Deviation	<u>Experience</u>
		Unsatisfactory	Basic	Proficient	Distinguished			
Communicating with Students ASCA 3a CACREP F5, F6, F8, 5Gk REPA 4 CPO41	Spring 2022	0	0	3	9	3.75	0.43	Practicum N=12
		0	0	8	6	3.43	0.49	Internship I N=14
		0	0	3	5	3.63	0.48	Internship II N=8
	Fall 2021	0	1	6	6	3.38	0.62	Practicum N=13

		0	0	4	4	3.50	0.50	Internship I N=8
		0	0	2	7	3.78	0.42	Internship II N=9
Using Appropriate Counseling Techniques ASCA 3b CACREP F5, F6, F8, 5Gk REPA 4 CPO5, 6	Spring 2022	0	0	10	2	3.17	0.37	Practicum N=12
		0	0	10	4	3.29	0.45	Internship I N=14
		0	0	5	3	3.38	0.48	Internship II N=8
	Fall 2021	0	2	8	3	3.08	0.62	Practicum N=13
		0	0	4	4	3.50	0.50	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9
Engaging Students in the Formulation of Current and Future Plans ASCA 3c CACREP F2, F4, 5Gc REPA 6 CPO12	Spring 2022	0	0	9	3	3.25	0.43	Practicum N=12
		0	1	8	4	3.23	0.58	Internship I N=14
		0	0	4	4	3.50	0.50	Internship II N=8
	Fall 2021	0	2	7	2	3.00	0.60*	Practicum N=13
		0	0	3	5	3.63	0.48	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9
Assessing Student Needs	Spring 2022	0	0	11	1	3.08	0.28	Practicum N=12

ASCA 3d CACREP F5, F6, F8, 5Gk REPA 4 CPO8		0	4	8	2	2.86	0.64	Internship I N=14
		0	0	5	3	3.38	0.48	Internship II N=8
	Fall 2021	0	2	6	2	3.00	0.63*	Practicum N=13
		0	0	6	2	3.25	0.43	Internship I N=8
		0	0	2	7	3.78	0.42	Internship II N=9
Implementing Responsive Services ASCA 3e CACREP F2, F3, F5, F7, 5Ge, g, i REPA 5	Spring 2022	0	0	8	4	3.33	0.47	Practicum N=12
		0	0	9	5	3.36	0.48	Internship I N=14
		0	0	4	4	3.50	0.50	Internship II N=8
	Fall 2021	0	2	6	5	3.31	0.72	Practicum N=13
		0	1	3	4	3.38	0.70	Internship I N=8
		0	0	3	6	3.67	0.47	Internship II N=9
Domain 4 for School Counselors: Professional Responsibilities								
<u>Component</u>	<u>Semester</u>	Level of Performance				Mean	Standard Deviation	<u>Experience</u>
		Unsatisfactory	Basic	Proficient	Distinguished			
Reflecting on Practice ASCA 4a CACREP E, F1, F2, F7, 5Gd-e REPA 7	Spring 2022	0	1	10	1	3.00	0.41	Practicum N=12
		0	3	7	3	3.00	0.68	Internship I N=14

		0	0	6	2	3.25	0.43	Internship II N=8
	Fall 2021	0	3	7	2	2.92	0.64*	Practicum N=13
		0	0	7	1	3.13	0.33	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9
4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice ASCA 4b CACREP E, F1, F2, F7, 5Gd-e REPA 7	Spring 2022	0	1	9	2	3.08	0.49	Practicum N=12
		0	2	8	2	3.00	0.58	Internship I N=14
		0	1	5	2	3.13	0.60	Internship II N=8
	Fall 2021	0	2	9	1	4.00	2.92*	Practicum N=13
		0	0	5	2	3.29	0.45*	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9
4c: Communicating with Families, Staff, and Community ASCA 4c CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO7	Spring 2022	0	1	9	1	3.00	0.43	Practicum N=12
		0	2	6	5	3.23	0.70*	Internship I N=14
		0	0	6	2	3.25	0.43	Internship II N=8
	Fall 2021	0	1	6	4	3.27	0.62*	Practicum N=13
		0	1	5	1	3.00	0.53*	Internship I N=8

		0	0	2	7	3.78	0.42	Internship II N=9
4d: Participating in the Professional Community ASCA 4d CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO11	Spring 2022	0	1	7	4	3.25	0.60	Practicum N=12
		0	4	8	2	2.86	0.64	Internship I N=14
		0	0	5	3	3.38	0.48	Internship II N=8
	Fall 2021	0	2	5	6	3.31	0.72	Practicum N=13
		0	1	4	3	3.25	0.66	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9
4e: Growing and Developing Professionally ASCA 4e CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO10	Spring 2022	0	0	10	2	3.17	0.37	Practicum N=12
		0	1	10	3	3.14	0.52	Internship I N=14
		0	0	3	5	3.63	0.48	Internship II N=8
	Fall 2021	0	2	8	3	3.08	0.62	Practicum N=13
		0	1	5	2	3.13	0.60	Internship I N=8
		0	0	3	6	3.67	0.47	Internship II N=9
4f: Showing Professionalism ASCA 4f CACREP C1, F1, 5GI-n REPA 8	Spring 2022	0	0	7	5	3.42	0.49	Practicum N=12
		0	0	7	7	3.50	0.50	Internship I N=14

CPO9		0	0	2	6	3.75	0.43	Internship II N=8
	Fall 2021	0	2	5	5	3.25	0.72*	Practicum N=13
		0	0	5	3	3.38	0.48	Internship I N=8
		0	0	1	8	3.89	0.31	Internship II N=9
Assuming the role of school counselor as advocate and social justice agent ASCA 4f CACREP C1, C2, 53h CPO 9	Spring 2022	0	1	6	5	3.33	0.62	Practicum N=12
		0	2	6	6	3.29	0.70	Internship I N=14
		0	0	5	3	3.38	0.48	Internship II N=8
	Fall 2021	0	1	8	4	3.23	0.58	Practicum N=13
		0	0	3	5	3.63	0.48	Internship I N=8
		0	0	4	5	3.56	0.50	Internship II N=9

Analysis of Data

Overall most performances were at or above target for students in the practicum and internships

Areas of Strength:

- Demonstrating Knowledge of School Counseling Theory CACREP F1, F5. G5d REPA 2
- 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

- Managing Student Behavior ASCA 2d CACREP F1, F4, F8, 5G a-c REPA 3
- Managing Student Behavior ASCA 2d CACREP F1, F4, F8, 5G a-c REPA 3
- Communicating with Students CACREP F5, F6, F8, 5Gk REPA 4 CPO41
- Using Appropriate Counseling Techniques CACREP F5, F6, F8, 5Gk REPA 4 CPO5, 6
- 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
- Showing Professionalism CACREP C1, F1, 5GI-n REPA 8 CPO9
- Assuming the role of school counselor as advocate and social justice agent CACREP C1, C2, 53h CPO 9

Areas for Improvement

- 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

Program Evaluation Data

Student Involvement Survey Will be repeated in 2022-2023

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

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?	%	Count
	Answer		
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	Experience
- What kind of support did you receive from program staff when the student	Spring 2022	3	0	0	3	2	2.00	0.87	Practicum N=8
		2	1	0	0	0	1.33	0.47	Internship II N=3
	Fall 2021	2	0	0	5	3	2.30	0.78*	Practicum N=10

transitioned to your site for the first time		3	1	0	0	0	1.25	0.43	Internship I N=4
		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 while the IUPUI student was at your site?	Spring 2022	3	1	4	0	0	2.13	0.93	Practicum N=8
		2	1	0	0	0	1.33	0.47	Internship II N=3
	Fall 2021	1	3	5	1	0	2.60	0.80*	Practicum N=10
		2	1	1	0	0	1.75	0.83	Internship I N=4
		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 2022	6	2	0	0	0	1.25	0.43	Practicum N=8
		2	1	0	0	0	1.33	0.47	Internship II N=3
	Fall 2021	7	2	1	0	0	1.40	0.66	Practicum N=10
		3	0	1	0	0	1.50	0.87	Internship I N=4

Analysis of Data

Area of Strength:

- Students well prepared

Areas for Improvement: These continue:

- 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	Experience
The amount of on-site supervision from my site supervisor met or exceeded my needs.	Spring 2022	4	1	0	1	0	1.67	1.11	Practicum N=6
		2	0	1	0	1	2.50	1.66	Internship I N=4
	Fall 2021	1	1	0	0	0	1.50	0.50	Practicum N=2
		4	0	0	0	0	1.00	0.00	Internship I N=4
I felt that my site supervisor was	Spring 2022	5	0	1	0	0	1.33	0.75	Practicum N=6
		2	0	1	1	0	2.25	1.30	Internship I

committed to his/her role as a supervisor									N=4
	Fall 2021	1	1	0	0	0	1.50	0.50	Practicum N=2
		3	1	0	0	0	1.25	0.43	Internship I N=4
My site supervisor facilitated clarification about my own ideas about counseling theory	Spring 2022	4	1	0	1	0	1.67	1.11	Practicum N=6
		2	1	1	0	0	1.75	0.83	Internship I N=4
	Fall 2021	1	1	0	0	0	1.50	0.50	Practicum N=2
		4	0	0	0	0	1.00	0.00	Internship I N=4
I was provided information about the site's organization and procedures and given a tour of the site.	Spring 2022	4	2	0	0	0	1.33	0.47	Practicum N=6
		2	1	1	0	0	1.75	0.83	Internship I N=4
	Fall 2021	2	0	0	0	0	1.00	0.00	Practicum N=2
		3	1	0	0	0	1.25	0.43	Internship I N=4
My site supervisor facilitated my understanding about the role and function of counselors at my site	Spring 2022	4	2	0	0	0	1.33	0.47	Practicum N=6
		2	1	1	0	0	1.75	0.83	Internship I N=4
	Fall 2021	1	1	0	0	0	1.50	0.50	Practicum N=2
		3	1	0	0	0	1.25	0.43	Internship I N=4
My site supervisor provided opportunities for me to learn about various	Spring 2022	5	0	1	0	0	1.33	0.75	Practicum N=6
		1	2	1	0	0	2.00	0.71	Internship I N=4

professional roles and function at my site (e.g. invited attendance and participation at meetings other than supervision)	Fall 2021	1	1	0	0	0	1.50	0.50	Practicum N=2
		3	1	0	0	0	1.25	0.43	Internship I N=4
My site supervisor facilitated my understanding about various community resources	Spring 2022	4	0	2	0	0	1.67	0.94	Practicum N=6
		1	1	1	1	0	2.50	1.12	Internship I N=4
	Fall 2021	1	0	1	0	0	2.00	1.00	Practicum N=2
		0	4	0	0	0	2.00	0.00	Internship I N=4
My site supervisor provided useful feedback to me about my role as a counselor	Spring 2022	3	2	1	0	0	1.67	0.75	Practicum N=6
		2	0	1	1	0	2.25	1.30	Internship I N=4
	Fall 2021	1	1	0	0	0	1.50	0.50	Practicum N=2
		3	1	0	0	0	1.25	0.43	Internship I N=4
My site supervisor helped me to clarify my client's issues	Spring 2022	5	0	0	1	0	1.50	1.12	Practicum N=6
		2	0	0	2	0	2.50	1.50	Internship I N=4
	Fall 2021	1	0	1	0	0	2.00	1.00	Practicum N=2
		2	2	0	0	0	1.50	0.50	Internship I N=4
My site supervisor helped me to focus on	Spring 2022	4	1	1	0	0	1.50	0.76	Practicum N=6

specific counseling strategies to assist my client		1	1	1	1	0	2.50	1.12	Internship I N=4
	Fall 2021	1	0	1	0	0	2.00	1.00	Practicum N=2
		2	2	0	0	0	1.50	0.50	Internship I N=4
The supervision sessions at the site facilitated my personal and professional growth	Spring 2022	5	1	0	0	0	1.17	0.37	Practicum N=6
		2	1	1	0	0	1.75	0.83	Internship I N=4
	Fall 2021	1	1	0	0	0	1.50	0.50	Practicum N=2
		3	1	0	0	0	1.25	0.43	Internship I N=4
My site supervisor offered opportunities for me to participate in ongoing on-site research	Spring 2022	2	1	3	0	0	2.17	0.90	Practicum N=6
		1	1	2	0	0	2.25	0.83	Internship I N=4
	Fall 2021	1	0	1	0	0	2.00	1.00	Practicum N=2
		0	0	4	0	0	3.00	0.00	Internship I N=4
My site supervisor helped promote legal and ethics practices through modeling appropriate professional behaviors	Spring 2022	4	1	1	0	0	1.50	0.76	Practicum N=6
		2	1	1	0	0	1.75	0.83	Internship I N=4
	Fall 2021	1	0	1	0	0	2.00	1.00	Practicum N=2
		3	1	0	0	0	1.25	0.43	Internship I N=4
I would recommend the site for future placements	Spring 2022	5	0	0	1	0	1.50	1.12	Practicum N=6
		2	0	1	1	0	2.25	1.30	Internship I N=4

	Fall 2021	1	1	0	0	0	1.50	0.50	Practicum N=2
		4	0	0	0	0	1.00	0.00	Internship I N=4

Area of Strength:

- My site supervisor facilitated clarification about my own ideas about counseling theory
- I was provided information about the site’s organization and procedures and given a tour of the site.
- My site supervisor facilitated my understanding about the role and function of counselors at my site

Areas for Improvement:

- My site supervisor offered opportunities for me to participate in ongoing on-site research

One Year Follow-up of Graduates Survey -2021-2022 Graduates
 Select questions have been included in this report.

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



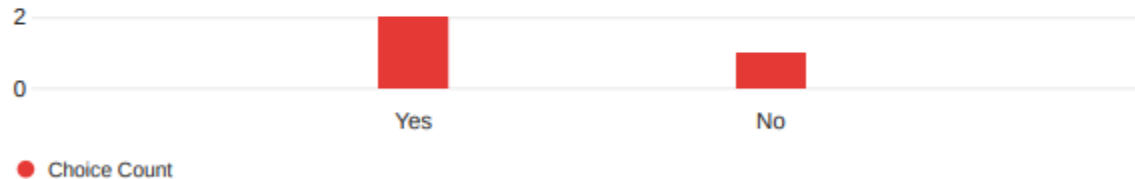
Q13 - How often did you meet with your IUPUI advisor during your studies?



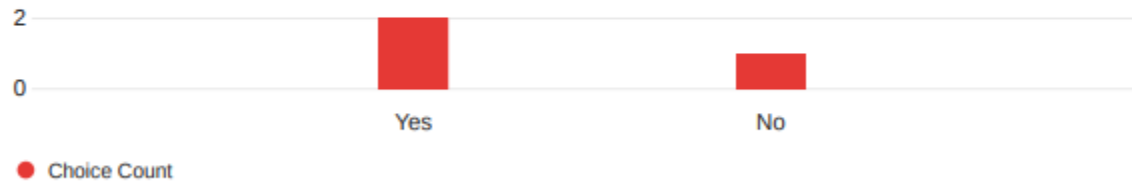
Q14 - What areas of your university advising needed to be improved?
(Check all that apply)



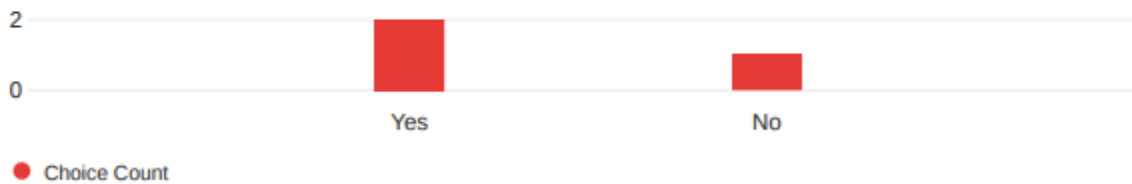
Q15 - In general, were the lectures and class activities presented by the program faculty well-organized and designed to facilitate the understanding of subjects?



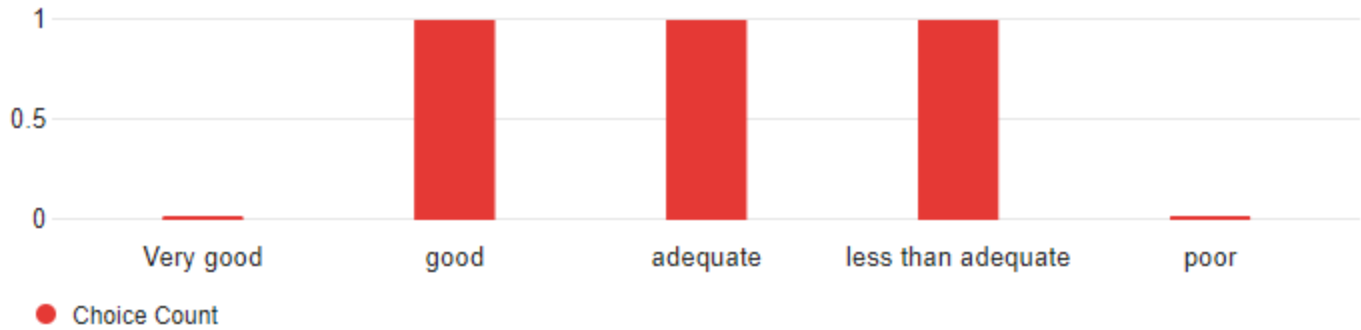
Q16 - Did the program prepare you to use technology effectively and efficiently to plan, organize, implement and evaluate a comprehensive school counseling program?



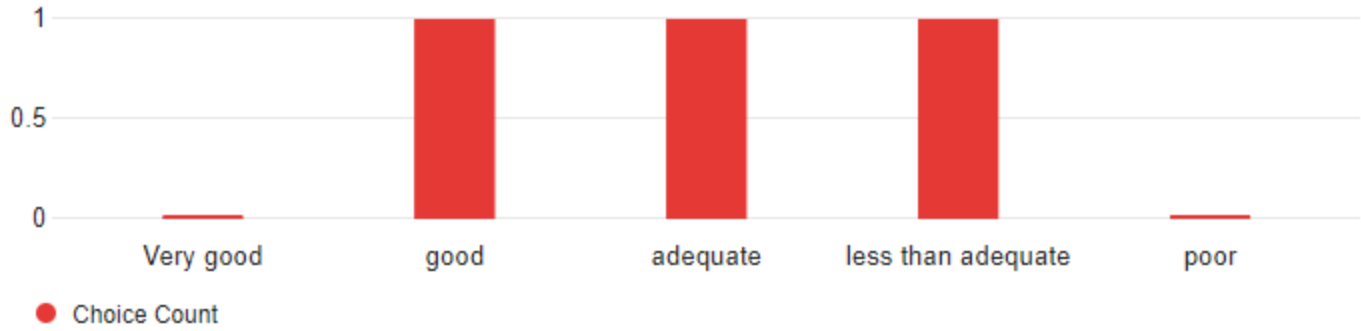
Q20 - Do you have the knowledge and skills to establish a school/work place climate that values diverse representation and diverse perspectives (e.g., racial, ethnic, gender, nationality, etc.)?



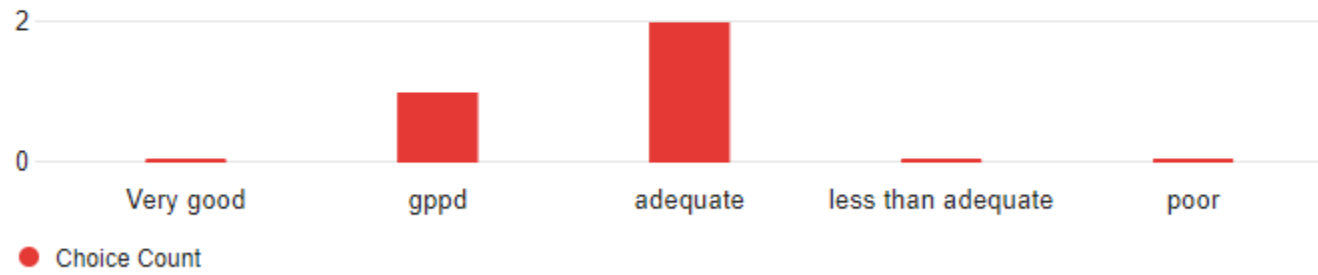
Q24 - My academic/professional knowledge about the field of counseling



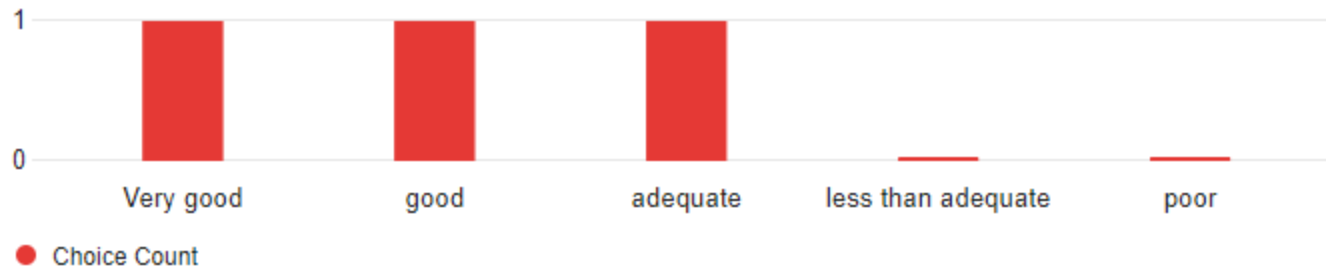
Q25 - My professional skills needed to be an effective counselor



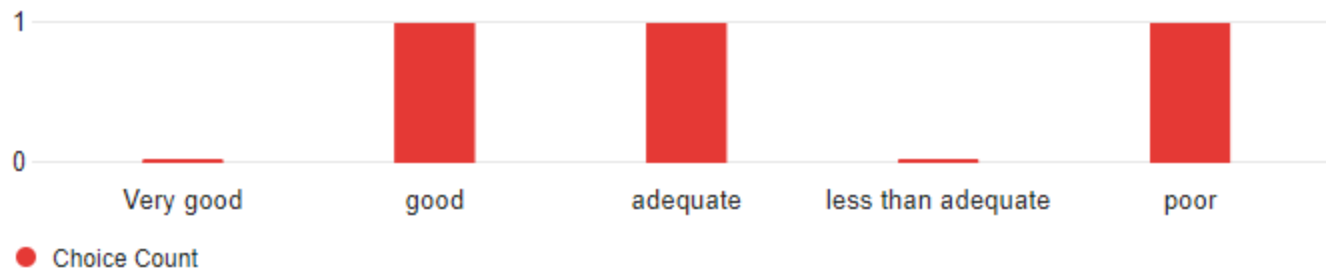
Q26 - The supervised, field-based experiences (i.e., practicum/ internship) during my school counseling program.



Q28 - The site supervisors for my supervised practicums and/or internships



Q29 - The faculty supervisors for field experience courses and group supervision



Analysis of Data

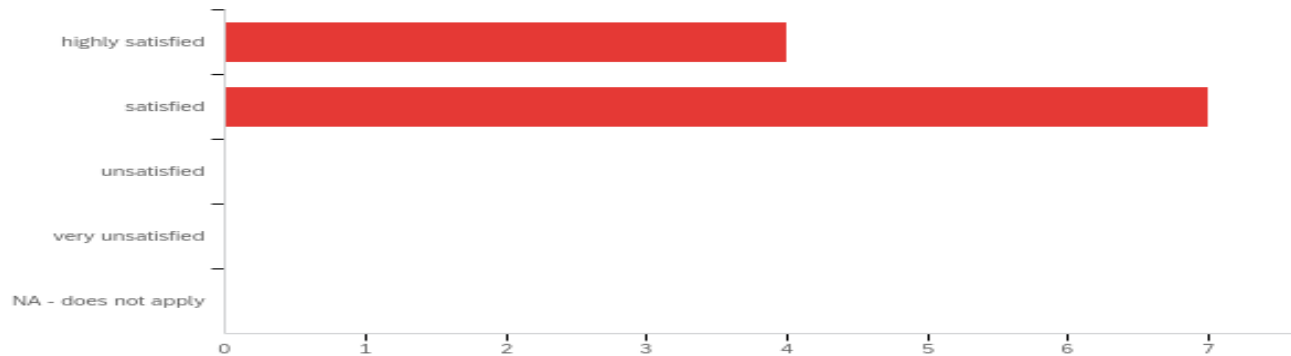
The survey was sent to former students who had graduated during 2021-2022. There were 3 respondents. Of those responding 100% had obtained employment as a school counselor or related occupation within six months of graduation.

Respondents indicated they had met with their IUPUI advisor between 1 and 5 times. The respondents felt their site supervisors for their practicum and internships were very good to adequate. One respondent felt the faculty supervisors for field experience courses and group supervision were poor.

Because of the small number of respondents, the data for many of the questions are cautiously analyzed.

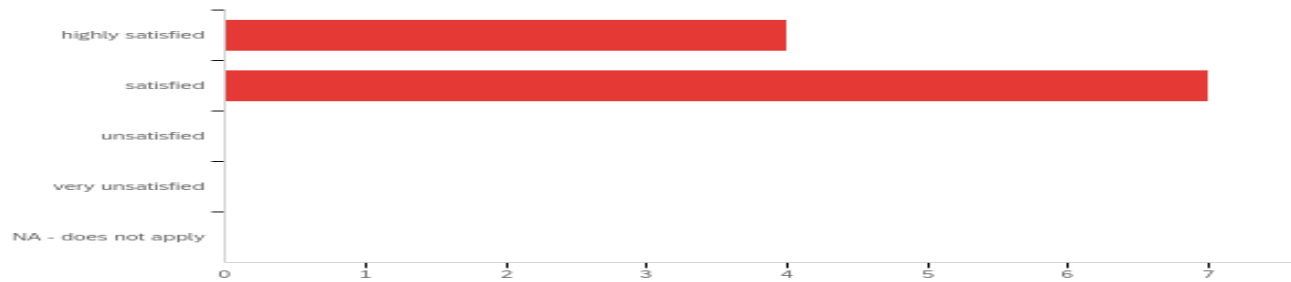
Employer Survey – Fall 2020 Because of Covid this will be repeated in spring 2023

Q1 - Overall job performance



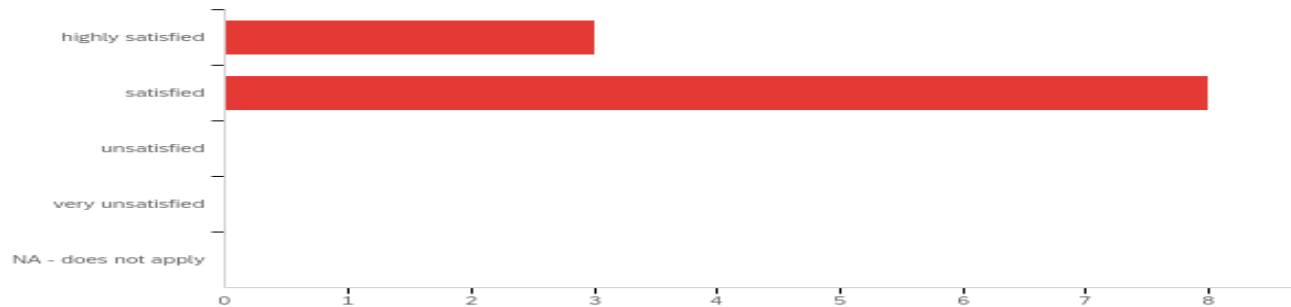
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall job performance	1.00	2.00	1.64	0.48	0.23	11

Q2 - Individual counseling skills



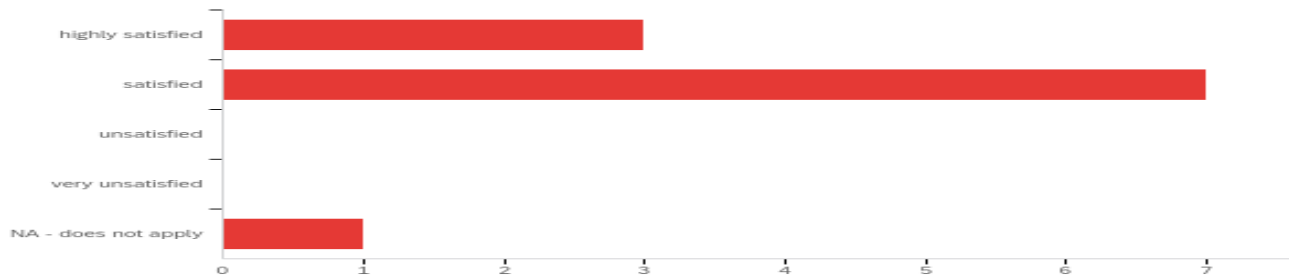
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Individual counseling skills	1.00	2.00	1.64	0.48	0.23	11

Q3 - Group counseling skills



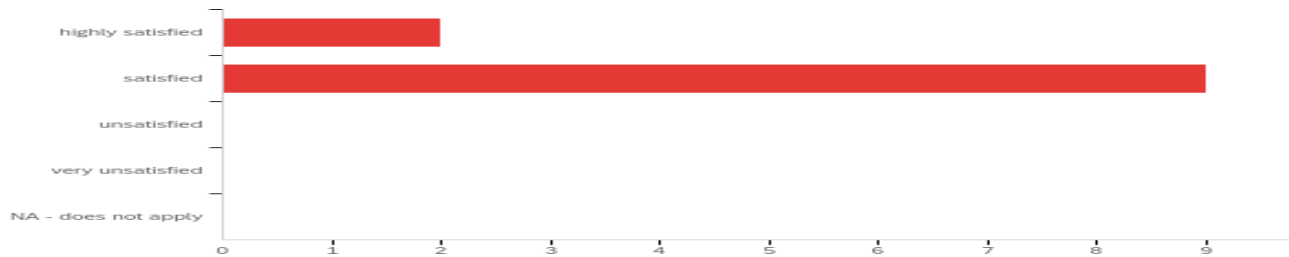
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Group counseling skills	1.00	2.00	1.73	0.45	0.20	11

Q4 - Psychoeducational (structured) group skills



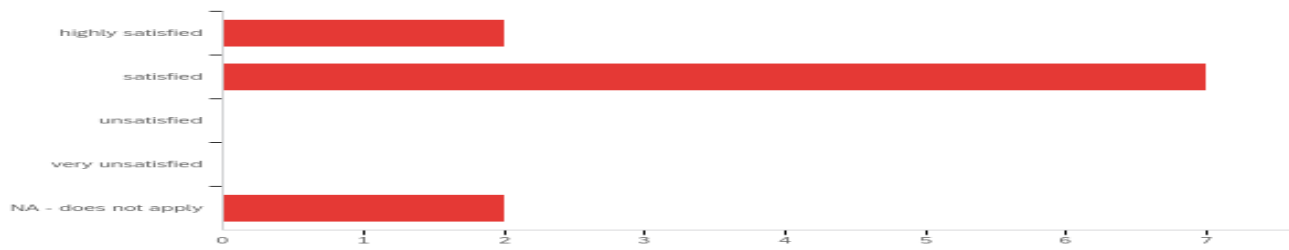
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Psychoeducational (structured) group skills	1.00	5.00	2.00	1.04	1.09	11

Q5 - Multicultural counseling skills



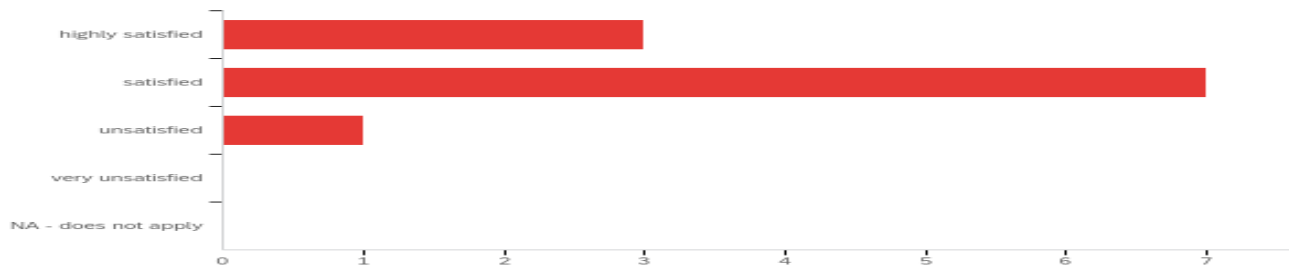
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Multicultural counseling skills	1.00	2.00	1.82	0.39	0.15	11

Q6 - Career/lifestyle counseling skills



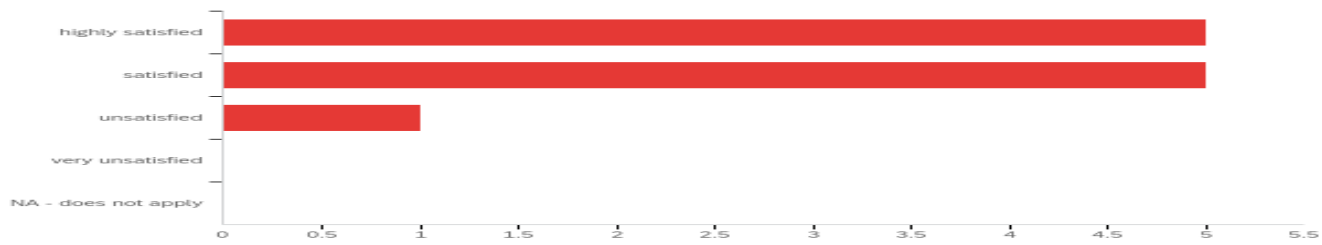
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Career/lifestyle counseling skills	1.00	5.00	2.36	1.30	1.69	11

Q7 - Classroom guidance



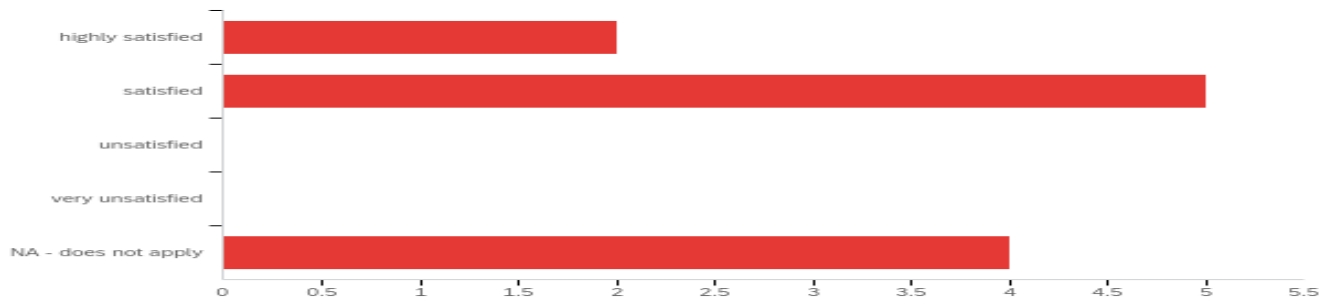
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Classroom guidance	1.00	3.00	1.82	0.57	0.33	11

Q8 - Crisis counseling skills



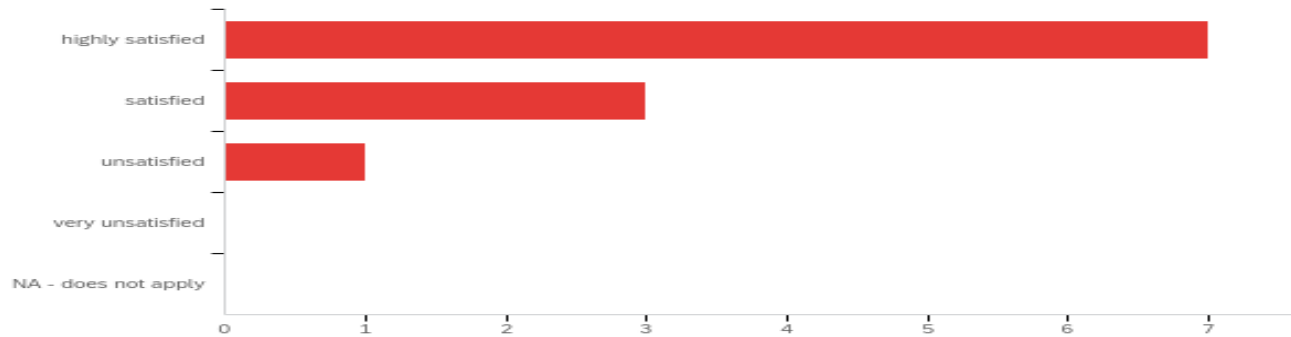
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Crisis counseling skills	1.00	3.00	1.64	0.64	0.41	11

Q9 - Play therapy skills



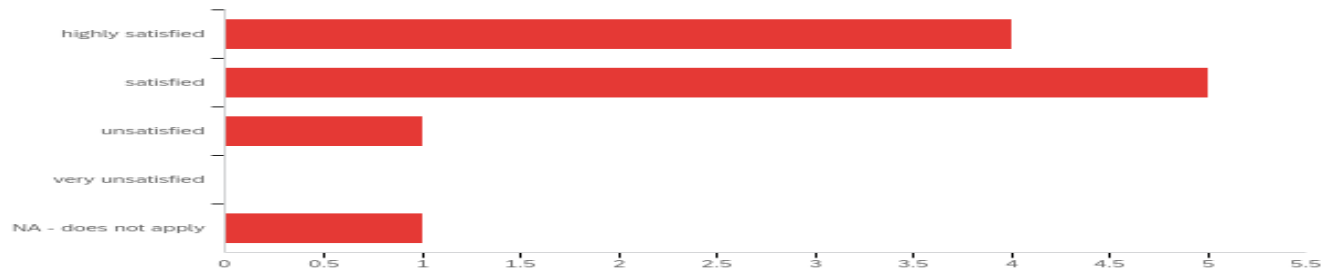
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Play therapy skills	1.00	5.00	2.91	1.62	2.63	11

Q10 - Child and adolescent counseling skills



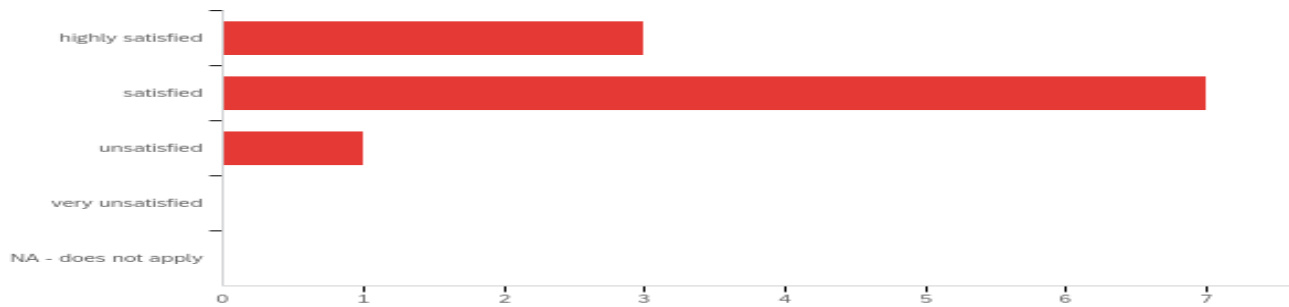
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Child and adolescent counseling skills	1.00	3.00	1.45	0.66	0.43	11

Q11 - Human growth and development skills



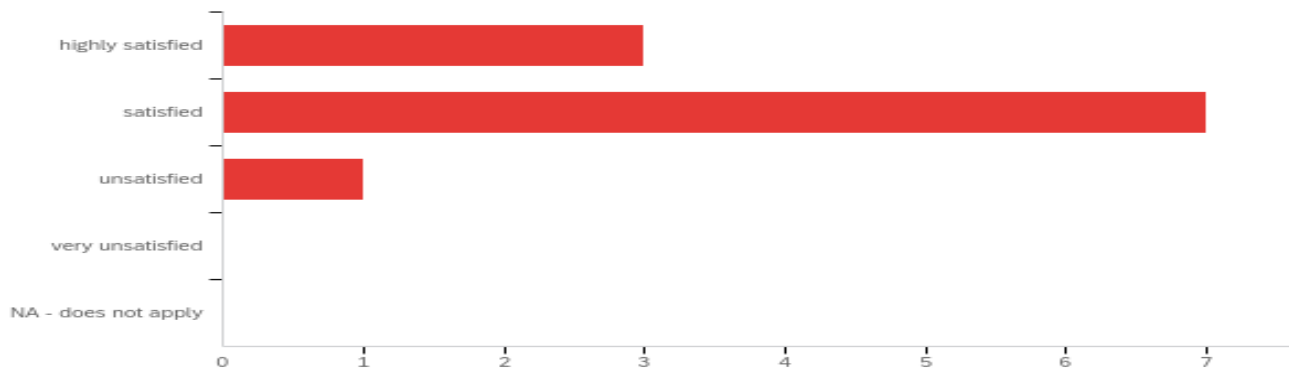
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Human growth and development skills	1.00	5.00	2.00	1.13	1.27	11

Q12 - Assessment/appraisal/testing skills



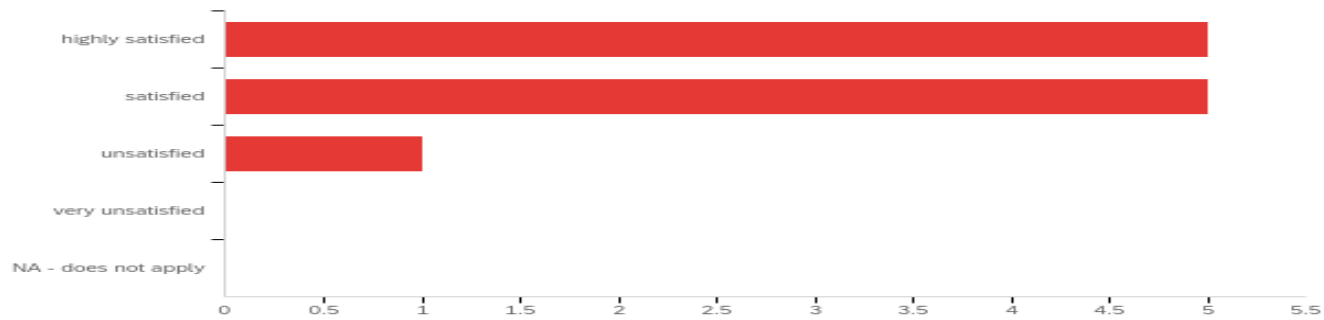
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Assessment/appraisal/testing skills	1.00	3.00	1.82	0.57	0.33	11

Q13 - Program development skills



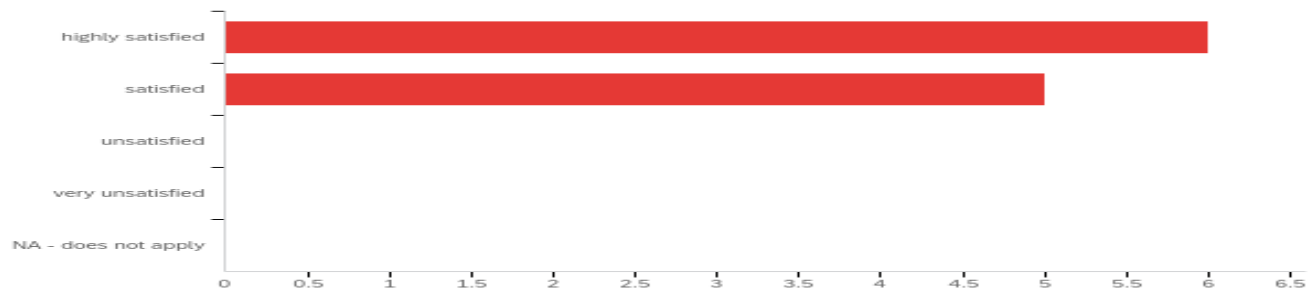
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Program development skills	1.00	3.00	1.82	0.57	0.33	11

Q14 - Consultation skills



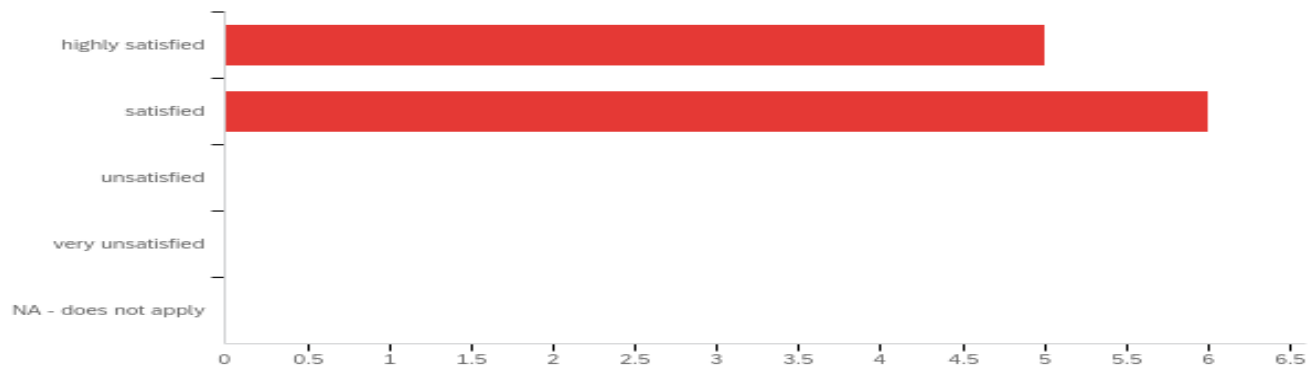
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Consultation skills	1.00	3.00	1.64	0.64	0.41	11

Q15 - Ethical/legal decision-making skills



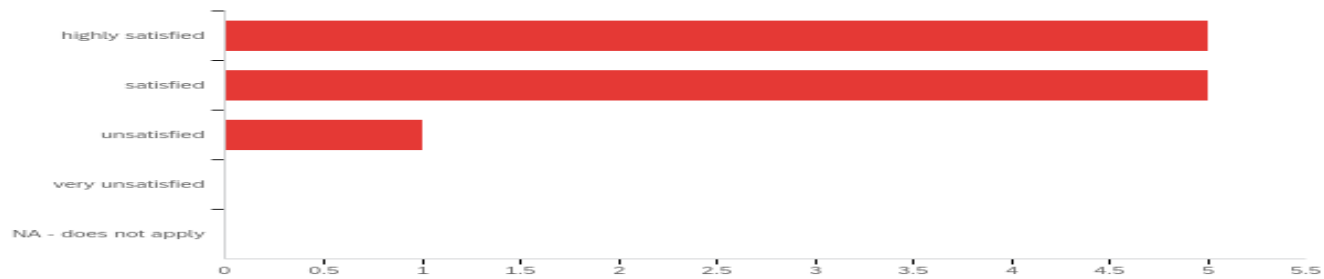
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethical/legal decision-making skills	1.00	2.00	1.45	0.50	0.25	11

Q16 - Self-care skills



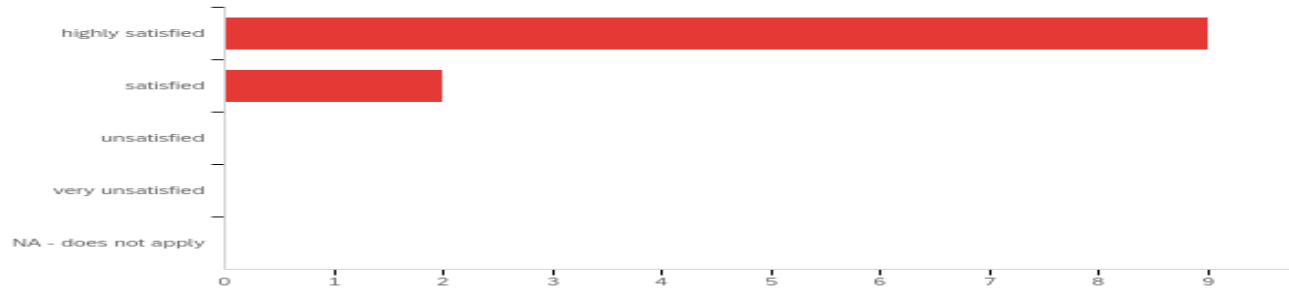
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Self-care skills	1.00	2.00	1.55	0.50	0.25	11

Q17 - Skills working in a school setting



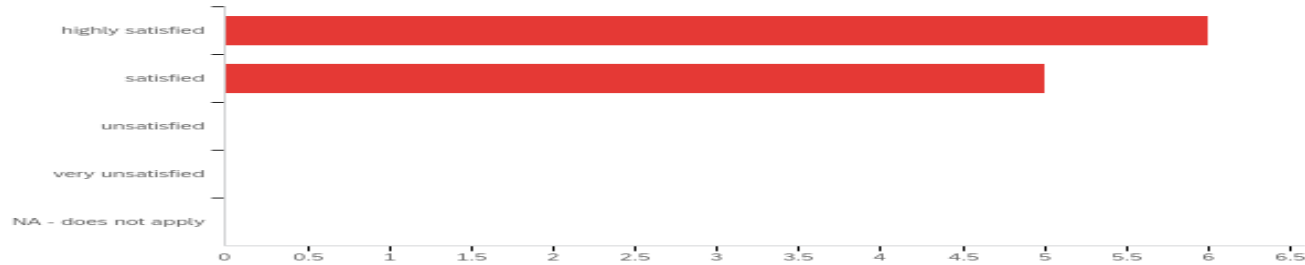
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Skills working in a school setting	1.00	3.00	1.64	0.64	0.41	11

Q18 - Ethical/legal behavior



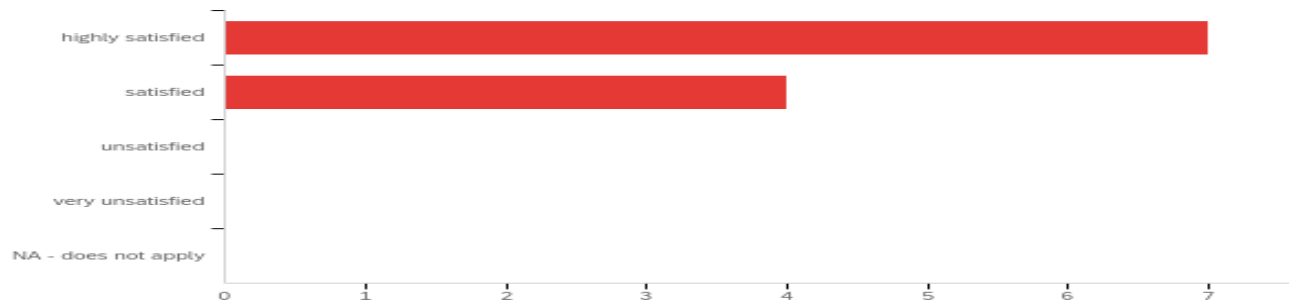
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethical/legal behavior	1.00	2.00	1.18	0.39	0.15	11

Q19 - Responsiveness to supervision, feedback, and/or suggestions



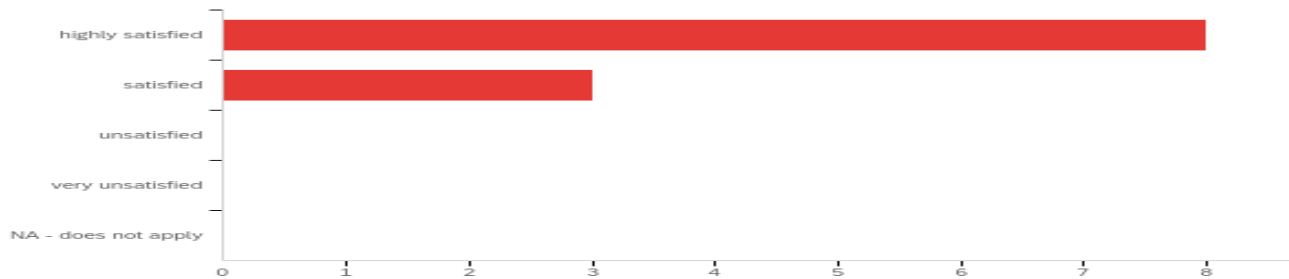
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Responsiveness to supervision, feedback, and/or suggestions	1.00	2.00	1.45	0.50	0.25	11

Q20 - Professional demeanor



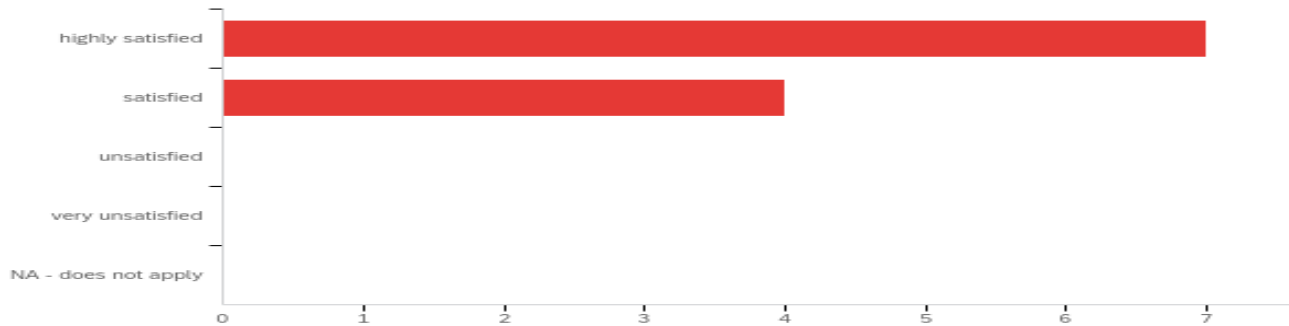
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Professional demeanor	1.00	2.00	1.36	0.48	0.23	11

Q21 - Relationships with other employees/coworkers



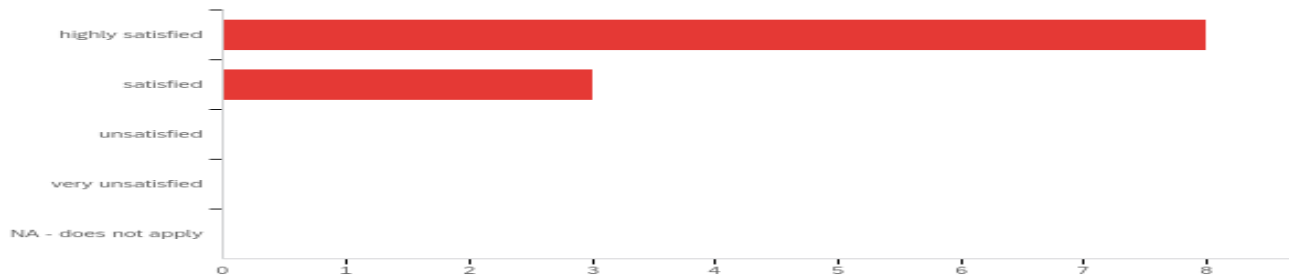
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Relationships with other employees/coworkers	1.00	2.00	1.27	0.45	0.20	11

Q22 - Collaboration with other school personnel/community agencies



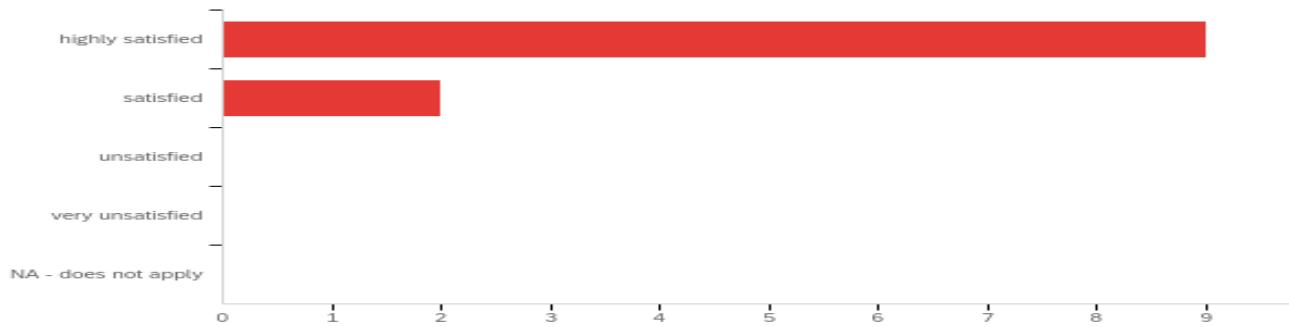
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Collaboration with other school personnel/community agencies	1.00	2.00	1.36	0.48	0.23	11

Q23 - General work attitude/enthusiasm



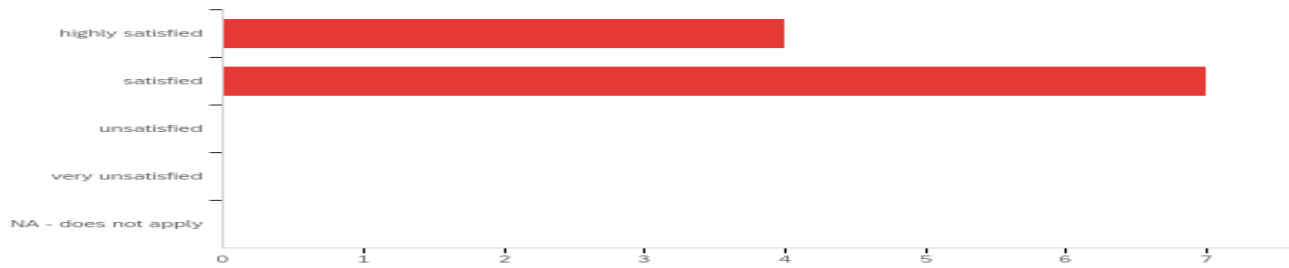
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	General work attitude/enthusiasm	1.00	2.00	1.27	0.45	0.20	11

Q24 - Dependability/conscientiousness/responsibility



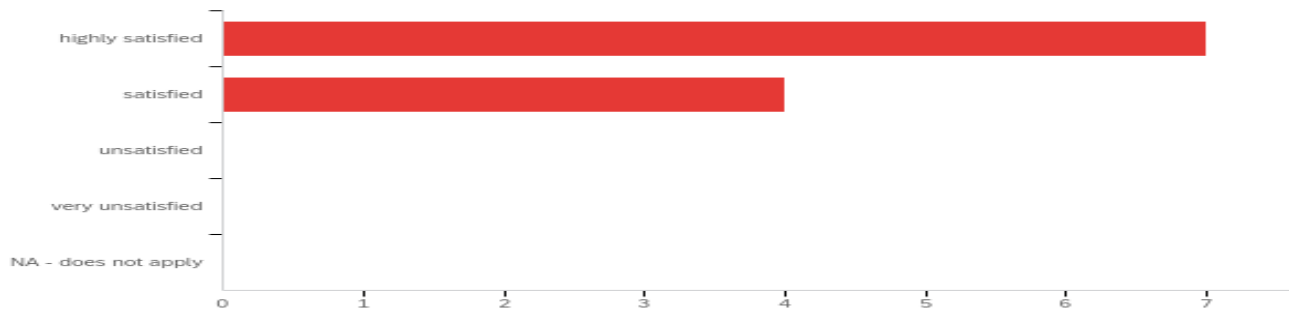
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Dependability/conscientiousness/responsibility	1.00	2.00	1.18	0.39	0.15	11

Q25 - Professional development



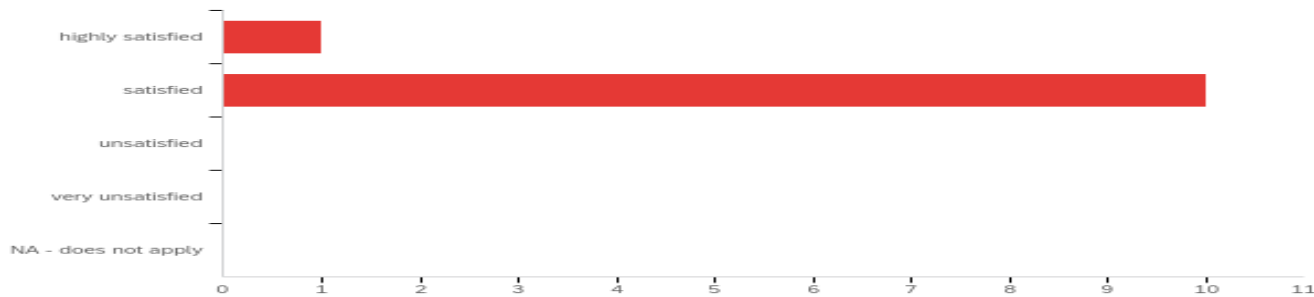
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Professional development	1.00	2.00	1.64	0.48	0.23	11

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: See new program goals below

Response to Program Goals for 2021-2022

REVIEW OF PROGRAM GOALS 2021-22:

1. Changes in the Program Handbook:

- a. To include a clearer statement on faculty input on student impairment and grievance procedures; *UPDATE: On pages 9 and 10 of the handbook, there is clearer language on academic appeals and on the student annual review process, the latter which presents an articulation of faculty input on student impairment/challenges.*

- b. We will make adjustments to the Program Handbook regarding our new procedures related to the orientation process (including an acknowledgment of attendance) and a wait period for new students before they enroll. UPDATE: *This information is on the last paragraph under Personal Growth Expectations of the handbook, page 9.*
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. UPDATE: *This offer of clerical insistence was extended by the dean in Fall 2022. Because of other pressing issues occurring during this period--- two current faculty searches, transition between coordinators in the earlier part of the year, the need to attend to issues too sensitive for student help, and a lack of communication from the dean to the chair, the coordinator has not availed herself of this support.*
3. Advising: We each will keep virtual, weekly office hours where students can reliably reach their advisors. UPDATE: *The faculty did not implement these hours due to other program challenges. Notably, the program coordinator protested the decision of her promotion decision based on unfairness at the School of Education level (the promotion eventually occurred at the campus level), which translated in certain projects not being carried out. Any information concerning this protest is available on request. During the protest, another faculty member, Dr. Jasmine Graham, took lead for three months. Dr. Graham resigned from the program in Spring 2022 and Kelly Dunn, a visiting lecturer, resigned that same semester to pursue doctoral studies. During other periods of lapses, the faculty shared responsibility for basic coordinator duties.*
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. Dr. Sha'Kema Blackmon, for G552, and Dr. Taneshia Greenidge, 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. UPDATE: *Dr. Greenidge resigned from the program in Spring 2021 and was replaced by Kelly Dunn who has a strong background in school counseling. Mrs. Dunn's input in the field placement courses and in the oversight of the other part-time faculty who teach the practicum and internship courses is enhanced by her knowledge of what occurs in schools and in what school counselors do. Dr. Blackmon agreed to look further into information about school-based assessments and to incorporate this information in her 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. UPDATE: *The period following the site visit of 2021 has been another challenging one for the program due to the issues indicated earlier. However, the program has vetted a proposal for the 60-hour program which is currently at the campus level of approvals. The proposal has passed at the program, department, and School of Education levels. In terms of involvement of faculty in surrounding school districts, recent resignations and the upcoming retirement of the coordinator necessitates more time and therefore, program faculty have agreed to continue to consider the advisory committee's recommendation for the future.*

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. UPDATE: *This recommendation was echoed by the advisory committee in the October 2022 meeting (see current program goals). The faculty has agreed to consider the recommendation seriously, but only with increased stability in the program.*

Program Goals for 2022-2023

Because of transition issues in the program, i.e., the resignation of two faculty members and the December 2022 retirement of the program coordinator, the first 3 goals pertain to matters that will need to be resolved soon but ideally are accomplished with the addition of more faculty and/or considerable staff support. These include the following:

1. Our Student Assessment data are gathered using Canvas Outcomes. Faculty have developed rubrics, evaluation data, and student performance on course assignments for these assessments. However, the process of gathering these data has been met by challenges that relate to a variety of issues. For example, faculty may have trouble uploading their data. Whatever the reason, we currently lack consistent data for these assessments. **One goal therefore is to seek support at the School or university level (e.g., the Institutional Research and Decision Support unit on campus) to troubleshoot problems in data collection and thus improve the reporting of these findings.**
2. The cause of the very low rate of return on the One Year Out data is likely multifaceted. Still, there needs to be efforts by the faculty to increase this rate of return to obtain meaningful findings. **A second goal is for the faculty to consider extending the survey to students who graduated two years ago to improve the return rate as well as other measures (for example, "exit" messages to students during the internship [G550] or professional seminar ([598] classes or providing a more visible presence to alumni overall through email correspondence, webinar offerings, and so forth.**
3. Most of the members of the advisory committee have agreed to extend their service beyond the 2-year term because of program transitions. However, program faculty will need to re-constitute the committee in the coming year and in accordance with the conditions of the charter. Mrs. Evelyn Gearries has agreed to remain as chair. **The third goal therefore is to re-constitute the advisory committee.**
4. **The fourth goal is to launch the 60-Credit Hour Program in fall 2023. Prior to its launch, the faculty will amend existing literature on the website and in the Program Guide for potential applicants entering in the fall. Students admitted for the fall are drawn from the pool of applicants who submit their materials by the May 1st deadline. Consequently, modifications to the website and other documents ideally should occur no later than March 1st.**

5. **As proposed in the Site Visit Report, and as a fifth goal, the faculty will develop plans for a comprehensive or qualifying examination for students in the program. These plans include deciding on a start-date as well as developing the examination and the logistics of how it will be implemented, scored, and processed as a requirement for graduation.**
6. Trends in demographic data indicate a decrease in the number of men over women, and of students of color overall, especially Black students. **A sixth goal is to create strategies to increase the number of male students overall and women of color in the program.**
7. Related to goal 6, the seventh goal relates to overall recruitment to increase the number of applicants to the program while being mindful of faculty-student ratios. **With this objective in mind, the seventh goal is to (continue to) build partnerships with school personnel like counselors and administrators and offer opportunities to increase the program's presence among school counselors in the state. These opportunities can include webinars, short courses, and workshops.** Faculty may also begin plans to offer one or more certificates, like one in addictions and/or leadership.
8. **Goal eight is to successfully recruit and hire two new faculty. A search is currently underway.**
9. **Goal nine is to collaborate with School of Education staff in EPIC Ed, an effort to help students network with school counselors, find employment, and learn how to improve their chances of getting hired.**
10. **Goal ten is to offer the certificate in Mental Health Counseling. Along with this goal, and because of changing rules from the Behavioral Health and Human Services Board is the concomitant goal of providing updated information to students. This information is also important for program development.**
11. **Goal 11 is to incorporate grant-writing skills in the G550 (or G598) classes.**