

# Program Evaluation Report

2022-2023



IUPUI School of Education  
School Counseling Program

## Program Evaluation Report

2022-2023

UNDER THE 2016 CACREP STANDARDS

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# Purpose of This Report

- The 2022-2023 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 2022

				Applicants		Admits		Enrolls	
				# Stud..	% Applica..	# Students	% Applica..	# Students	% Applica..
<input type="checkbox"/> (All)									
<input checked="" type="checkbox"/> Indianapolis	Undergraduate Institution	Intended School	Intended Major						
<input type="checkbox"/> Columbus	IUPUI	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%
<b>Admission Term</b>		Total		2	100.0%	2	100.0%	1	50.0%
Fall 2022									
<b>Application Center</b>	Ball State University	School of Education	Counseling/Counselr Ed MSED	2	100.0%	2	100.0%	1	50.0%
(Multiple values)			Total	2	100.0%	2	100.0%	1	50.0%
		Total		2	100.0%	2	100.0%	1	50.0%
<b>Academic Career</b>	West Virginia Univ Parkersburg	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
Graduate			Total	1	100.0%	1	100.0%	1	100.0%
		Total		1	100.0%	1	100.0%	1	100.0%
<b>Intended Major</b>	West Virginia Univ Morgantown	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
Counseling/Counselr Ed MSED			Total	1	100.0%	1	100.0%	1	100.0%
		Total		1	100.0%	1	100.0%	1	100.0%
<b>Intended School</b>	Univ Of Dayton	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
School of Education			Total	1	100.0%	1	100.0%	1	100.0%
		Total		1	100.0%	1	100.0%	1	100.0%
<b>Undergraduate Institution</b>	Saint Mary-Woods Coll	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
(All)			Total	1	100.0%	1	100.0%	1	100.0%
		Total		1	100.0%	1	100.0%	1	100.0%
<b>Country</b>	Rowan University	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	0	0.0%
United States			Total	1	100.0%	1	100.0%	0	0.0%
		Total		1	100.0%	1	100.0%	0	0.0%
<b>State/Province</b>	Indiana Wesleyan University	School of Education	Counseling/Counselr Ed MSED	1	100.0%	1	100.0%	1	100.0%
(All)			Total	1	100.0%	1	100.0%	1	100.0%
		Total		1	100.0%	1	100.0%	1	100.0%
	Indiana Univ Kokomo	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 Bloomington*	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%
	Indiana State Univ Terre Haute	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%
	Butler 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%

# 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

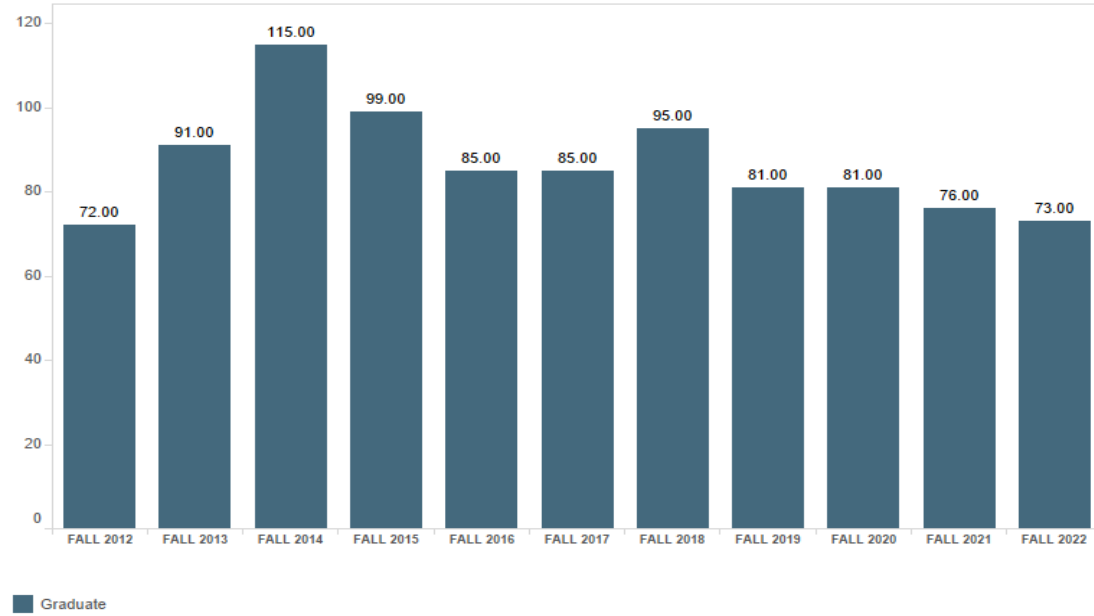
Intended School  
School of Education

Academic Department  
Counseling and Counselor Education

Academic Major (Primary Plan)  
All

Tuition Residency  
All

Age  
All



Select IUPUI Campus

- Indianapolis
- Columbus
- Ft. Wayne

Semester

SPRING

Use the following criteria to narrow the data you view. Filters will be passed between the various tabs/views.

Academic Career

Graduate

School of Primary Major

School of Education

Intended School

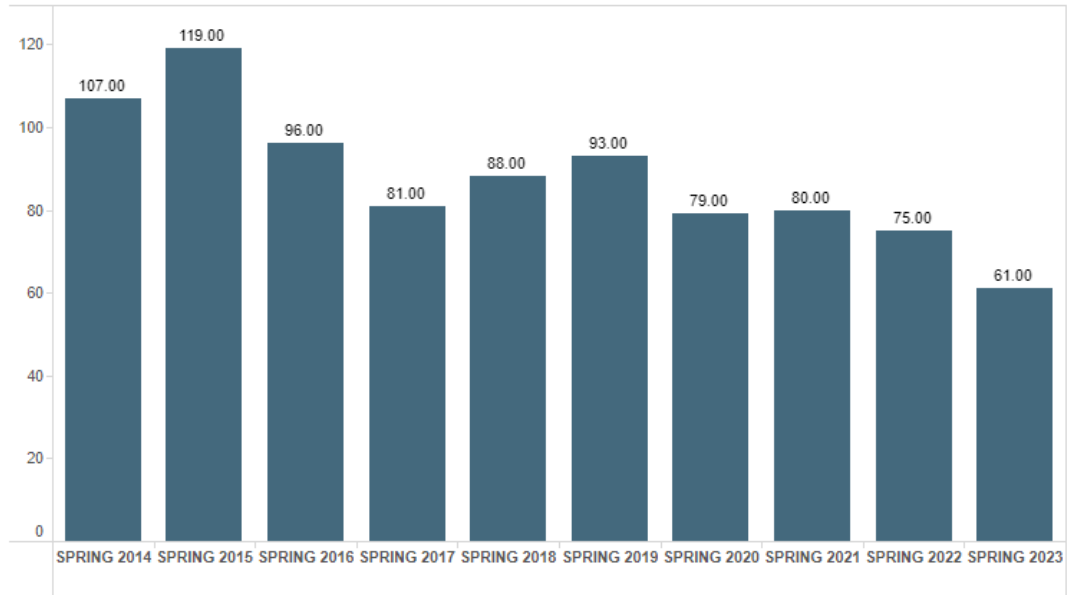
School of Education

Academic Department

Counseling and Counselor Education

ACADEMIC LEVEL

Graduate



Select IUPUI Campus

- Indianapolis
- Columbus
- Ft. Wayne

Semester

SUMMER

Use the following criteria to narrow the data you view. Filters will be passed between the various tabs/views.

Academic Career

Graduate

School of Primary Major

School of Education

Intended School

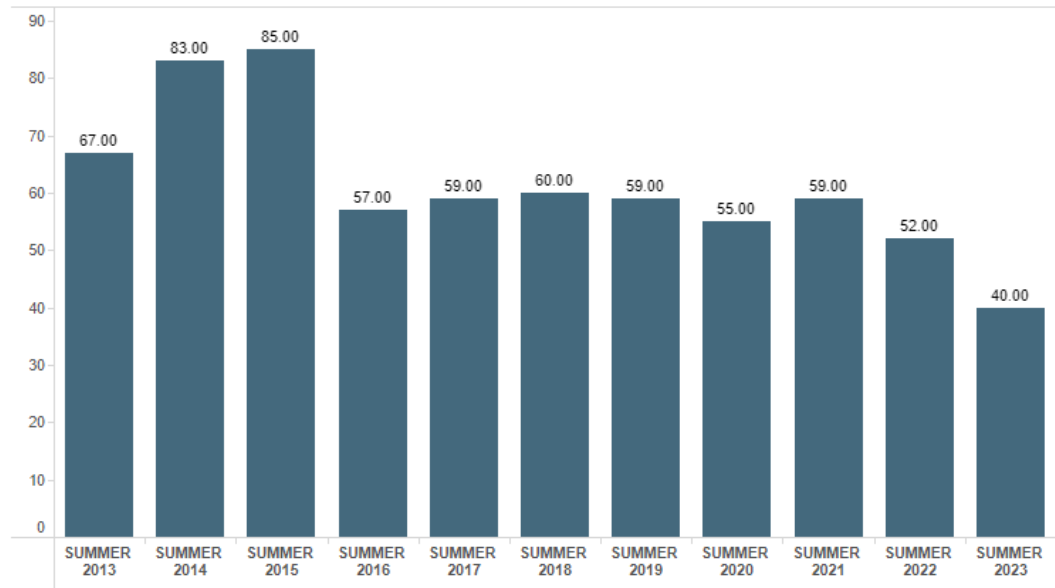
School of Education

Academic Department

Counseling and Counselor Education

ACADEMIC LEVEL

Graduate





# 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

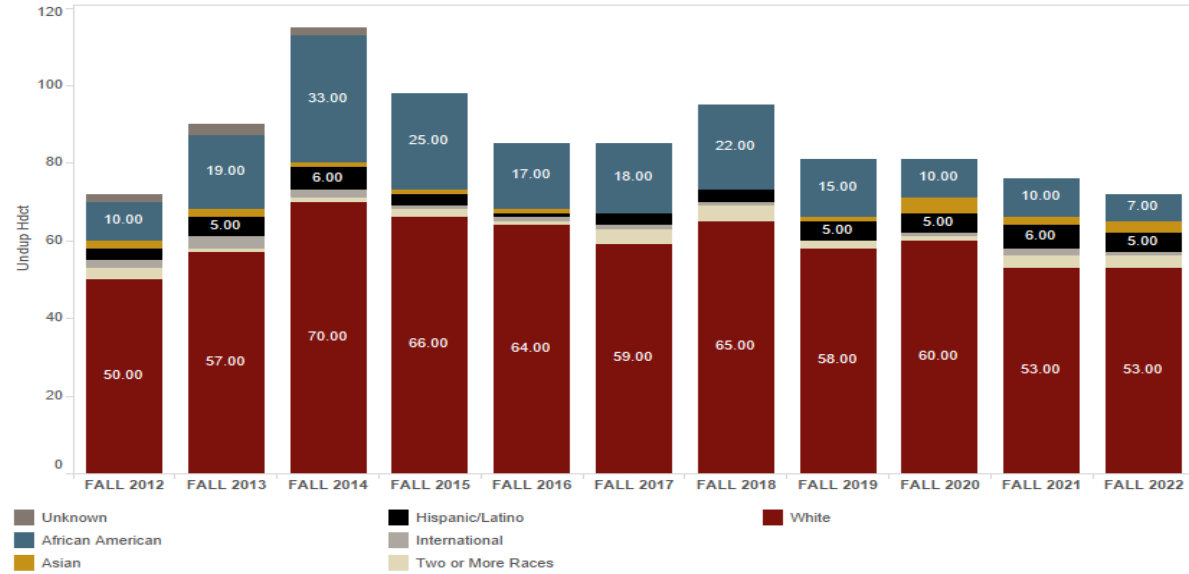
Veteran Status  
 (Available beginning Fall 2014)  
 All

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	FALL 2022
<b>African American</b>	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%	7 9.7%
<b>Asian</b>	2 2.8%	2 2.2%	1 0.9%	1 1.0%	1 1.2%			1 1.2%	4 4.9%	2 2.6%	3 4.2%
<b>Hispanic/Latino</b>	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%	5 6.9%
<b>International</b>	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%	1 1.4%
<b>Two or More Races</b>	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%	3 4.2%
<b>Unknown</b>	2 2.8%	3 3.3%	2 1.7%								
<b>White</b>	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%	53 73.6%
<b>Grand Total</b>	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%	72 100.0%

# 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

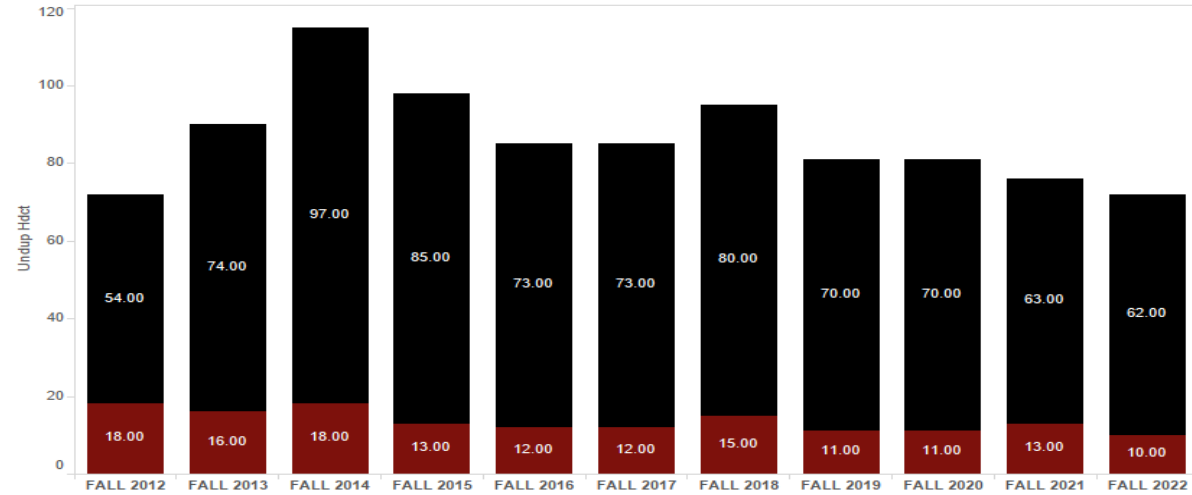
**Veteran Status**  
(Available beginning Fall 2014)  
All

**Accelerated Undergrad/Grad Prog**  
All

**Online Program**  
(Avail. beginning Fall 2013)  
All

**Term Credits Hours Attempted**  
0 to 53

**Sex**

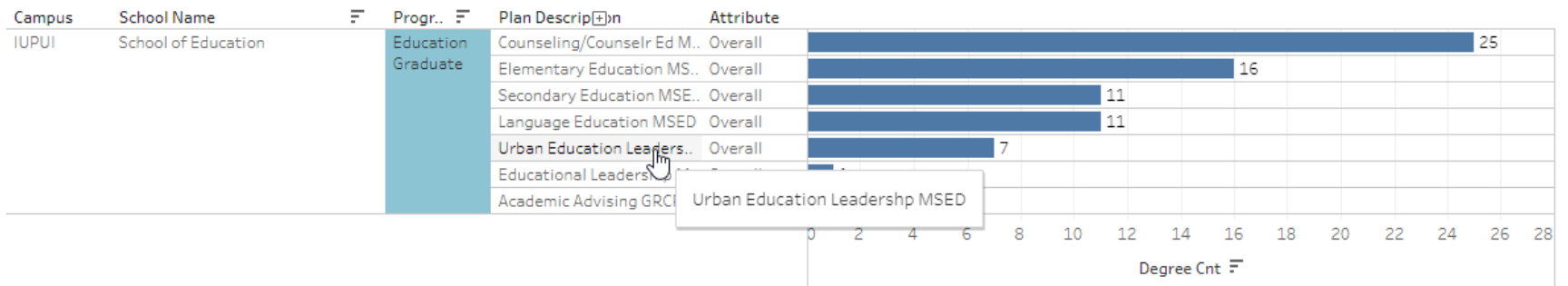


Female  
Male

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
<b>Female</b>	54	74	97	85	73	73	80	70	70	63	62
<b>Male</b>	18	16	18	13	12	12	15	11	11	13	10
<b>Grand Total</b>	72	90	115	98	85	85	95	81	81	76	72
	75.0%	82.2%	84.3%	86.7%	85.9%	85.9%	84.2%	86.4%	86.4%	82.9%	86.1%
	25.0%	17.8%	15.7%	13.3%	14.1%	14.1%	15.8%	13.6%	13.6%	17.1%	13.9%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

## Degree Conferred by School 2022-2023

### Degrees by School (All Plans)



## Student Retention and Gradation Trends

Home Campus

- (All)
- Indianapolis
- Columbus

Cancel Apply

Retained at

Home Institution

Retention Time Period

Year

Cohort

(Multiple values)

Student Characteristics at Entry Term

Career

Masters

School

School of Education

Department

Counseling and Counselor Education

Major

Counseling/Counselor Ed MSED

Gender

(All)

Race/Ethnicity

(All)

Course Load (in Credit Hours)

3.00 12.00

First Generation Status

(All)

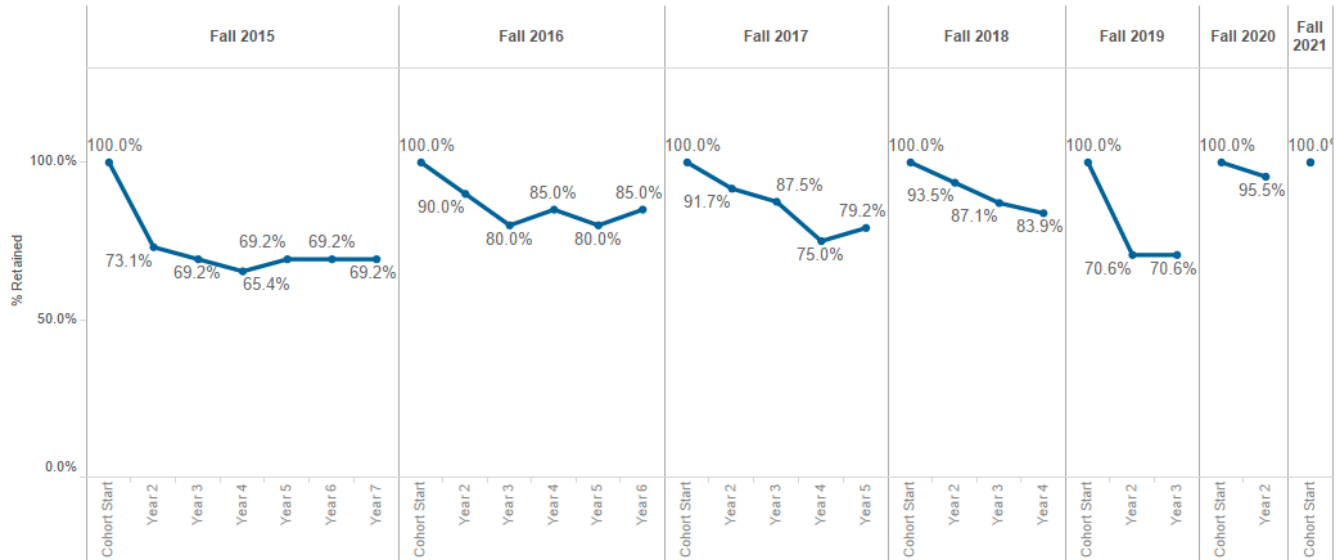
Veteran Status

(All)

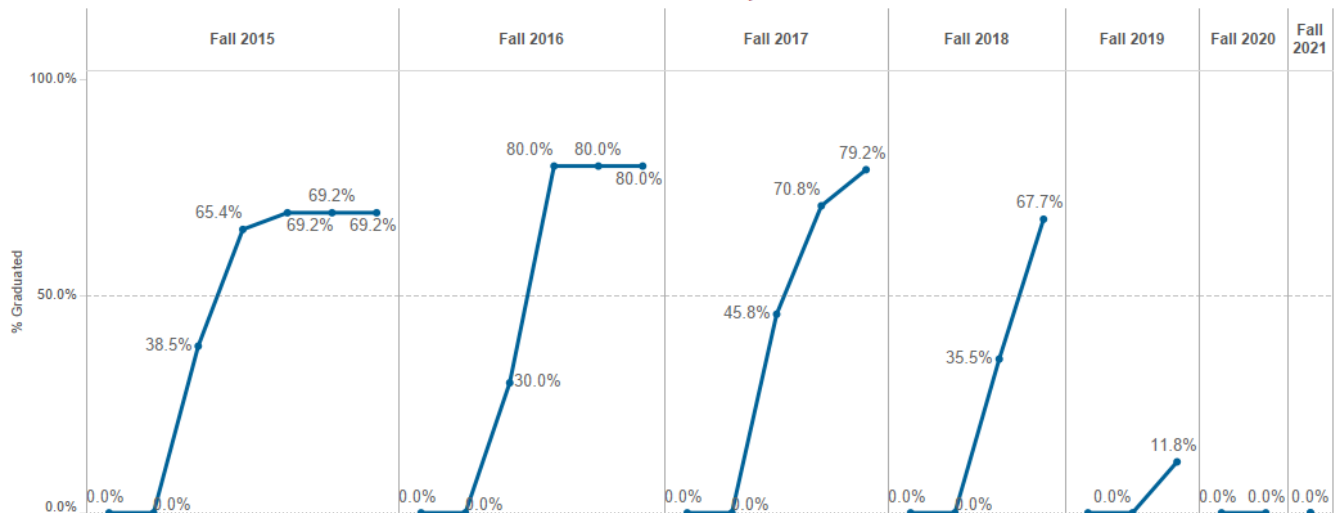
Residency

(All)

% Retained over Time by Cohort



% Graduated over Time by Cohort

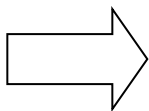


View: Original

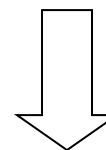
# Assessment Plans - School Counseling

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

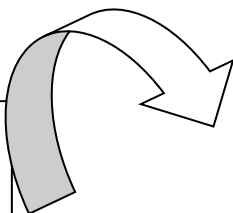
- PC (Chalmer) sends to student listerv in March

Alumni and Employer Surveys

- AD sends in summer one year after graduation

Licensure Test Data

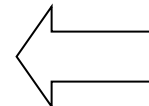
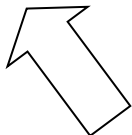
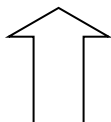
Reports and Recommendations  
 Annual Report, completed by September 15<sup>th</sup>  
 Advisory Committee meeting scheduled mid-October



**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 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> <li>• <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.</li> <li>• <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.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</li> </ul>	<p><u>Knowledge:</u></p> <p><u>EDUC-G575:</u> <i>Multicultural Counseling Advocacy</i> Competencies measure (AP1 Assignment) scores (formative and summative) <b>COMPREHENSIVE EXAM IN FUTURE</b></p> <p><u>Skill:</u></p> <ul style="list-style-type: none"> <li>• <u>EDUC-G575:</u> <i>Multicultural Counseling:</i> Advocacy Project 3 (AP3) Rubric related to use of language during role-played presentations</li> </ul>	<p>G575 not offered in fall semester</p>	<p><u>Knowledge:</u> N=7 <u>Formative:</u> 7/7 (100%)</p> <p><u>Summative:</u>  7/7 (100%)</p> <p><u>Skill:</u> N=7 23.75/25 (95%)</p>	<p><u>Knowledge:</u> N=12 50/50 (100%)</p> <p><u>Skill:</u> N=12 209.42/220 (95%)</p>

**2. SOCIAL AND CULTURAL DIVERSITY**

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> <li>• <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</li> <li>• <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</li> </ul>	<ul style="list-style-type: none"> <li>• 2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• <u>EDUC-G502:</u> <i>Professional Orientation and Ethics</i> Rubric on Diversity <b>COMPREHENSIVE EXAM IN FUTURE</b></li> </ul> <p><u>Skill:</u></p> <ul style="list-style-type: none"> <li>• <u>EDUC-G575:</u> <i>Multicultural Counseling</i> Dyadic Interaction Rubric for role-plays</li> </ul>	<p><u>Knowledge:</u> N=8 Scores on Diversity Paper Assignment: 71.38/75 average (95%)</p> <p>G575 is not offered in the fall semester.</p>	<p><u>Knowledge:</u> N=8 35/35 Average (100%)</p> <p><u>Skill:</u> N=7 14.3/15 (95%)</p>	<p><u>Knowledge:</u> Not Available</p>

3. HUMAN GROWTH AND DEVELOPMENT					
Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> <li><u>KPI3.1. Knowledge:</u> Students will demonstrate knowledge of systemic and environmental factors that have impact on human development, functioning, and behavior</li> <li><u>KPI3.2. Skill:</u> Students will apply their knowledge systemic factors in case conceptualizations and practice at field placement sites</li> </ul>	<ul style="list-style-type: none"> <li>2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior</li> </ul>	<u>Knowledge and Skill:</u> <ul style="list-style-type: none"> <li>EDUC-G524 and G550 (First Semester) <i>Practicum and First Semester of Internship: Case Conceptualization Assignment Rubric</i></li> </ul>	<u>Knowledge and Skill:</u> G524 (3 sections) N=16 30/30 average 100%  G550 (3 sections) N=26 19.53/20 average 98%	<u>Knowledge and Skill:</u> G524 (2 sections) N=10 150/150 Average 100%  G550 (3 sections), N=20 29.18/30 Average 97%	G524 and G550 are not offered in summer
4. CAREER DEVELOPMENT					
Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> <li><u>KPI4.1. Knowledge:</u> Students will show an understanding of the strategies for assessing abilities, interests, values, personality, and other factors that</li> </ul>	<ul style="list-style-type: none"> <li>2.F.4.e. strategies for assessing abilities, interests, values, personality,</li> </ul>	Courses Measures and Signature Assignments <u>Knowledge and Skill</u> <ul style="list-style-type: none"> <li><u>EDUC-G552</u> <i>Career Development:</i> Students are tested at the end of the semester</li> </ul>	<u>Knowledge and Skill</u> G552 (1 section) N=17 97.18/100 average 97%	<u>Knowledge and Skill</u> G552 (1 section) N=7 95.71/100 average 96%	G552 not offered in summer

<p>contribute to career development</p> <ul style="list-style-type: none"> <li>• <u>KPI4.2. Skill:</u> Students will demonstrate their ability to apply these strategies for assessing these career development factors</li> </ul>	<p>and other factors that contribute to career development</p>	<p>on their knowledge as well as skills with use of rubric. <b>COMPREHENSIVE EXAM IN FUTURE</b></p>			
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**5. COUNSELING AND HELPING RELATIONSHIPS**

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> <li>• <u>KPI5.1. Knowledge:</u> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.F.5.n. processes for aiding students in developing a personal model of counseling</li> </ul>	<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</p>	<p><u>Knowledge:</u> N=12 32.33/35 (92%)</p> <p><u>Skill:</u> N=12 Distinguished = 8 (67%) Proficient = 2 (17%) Meets Exps = 1 (8%) Below Exps = 1 (8%)</p>	<p><u>Knowledge:</u> N=7 Distinguished = 7 (100%)</p> <p><u>Skill:</u> N=7 Distinguished = 10 (100%)</p>	<p>G522 is not offered in summer.</p>

<ul style="list-style-type: none"> <li>• <u>KPI5.2. Skill:</u> Students will demonstrate the relevance of his/her/their personal model to a particular case.</li> </ul>		<p>specific to outcomes on relevance to a particular case presented in class.</p>			
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**6. GROUP COUNSELING AND GROUP WORK**

<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>Courses Measures and Signature Assignments</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Summer 2023</b>
<ul style="list-style-type: none"> <li>• <u>KPI6.1. Knowledge:</u> Students will demonstrate knowledge in ethical and culturally relevant strategies for designing and facilitating groups</li> <li>• <u>KPI6.2. Skill:</u> Students will show skills in applying strategies that are ethical and culturally relevant when they design and facilitate groups.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• <u>EDUC-G532 Group Counseling:</u> Final Exam score to assess knowledge in ethical and culturally relevant strategies for designing and facilitating groups.</li> </ul> <p><u>Skill:</u></p> <ul style="list-style-type: none"> <li>• <u>EDUC-G532: Group Counseling:</u> Group Project RUBRIC is used to assess students' skills in designing and facilitating groups using ethical and culturally relevant strategies.</li> </ul>	<p><u>Knowledge:</u> N=10 19.1/20 (96%)</p> <p><u>Skill:</u> N=10 22.6/24 (94%)</p>	<p>G532 is not offered in the spring term.</p>	<p><u>Knowledge</u> N=18 High level = 14 (78%) Prof = 2 (11) Meet Exp = 1 (5%) Blow Exp = 1 (5%)</p> <p><u>Skill</u> N=18 34.72/40 (87%)</p>

**7. ASSESSMENT AND TESTING**

<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>Courses Measures and Signature Assignments</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Summer 2023</b>
<ul style="list-style-type: none"> <li>• <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</li> <li>• <u>KPI7.2. Skill:</u> Students will learn skills in selecting, administering, and interpreting assessment and test results that are ethical and culturally relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.F.7.m. use of ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</li> </ul>	<u>Knowledge and Skill:</u> <ul style="list-style-type: none"> <li>• <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. <b>COMPREHENSIVE EXAM IN FUTURE</b></li> </ul>	G505 is not offered in the fall semester.	<u>Knowledge and Skill</u> G 505 N = 8 138/150 (92%)	<u>Knowledge and Skill</u> G505 N = 8 48.25/50 (97%)

**8. RESEARCH AND PROGRAM EVALUATION**

<b>Key Performance Indicators</b>	<b>Related CACREP Standards</b>	<b>Courses Measures and Signature Assignments</b>	<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Summer 2023</b>
<ul style="list-style-type: none"> <li>• <u>KPI8.1. Knowledge:</u> Students will learn the importance of critiquing research in counseling and the relevance of this knowledge to</li> </ul>	<ul style="list-style-type: none"> <li>• 2.F.8.a, the importance of research in advancing the counseling profession, including how</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• <u>EDUC-G502</u> <i>Professional Orientation and Ethics:</i> Students are graded on two journal review</li> </ul>	<u>Knowledge:</u> N=8 29.75/30 (99%)	<u>Knowledge:</u> N=8 35/35 (100%)	Not offered during this summer



<p>informing counseling practice.</p> <ul style="list-style-type: none"> <li>• <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.</li> </ul>	<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"> <li>• <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.</li> </ul>	<p><u>Skill:</u> 71.38/75 (95%)</p>	<p><u>Skill:</u> N=8 9.81/10 (98%)</p>	
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**9. SCHOOL COUNSELING**

Key Performance Indicators	Related CACREP Standards	Courses Measures and Signature Assignments	Fall 2022	Spring 2022	Summer 2022
<ul style="list-style-type: none"> <li>• <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></li> <li>• <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.</li> </ul>	<ul style="list-style-type: none"> <li>• 5-G.3.f. techniques of personal/social counseling in school settings</li> </ul>	<p><u>Knowledge and Skill:</u></p> <ul style="list-style-type: none"> <li>• <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.</li> </ul>	<p><u>Knowledge and Skill: Practicum:</u> N=16 Distinguished: 100%</p> <p><u>Internship:</u> N=26 Distinguished: 88% Proficient: 12%</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: Practicum:</u> N=16 Distinguished: 100%</p> <p><u>Internship:</u> N=26 Distinguished: 100%</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
2022-2023	25	16	14	88%	167	171	168
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
2022-2023	77.77	81.66	79.63	76.17	79.19	77.29
2021-2022	75.40	80.51	79.42	73.24	78.30	77.17

Academic Year	Avg PCT of Answers Correct					
	Measure III: Management			Measure IV: Accountability		
	IUPUI	State	National	IUPUI	State	National
2022-2023	76.68	78.71	75.86	66.20	72.20	71.22
2021-2022	69.26	77.54	74.93	67.11	73.69	71.69

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 <u>CACREP Common Core Area STD #3</u> % Correct		OBJ 2 <u>CACREP Common Core Areas STD #5</u> % Correct		OBJ 3 <u>CACREP Common Core Areas STD #5</u> % Correct		OBJ 4 <u>CACREP Common Core Areas STD #6</u> % Correct		OBJ 5 <u>CACREP Common Core Areas STD #5</u> % Correct		OBJ 6 <u>CACREP Common Core Areas STD #4</u> % Correct		OBJ 7 <u>CACREP Common Core Areas STD #1</u> % Correct		OBJ 8 <u>CACREP Common Core Areas STD #1</u> % 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. The percentage of IUPUI graduates who have taken and passed the Pearson test over the last six 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 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. After that date, the state licensure test moved to ETS.

The pass rate on the ETS test ranged from 85% to 88% with means ranging from 163-167. The range of percentages of correct answers on the individual measures, ranged from 66.20% to 77.77%. Students seemed to have the most difficulty with questions for the Accountability measure.

Professional Dispositions Data – **G523, Practicum, and Internship – Fall 2022 and Spring 2023**

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Exhibits ethical decision-making processes and professional behaviors	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	1	4	4	4.33	0.71
	Spring 2023 Internship II N= 12	0	0	1	2	9	4.67	0.65
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	5	6	4.55	0.52
	Fall 2023 Internship I N= 11	0	0	2	9	0	3.82	0.40

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Data-Informed Decision Making	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	1	4	4	4.33	0.71
	Spring 2023 Internship II N= 12	0	0	2	9	0	3.82	0.40

	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	8	3	4.27	0.47
	Fall 2023 Internship I N= 11	0	0	3	7	0	3.70	0.48

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Interacts appropriately and positively with others (Fostering Communication)	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	1	1	7	4.67	0.71
	Spring 2023 Internship II N= 12	0	0	1	4	7	4.50	0.67
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	7	4	4.36	0.50
	Fall 2023 Internship I N= 11	0	0	1	6	4	4.27	0.65

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Treats others with courtesy, respect and open-mindedness (Reflective)	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	1	0	8	4.78	0.67
	Spring 2023 Internship II N= 12	0	0	0	4	8	4.67	0.49
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	5	4	4.44	0.53
	Fall 2023 Internship I N= 11	0	0	1	5	5	4.36	0.67

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Displays the ability to work with people of all walks of life and differing in social class, abilities, race, nationality, etc. (Cultural Awareness)	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	1	1	7	4.67	0.71
	Spring 2023 Internship II N= 12	0	0	0	5	7	4.58	0.51
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00



	Fall 2022 Practicum I N=11	0	0	0	4	7	4.64	0.50
	Fall 2023 Internship I N= 11	0	0	0	7	4	4.36	0.50

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Displays maturity and independence by following appropriate protocol when seeking solutions to problems (Critical Thinking Skills)	Spring 2023 G523 N=6	0	0	0	0	6	5.00	0.00
	Spring 2023 Practicum N=9	0	1	1	0	7	4.44	1.13
	Spring 2023 Internship II N-12	0	0	1	3	8	4.58	0.67
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	6	5	4.45	0.52
	Fall 2023 Internship I N= 11	0	0	1	9	1	4.00	0.45

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Accepts and uses constructive criticism (supervision)	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	1	1	7	4.67	0.71
	Spring 2023 Internship II N= 12	0	0	0	6	6	4.50	0.52
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	5	6	4.55	0.52
	Fall 2023 Internship I N= 11	0	0	0	7	4	4.36	0.50
Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Demonstrates enthusiasm, confidence, and initiative (Professional Growth)	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=8	0	0	0	3	5	4.63	0.51
	Spring 2023 Internship II N= 12	0	1	0	6	5	4.25	0.87
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00

	Fall 2022 Practicum I N=11	0	0	0	4	6	4.60	0.52
	Fall 2023 Internship I N= 11	0	0	1	7	3	4.18	0.60

Indicator	Semester	Unsatisfactor y	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Demonstrates appropriate self- monitoring and control of emotions and behaviors (Respectfulness)	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	0	2	7	4.78	0.44
	Spring 2023 Internship II N= 12	0	0	1	1	10	4.75	0.62
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	5	5	4.50	0.53
	Fall 2023 Internship I N= 11	0	0	0	7	4	4.36	0.50

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Demonstrates Ability to Self-Assess	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	0	3	6	4.67	0.50
	Spring 2023 Internship II N= 12	0	1	0	4	7	4.42	0.90
	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	8	3	4.27	0.47
	Fall 2023 Internship I N= 11	0	0	0	6	5	4.45	0.52

Indicator	Semester	Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Maintains confidentiality of records, correspondence and conversations	Spring 2023 G523 N=7	0	0	0	0	7	5.00	0.00
	Spring 2023 Practicum N=9	0	0	1	1	6	4.63	0.74
	Spring 2023 Internship II N= 12	0	0	0	4	8	4.67	0.49

	Fall 2022 G523 N= 12	0	0	0	0	12	5.00	0.00
	Fall 2022 Practicum I N=11	0	0	0	4	7	4.64	0.50
	Fall 2023 Internship I N= 11	0	0	0	11	0	4.00	0.00

Indicator	Semester	Unsatisfactor y	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Prepares thoroughly and consistently	Spring 2023 Practicum N=9	0	1	1	2	5	4.22	1.09
	Spring 2023 Internship II N= 12	0	0	2	2	8	4.50	0.80
	Fall 2022 Practicum I N=11	0	0	0	4	7	4.64	0.50
	Fall 2023 Internship I N= 11	0	0	0	7	4	4.36	0.50

Indicator	Semester	Unsatisfactor y	Basic	Satisfactory	Proficient	Distinguished	Mean	SD
Meets Deadlines	Spring 2023 Practicum N=9	0	1	1	1	6	4.33	1.11
	Spring 2023 Internship II N= 12	0	0	3	2	7	4.33	0.89

	Fall 2022 Practicum I N=11	0	0	0	5	5	4.50	0.53
	Fall 2023 Internship I N= 11	0	1	2	6	2	3.82	0.87

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:

- Data-Informed Decision Making.

Student Practicum/Internship Final Evaluation

Domain 1 for School Counselors: Planning and Preparation									
<u>Component</u>	<u>Semester</u>	Level of Performance					Mean	Standard Deviation	<u>Experience</u>
		Unsatisfactor y	Basic	Satisfactory	Proficient	Distinguished			

Demonstrating Knowledge of School Counseling Theory ASCA 1a CACREP F1, F5, G5d REPA 2	Spring 2023	0	0	5	1	1	3.43	0.79	Practicum N=7
									Internship I N=0
		0	0	1	2	1	4.00	0.82	Internship II N=4
	Fall 2022	0	2	0	2	1	3.40	1.34	Practicum N=5
		0	0	2	2	0	3.50	0.58	Internship I N=4
		0	0	1	2	3	4.33	0.82	Internship II N=6
Demonstrating Knowledge of Students ASCA 1b CACREP F2, F3 5Gh REPA 1 CPO2	Spring 2023	0	0	2	4	1	3.86	0.69	Practicum N=7
									Internship I N=0
		0	0	1	2	1	4.00	0.82	Internship II N=6
	Fall 2022	0	0	1	2	2	4.20	0.84	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	0	1	4	1	4.00	0.63	Internship II N=6
Establishing Counseling Outcomes ASCA 1c CACREP F1, F4, F7, F8, 5Ga-c REPA 3 CPO3	Spring 2023	0	0	2	4	1	3.86	0.69	Practicum N=7
									Internship I N=0
		0	0	1	2	1	4.00	0.82	Internship II N=4
	Fall 2022	0	0	1	3	1	4.00	0.71	Practicum

									N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	1	0	2	3	4.17	1.17	Internship II N=6
Demonstrating Knowledge of Resources ASCA 1d CACREP F1, F4, F7, F8, 5Ga-c REPA 3	Spring 2023	0	1	3	2	1	3.43	0.98	Practicum N=7
									Internship I N=0
		0	0	1	3	0	3.75	0.50	Internship II N=4
	Fall 2022	0	1	0	3	1	3.80	1.10	Practicum N=5
		0	0	2	2	0	3.50	0.58	Internship I N=4
		0	0	1	3	2	4.17	0.75	Internship II N=6
Designing a Coherent Counseling Program ASCA 1e CACREP F1, F4, F7, F8, 5Ga-c REPA 3 CPO3	Spring 2023	0	2	3	0	1	3.00	1.10	Practicum N=7
									Internship I N=0
		0	0	2	2	0	3.50	0.58	Internship II N=4
	Fall 2022	0	1	1	2	1	3.60	1.14	Practicum N=5
		0	1	2	1	0	3.00	0.87	Internship I N=4
		0	1	0	4	1	3.83	0.98	Internship II N=6
Designing Program Assessment	Spring 2023	0	3	2	0	1	2.83	1.17	Practicum N=7



ASCA 1f CACREP F1, F4, F7, F8 5G a-c REPA 3 CPO3									Internship I N=0
		0	0	2	2	0	3.50	0.58	Internship II N=4
	Fall 2022	0	0	1	3	1	4.00	0.71	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	1	0	2	2	4.00	1.22	Internship II N=6

**Domain 2 for School Counselors: The Environment**

<b>Component</b>	<b>Semester</b>	<b>Level of Performance</b>					<b>Mean</b>	<b>Standard Deviation</b>	<b>Experience</b>
		Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished			
Creating an Environment of Respect and Rapport ASCA 2a CACREP F1, F4, F7, F8, 5Ga-c REPA 3	Spring 2023	0	0	0	5	2	4.29	0.49	Practicum N=7
									Internship I N=0
		0	0	0	3	1	4.25	0.50	Internship II N=4
	Fall 2022	0	0	0	3	2	4.40	0.55	Practicum N=5
		0	0	2	2	0	3.50	0.58	Internship I N=4
		0	0	1	0	5	4.67	0.82	Internship II N=6
Establishing a Culture for Learning ASCA 2b CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2023	0	0	1	5	1	4.00	0.58	Practicum N=7
									Internship I N=0
		0	0	0	3	1	4.25	0.50	Internship II

									N=4
	Fall 2022	0	0	1	2	2	4.20	0.84	Practicum N=5
		0	0	2	2	0	3.50	0.58	Internship I N=4
		0	0	1	0	5	4.67	0.82	Internship II N=6
Managing Routines and Procedures ASCA 2c CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2023	0	0	2	4	1	3.85	0.69	Practicum N=7
									Internship I N=0
		0	0	1	3	0	3.75	0.50	Internship II N=4
	Fall 2022	0	1	0	3	1	3.80	1.10	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	0	1	2	3	4.33	0.82	Internship II N=6
Managing Student Behavior ASCA 2d CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2023	0	1	1	5	0	3.57	0.79	Practicum N=7
									Internship I N=0
		0	0	0	3	1	4.25	0.50	Internship II N=4
	Fall 2022	0	0	1	3	1	4.00	0.71	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	0	1	2	3	4.33	0.82	Internship II N=6

Organizing Physical Space ASCA 2e CACREP F1, F4, F8, 5G a-c REPA 3	Spring 2023	0	0	3	3	1	3.71	0.76	Practicum N=7
									Internship I N=0
		0	0	1	1	2	4.25	0.96	Internship II N=4
	Fall 2021	0	1	0	3	1	3.80	1.10	Practicum N=5
		0	0	2	2	0	3.50	0.58	Internship I N=4
		0	0	1	1	3	4.40	0.89	Internship II N=6
<b>Domain 3 for School Counselors: Delivery of Services</b>									
<b>Component</b>	<b>Semester</b>	Level of Performance					Mean	Standard Deviation	<b>Experience</b>
		Unsatisfactor y	Basic	Satisfactory	Proficient	Distinguished			
Communicating with Students ASCA 3a CACREP F5, F6, F8, 5Gk REPA 4 CPO41	Spring 2023	0	0	1	5	1	4.00	0.58	Practicum N=7
									Internship I N=0
		0	0	1	2	1	4.00	0.82	Internship II N=4
	Fall 2022	0	0	1	2	2	4.20	0.84	Practicum N=5
		0	0	2	2	0	3.50	0.58	Internship I N=4
		0	0	1	1	4	4.50	0.84	Internship II N=6
Using Appropriate Counseling Techniques	Spring 2023	0	0	2	4	1	3.86	0.69	Practicum N=7

ASCA 3b CACREP F5, F6, F8, 5Gk REPA 4 CPO5, 6									Internship I N=0
		0	0	1	1	2	4.25	0.96	Internship II N=4
	Fall 2022	0	1	1	2	1	3.60	1.14	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	1	0	2	3	4.17	1.17	Internship II N=6
Engaging Students in the Formulation of Current and Future Plans ASCA 3c CACREP F2, F4, 5Gc REPA 6 CPO12	Spring 2023	0	0	3	3	1	3.71	0.76	Practicum N=7
									Internship I N=0
		0	0	1	2	1	4.00	0.82	Internship II N=4
	Fall 2022	0	1	0	3	1	3.80	1.10	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	0	1	2	3	4.33	0.82	Internship II N=6
Assessing Student Needs ASCA 3d CACREP F5, F6, F8, 5Gk REPA 4 CPO8	Spring 2023	0	0	3	3	1	3.71	0.76	Practicum N=7
									Internship I N=0
		0	0	1	2	1	4.00	0.82	Internship II N=4
	Fall 2022	0	0	1	3	1	4.00	0.71	Practicum N=5

		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	1	0	3	2	4.00	1.10	Internship II N=6
Implementing Responsive Services ASCA 3e CACREP F2, F3, F5, F7, 5Ge, g, i REPA 5	Spring 2023	0	1	2	2	1	3.50	1.05	Practicum N=7
									Internship I N=0
		0	0	1	2	1	4.00	0.82	Internship II N=4
	Fall 2022	0	0	2	2	1	3.80	0.84	Practicum N=5
		0	1	1	2	0	3.25	0.96	Internship I N=4
		0	1	0	1	4	4.33	1.21	Internship II N=6
<b>Domain 4 for School Counselors: Professional Responsibilities</b>									
<u>Component</u>	<u>Semester</u>	Level of Performance					Mean	Standard Deviation	<u>Experience</u>
		Unsatisfactory	Basic	Satisfactory	Proficient	Distinguished			
Reflecting on Practice ASCA 4a CACREP E, F1, F2, F7, 5Gd-e REPA 7	Spring 2023	0	1	1	4	1	3.71	0.95	Practicum N=7
									Internship I N=0
		0	0	0	3	1	4.25	0.50	Internship II N=4
	Fall 2022	0	0	1	3	1	4.00	0.71	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4

		0	1	0	3	2	4.00	1.10	Internship II N=6
4b: Maintaining Accurate Records and Using Appropriate Data to Guide Practice ASCA 4b CACREP E, F1, F2, F7, 5Gd-e REPA 7	Spring 2023	0	1	1	4	1	3.71	0.95	Practicum N=7
									Internship I N=0
		0	0	1	2	1	4.00	0.82	Internship II N=4
	Fall 2022	0	0	1	3	1	4.00	0.71	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	0	1	3	2	4.17	0.75	Internship II N=6
4c: Communicating with Families, Staff, and Community ASCA 4c CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO7	Spring 2023	0	0	0	5	1	3.33	0.82	Practicum N=7
									Internship I N=0
		0	0	0	3	1	4.25	0.50	Internship II N=4
	Fall 2022	0	0	1	3	1	4.00	0.71	Practicum N=5
		0	0	2	2	0	3.50	0.58	Internship I N=4
		0	0	1	3	2	4.17	0.75	Internship II N=6
4d: Participating in the Professional Community ASCA 4d	Spring 2023	0	0	2	3	1	3.00	1.10	Practicum N=7
									Internship I N=0

CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO11		0	0	0	3	1	4.25	0.50	Internship II N=4
	Fall 2022	0	1	0	2	1	3.75	1.26	Practicum N=5
		0	1	1	2	0	3.25	0.96	Internship I N=4
		0	0	1	1	4	4.50	0.84	Internship II N=6
4e: Growing and Developing Professionally ASCA 4e CACREP E, F1, F2, F7, 5Gd-e REPA 7 CPO10	Spring 2023	0	0	1	4	1	4.00	0.63	Practicum N=7
									Internship I N=0
		0	0	2	1	1	3.75	0.96	Internship II N=4
	Fall 2022	0	1	0	3	2	3.80	1.10	Practicum N=5
		0	1	1	2	0	3.25	0.96	Internship I N=4
		0	0	1	1	4	4.50	0.84	Internship II N=6
4f: Showing Professionalism ASCA 4f CACREP C1, F1, 5GI-n REPA 8 CPO9	Spring 2023	0	0	1	4	2	4.14	0.69	Practicum N=7
									Internship I N=0
		0	0	0	2	2	4.50	0.58	Internship II N=4
	Fall 2022	0	0	1	3	1	4.00	0.71	Practicum N=5
		0	0	2	2	0	3.50	0.58	Internship I N=4

		0	0	1	1	4	4.50	0.84	Internship II N=6
Assuming the role of school counselor as advocate and social justice agent ASCA 4f CACREP C1, C2, 53h CPO 9	Spring 2023	0	0	1	5	1	4.00	0.58	Practicum N=7
									Internship I N=0
		0	0	0	3	1	4.25	0.50	Internship II N=4
	Fall 2022	0	0	0	3	2	4.40	0.55	Practicum N=5
		0	0	3	1	0	3.25	0.50	Internship I N=4
		0	0	1	1	4	4.50	0.84	Internship II N=6

### Analysis of Data

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

### 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 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?	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

		Strong (5)	Above Average (4)	Average (3)	Less than Average (2)	Not good support (1)	Mean	Standard Deviation	Experience
- What kind of support did you receive from program staff when the student transitioned to your site for the first time	Spring 2023	7	4	5	0	1	3.94	1.14	Practicum N=17
		0	2	2	0	0	3.50	0.57	Internship I N=4
		1	0	3	0	0	3.50	1.00	Internship II N=4
	Fall 2022	1	0	4	0	1	3.00	1.26	Practicum N=6
		0	2	6	0	1	3.00	0.87	Internship I N=9
		1	2	2	0	1	3.33	1.37	Internship II N=6
		Strong (5)	Above Average (4)	Average (3)	Less than Average (2)	Not good support (1)	Mean	Standard Deviation	
What kind of support did you receive from program staff while the IUPUI student was at your site?	Spring 2023	8	3	4	0	2	3.88	1.36	Practicum N=17
		0	2	2	0	0	3.50	0.57	Internship I N=4
		1	0	3	0	0	3.50	1.00	Internship II N=4

	Fall 2022	0	1	3	0	1	2.80	1.10	Practicum N=6
		0	2	5	0	2	2.78	1.09	Internship I N=9
		3	0	2	0	1	3.67	1.63	Internship II N=6
		Well prepared (5)	Above Average (4)	Average (3)	Below Average (2)	Not at all prepared (1)	Mean	Standard Deviation	
Did the IUPUI student come prepared for the experience by behaving professionally, commensurate with the student's level of experience?	Spring 2023	11	4	2	0	0	4.53	0.72	Practicum N=17
		3	1	0	0	0	4.75	0.50	Internship I N=4
		2	1	1	0	0	4.25	0.96	Internship II N=4
	Fall 2022	2	2	2	0	0	4.00	0.89	Practicum N=6
		5	3	1	0	0	4.44	0.73	Internship I N=9
		3	2	1	0	0	4.33	0.82	Internship II N=6

### Analysis of Data

Area of Strength:

- Students well prepared continues to be a strength

Areas for Improvement: These continue from last year

- 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

		Strongly Agree (5)	Somewhat Agree (4)	Neither Agree nor Disagree (3)	Somewhat Disagree (2)	Strongly Disagree (1)	Mean	Standard Deviation	Experience
The amount of on-site supervision from my site supervisor met or exceeded my needs.	Spring 2023	3	3	0	0	0	4.50	0.55	Practicum N=6
		9	1	1	0	0	4.72	0.65	Internship I N=11
		4	3	0	0	0	4.57	0.53	Internship II N=7
	Fall 2022	7	4	0	0	0	4.64	0.50	Practicum N=11
		8	3	0	1	0	4.50	0.90	Internship I N=12
		6	5	1	0	0	4.42	0.67	Internship II N=12
I felt that my site supervisor was committed to his/her role as a supervisor	Spring 2023	4	2	0	0	0	4.67	0.52	Practicum N=6
		7	4	0	0	0	4.64	0.50	Internship I N=11
		3	4	0	0	0	4.43	0.53	Internship II N=7

	Fall 2022	9	1	1	0	0	4.73	0.65	Practicum N=11
		7	5	0	0	0	4.58	0.51	Internship I N=12
		8	4	0	0	0	4.67	0.49	Internship II N- 12
My site supervisor facilitated clarification about my own ideas about counseling theory	Spring 2023	2	4	0	0	0	4.33	0.52	Practicum N=6
		6	3	2	0	0	4.36	0.81	Internship I N=11
		5	2	0	0	0	4.71	0.49	Internship II N=7
	Fall 2022	7	4	0	0	0	4.64	0.50	Practicum N=11
		5	6	1	0	0	4.33	0.65	Internship I N=12
		5	7	0	0	0	4.42	0.51	Internship II N- 12
I was provided information about the site's organization and procedures and given a tour of the site.	Spring 2023	3	3	0	0	0	4.50	0.55	Practicum N=6
		6	4	1	0	0	4.45	0.69	Internship I N=11
		6	1	0	0	0	4.86	0.38	Internship II N=7
	Fall 2022	9	2	0	0	0	4.82	0.40	Practicum N=11
		8	3	1	0	0	4.58	0.67	Internship I N=12
		9	2	0	1	0	4.58	0.90	Internship II N- 12
My site supervisor facilitated my understanding about the role and function	Spring 2023	4	2	0	0	0	4.67	0.52	Practicum N=6
		8	3	0	0	0	4.73	0.47	Internship I N=11

of counselors at my site		4	3	0	0	0	4.57	0.53	Internship II N=7
	Fall 2022	6	5	0	0	0	4.55	0.52	Practicum N=11
		8	3	1	0	0	4.58	0.67	Internship I N=12
		9	3	0	0	0	4.75	0.45	Internship II N- 12
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 2023	5	1	0	0	0	4.83	0.41	Practicum N=6
		8	3	0	0	0	4.73	0.47	Internship I N=11
		6	1	0	0	0	4.86	0.38	Internship II N=7
	Fall 2022	7	4	0	0	0	4.64	0.50	Practicum N=11
		8	3	1	0	0	4.58	0.67	Internship I N=12
		8	4	0	0	0	4.67	0.49	Internship II N= 12
My site supervisor facilitated my understanding about various community resources	Spring 2023	3	3	0	0	0	4.50	0.55	Practicum N=6
		5	3	3	0	0	4.18	0.87	Internship I N=11
		1	3	0	0	3	2.86	1.77	Internship II N=7
	Fall 2022	5	5	1	0	0	4.36	0.67	Practicum N=11
		6	5	1	0	0	4.41	0.67	Internship I N=12
		5	7	0	0	0	4.42	0.51	Internship II



									N= 12
My site supervisor provided useful feedback to me about my role as a counselor	Spring 2023	4	2	0	0	0	4.67	0.52	Practicum N=6
		7	4	0	0	0	4.64	0.50	Internship I N=11
		5	2	0	0	0	4.71	0.49	Internship II N=7
	Fall 2022	8	1	2	0	0	4.55	0.82	Practicum N=11
		8	3	1	0	0	4.58	0.67	Internship I N=12
		7	5	0	0	0	4.58	0.51	Internship II N= 12
My site supervisor helped me to clarify my client's issues	Spring 2023	4	2	0	0	0	4.67	0.52	Practicum N=6
		6	4	1	0	0	4.45	0.69	Internship I N=11
		0	2	0	0	5	1.86	1.46	Internship II N=7
	Fall 2022	8	3	0	0	0	4.73	0.47	Practicum N=11
		7	4	1	0	0	4.50	0.67	Internship I N=12
		7	5	0	0	0	4.58	0.51	Internship II N=12
My site supervisor helped me to focus on specific counseling strategies to assist my client	Spring 2023	2	2	1	0	0	4.20	0.84	Practicum N=6
		6	5	0	0	0	4.55	0.52	Internship I N=11
		5	2	0	0	0	4.71	0.49	Internship II N=7
	Fall 2022	7	4	0	0	0	4.64	0.50	Practicum N=11
		6	5	1	0	0	4.42	0.67	Internship I

									N=12
		5	6	0	0	0	4.45	0.53	Internship II N=12
The supervision sessions at the site facilitated my personal and professional growth	Spring 2023	2	4	0	0	0	4.33	0.51	Practicum N=6
		8	3	0	0	0	4.73	0.47	Internship I N=11
		5	2	0	0	0	4.71	0.49	Internship II N=7
	Fall 2022	8	3	0	0	0	4.73	0.47	Practicum N=11
		6	5	1	0	0	4.42	0.67	Internship I N=12
		7	5	0	0	0	4.58	0.51	Internship II N- 12
My site supervisor offered opportunities for me to participate in ongoing on-site research	Spring 2023	2	4	0	0	0	4.33	0.52	Practicum N=6
		4	2	5	0	0	3.91	0.94	Internship I N=11
		3	0	3	1	0	3.71	1.25	Internship II N=7
	Fall 2022	5	3	3	0	0	4.18	0.87	Practicum N=11
		3	3	6	0	0	3.75	0.87	Internship I N=12
		6	0	4	2	0	3.83	1.27	Internship II N- 12
My site supervisor helped promote legal and ethics practices through modeling appropriate	Spring 2023	0	0	0	3	3	1.50	0.55	Practicum N=6
		8	2	1	0	0	4.64	0.67	Internship I N=11
		4	2	1	0	0	4.43	0.79	Internship II N=7

professional behaviors	Fall 2022	0	0	0	4	7	1.36	0.50	Practicum N=11
		8	4	0	0	0	4.67	0.49	Internship I N=12
		7	5	0	0	0	4.58	0.51	Internship II N- 12
I would recommend the site for future placements	Spring 2023	2	4	0	0	0	4.33	0.52	Practicum N=6
		9	1	1	0	0	4.73	0.65	Internship I N=11
		4	3	0	0	0	4.57	0.53	Internship II N=7
	Fall 2022	7	3	1	0	0	4.55	0.69	Practicum N=11
		7	4	1	0	0	4.50	0.67	Internship I N=12
		6	5	1	0	0	4.41	0.67	Internship II N=12

### Analysis of Data

#### Area of Strength:

- Overall, interns strongly agreed or agreed with most of the positive statements about the site supervisors.

#### Areas for Improvement:

- My site supervisor helped me to clarify my client's issues. -some cohorts
- My site supervisor offered opportunities for me to participate in ongoing on-site research.
- My site supervisor helped promote legal and ethics practices through modeling appropriate professional behaviors.

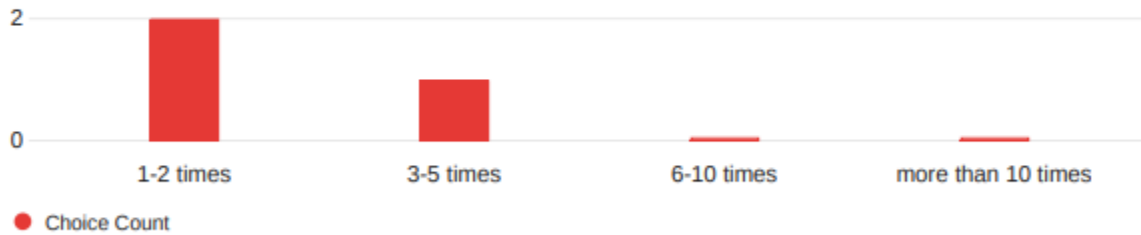
One Year Follow-up of Graduates Survey -2020-2021 Graduates

Select questions have been included in this report.

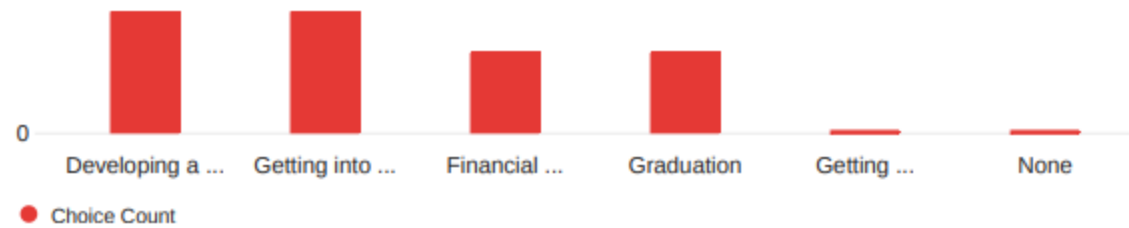
Q5 - Did you obtain employment as a school counselor or related occupation within six (6) months of graduation?



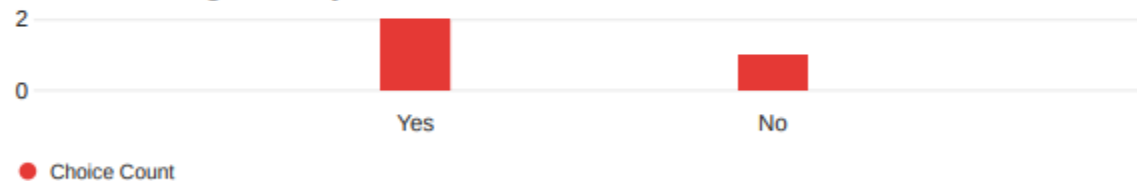
Q13 - How often did you meet with your IUPUI advisor during your studies?



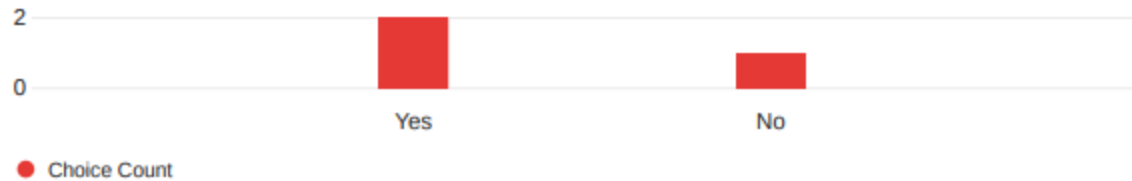
Q14 - What areas of your university advising needed to be improved?  
(Check all that apply)



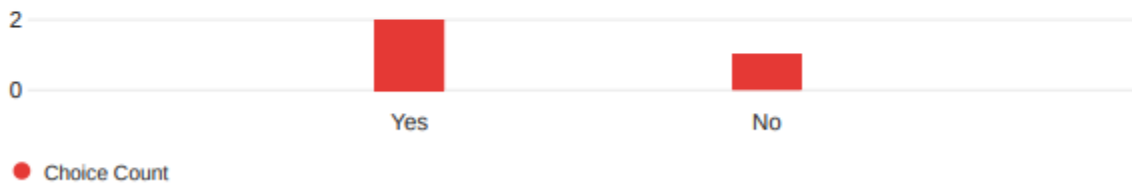
Q15 - In general, were the lectures and class activities presented by the program faculty well-organized and designed to facilitate the understanding of subjects?



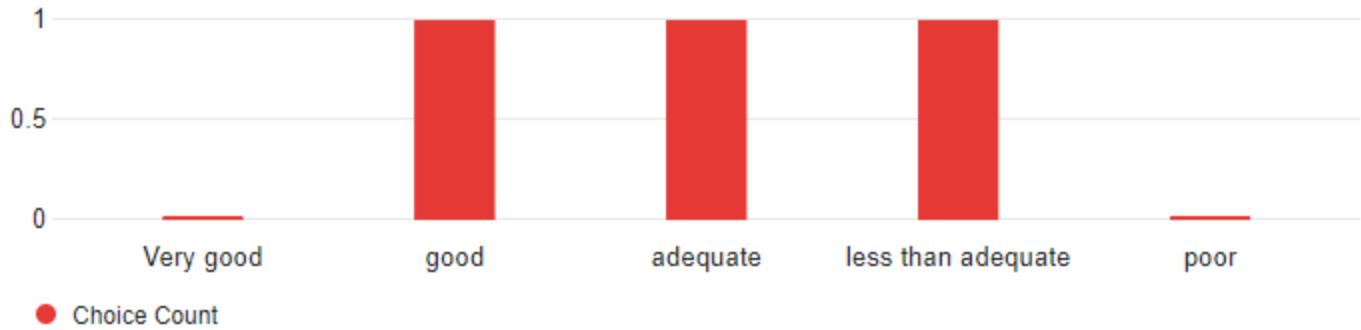
Q16 - Did the program prepare you to use technology effectively and efficiently to plan, organize, implement and evaluate a comprehensive school counseling program?



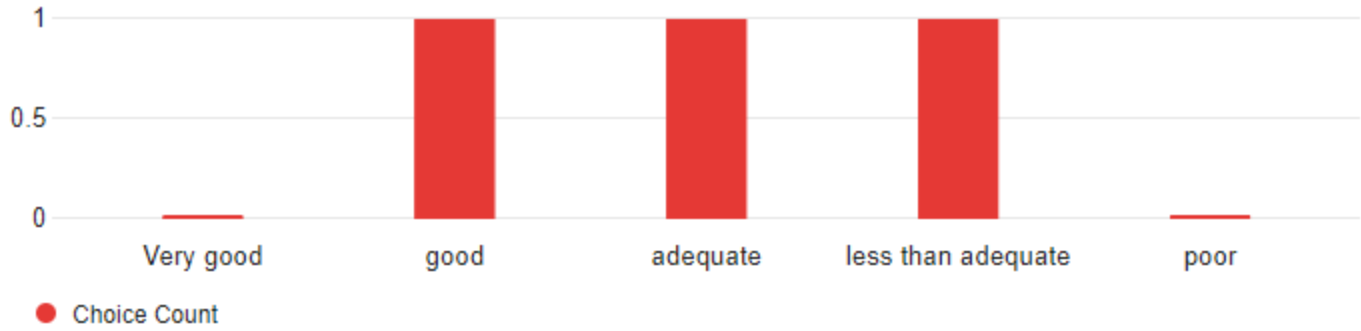
Q20 - Do you have the knowledge and skills to establish a school/work place climate that values diverse representation and diverse perspectives (e.g., racial, ethnic, gender, nationality, etc.)?



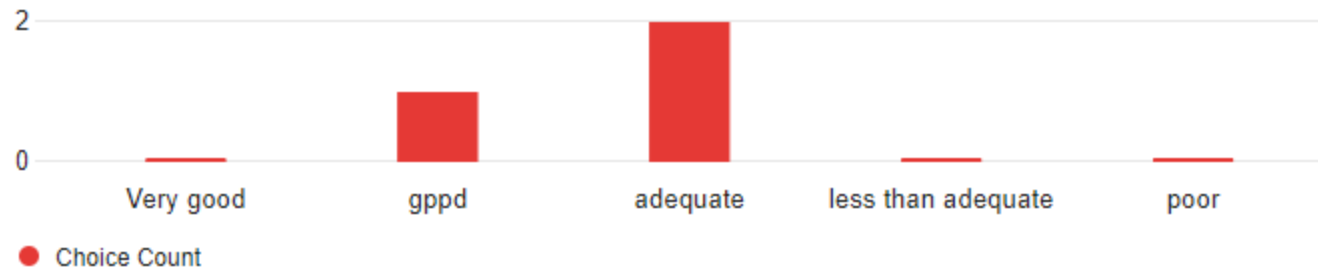
Q24 - My academic/professional knowledge about the field of counseling



Q25 - My professional skills needed to be an effective counselor

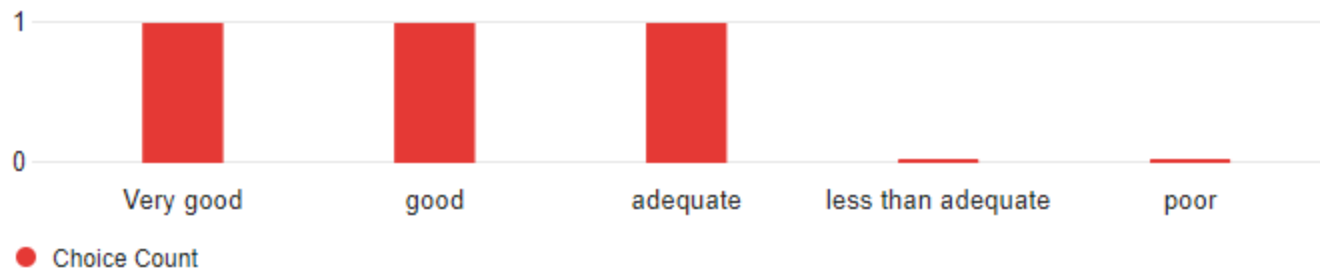


Q26 - The supervised, field-based experiences (i.e., practicum/ internship) during my school counseling program.

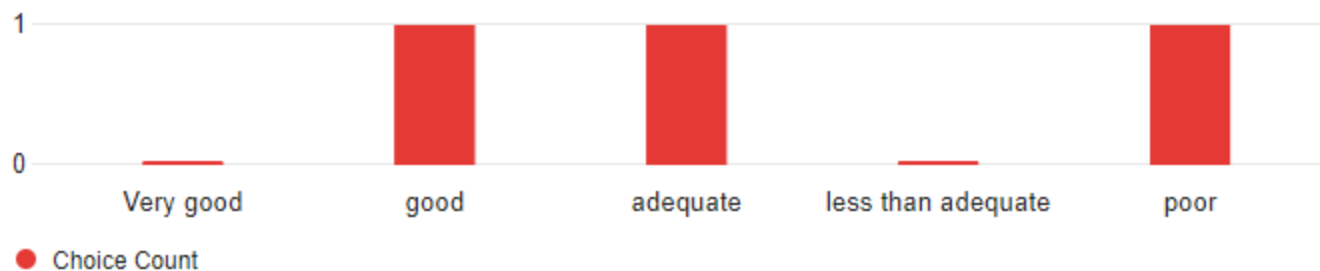




### Q28 - The site supervisors for my supervised practicums and/or internships



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



#### Analysis of Data

The survey was sent to 35 former students who had graduated during 2020-2021. There were 3 respondents. Of those responding 100% had actively sought employment after graduation as a school counselor or related occupation. One was working for a government agency and two were employed by a not-for-profit agency with all having obtained employment as a school counselor or in a related occupation within the six months of graduation. Two-thirds of the respondents had an initial, post-graduation salary of \$41,000 or higher.

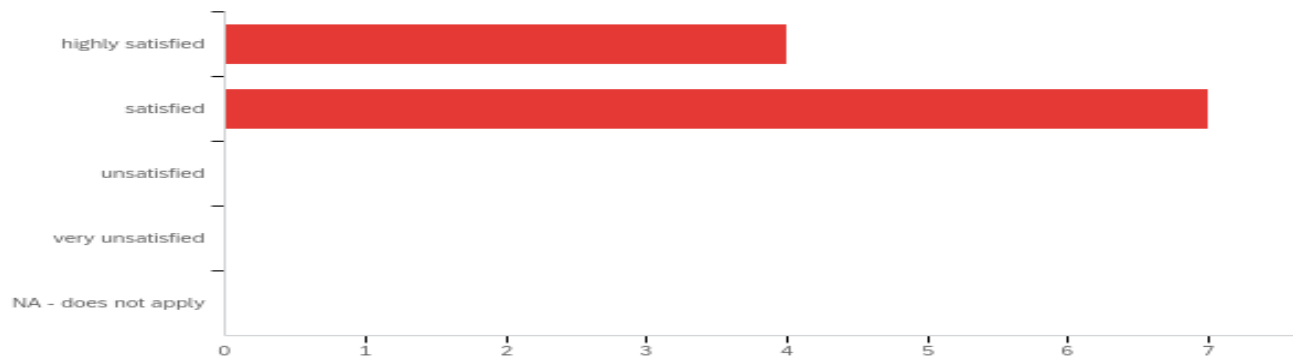
One third of the respondents regularly attend counseling professional conferences/workshops. All respondents held membership in the American Counseling Association while one-third also were members of the Indiana Counseling Association.

When asked what area of their university advising needed to be improved, respondents listed classes felt repetitive, more communication, make program more conducive to those who work full time, and more help preparing for the licensure test.

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

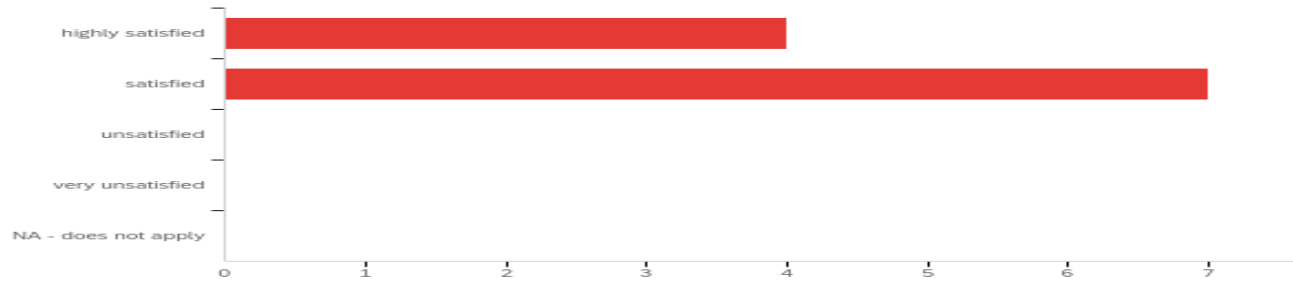
Employer Survey – Fall 2020      Because of Covid this will be repeated in early fall 2023

### Q1 - Overall job performance



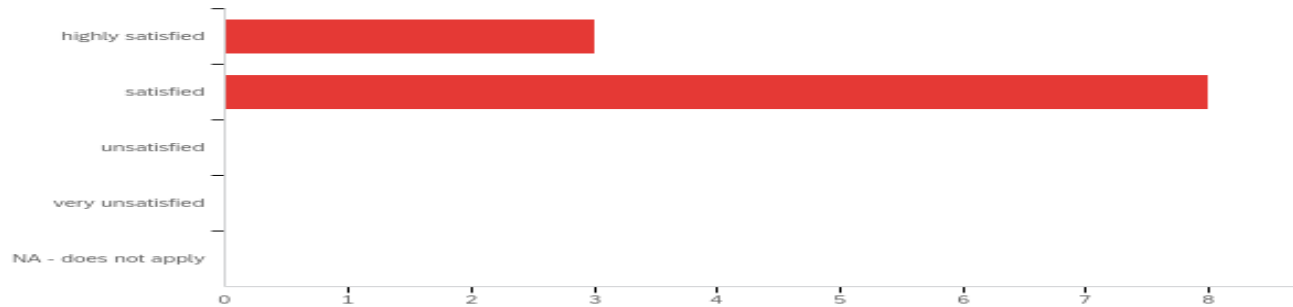
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall job performance	1.00	2.00	1.64	0.48	0.23	11

### Q2 - Individual counseling skills



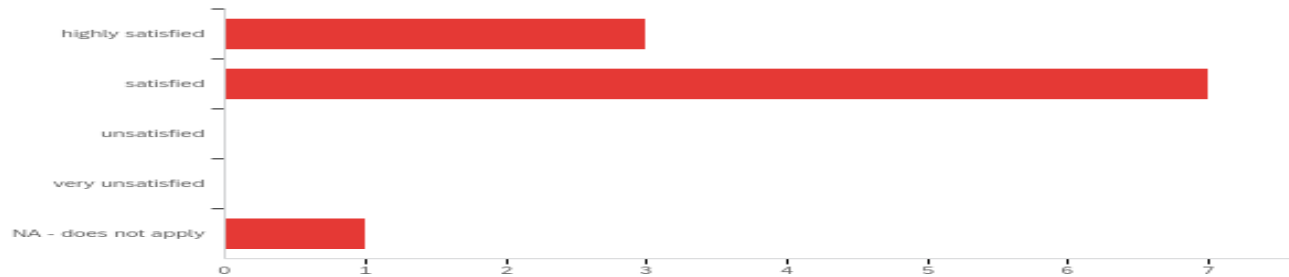
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Individual counseling skills	1.00	2.00	1.64	0.48	0.23	11

### Q3 - Group counseling skills



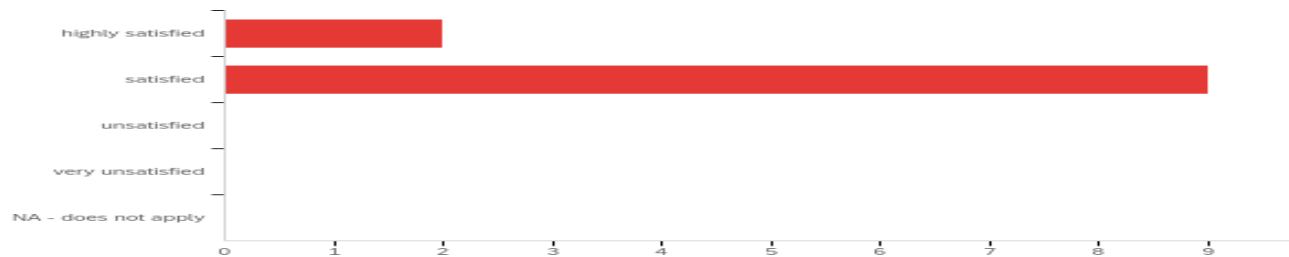
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Group counseling skills	1.00	2.00	1.73	0.45	0.20	11

#### Q4 - Psychoeducational (structured ) group skills



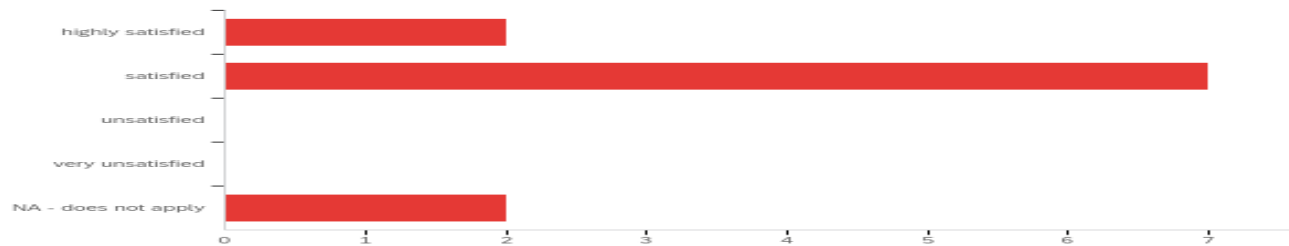
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Psychoeducational (structured ) group skills	1.00	5.00	2.00	1.04	1.09	11

#### Q5 - Multicultural counseling skills



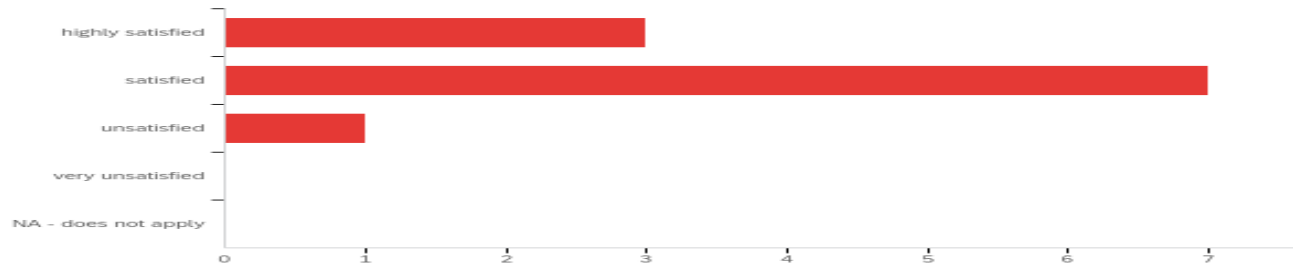
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Multicultural counseling skills	1.00	2.00	1.82	0.39	0.15	11

### Q6 - Career/lifestyle counseling skills



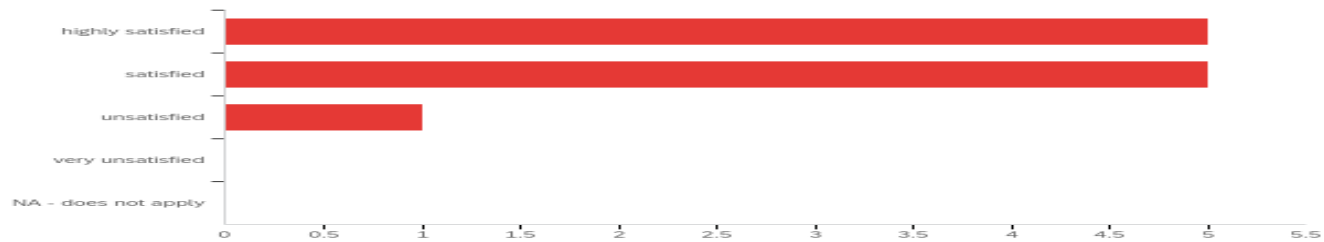
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Career/lifestyle counseling skills	1.00	5.00	2.36	1.30	1.69	11

### Q7 - Classroom guidance



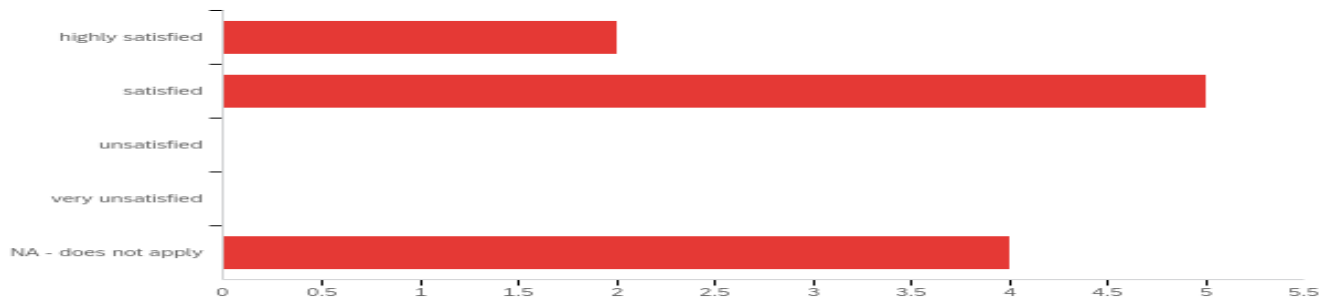
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Classroom guidance	1.00	3.00	1.82	0.57	0.33	11

### Q8 - Crisis counseling skills



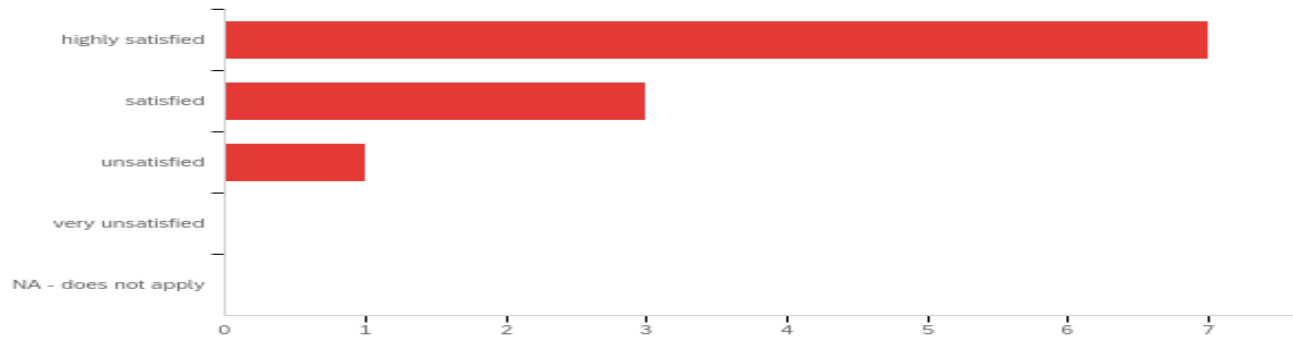
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Crisis counseling skills	1.00	3.00	1.64	0.64	0.41	11

### Q9 - Play therapy skills



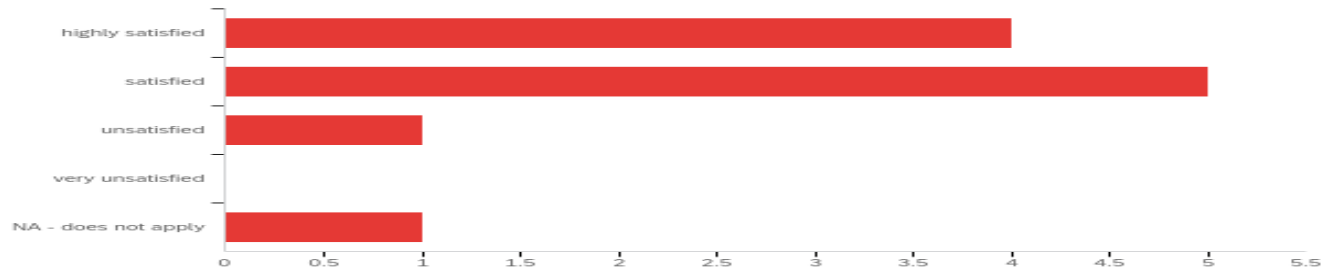
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Play therapy skills	1.00	5.00	2.91	1.62	2.63	11

### 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

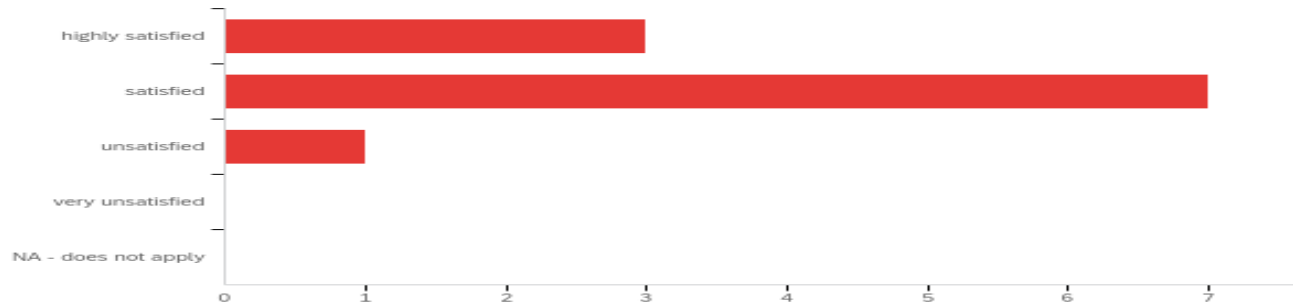
### Q11 - Human growth and development skills



#	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

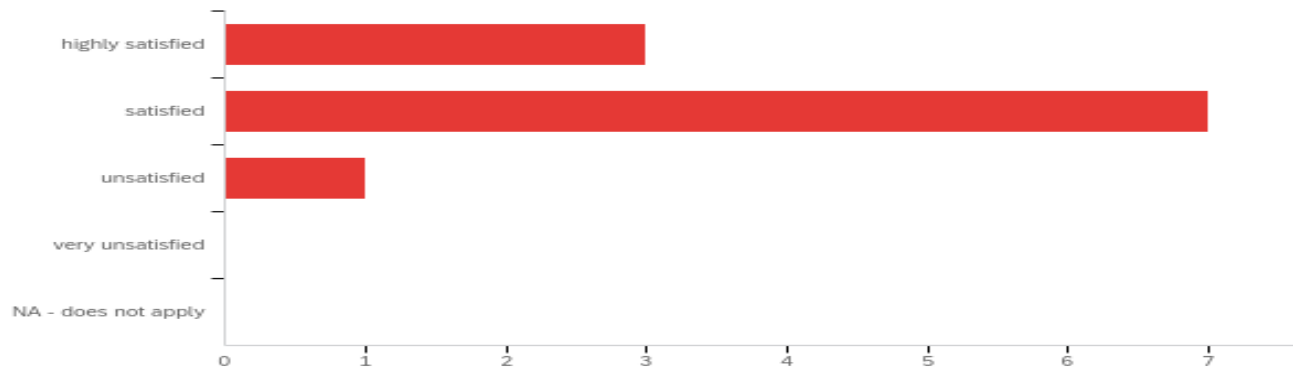


### Q12 - Assessment/appraisal/testing skills



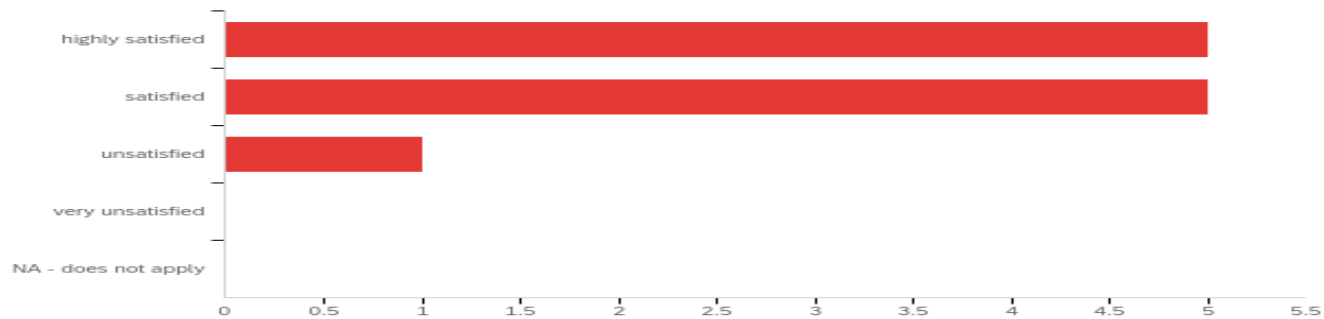
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Assessment/appraisal/testing skills	1.00	3.00	1.82	0.57	0.33	11

### Q13 - Program development skills



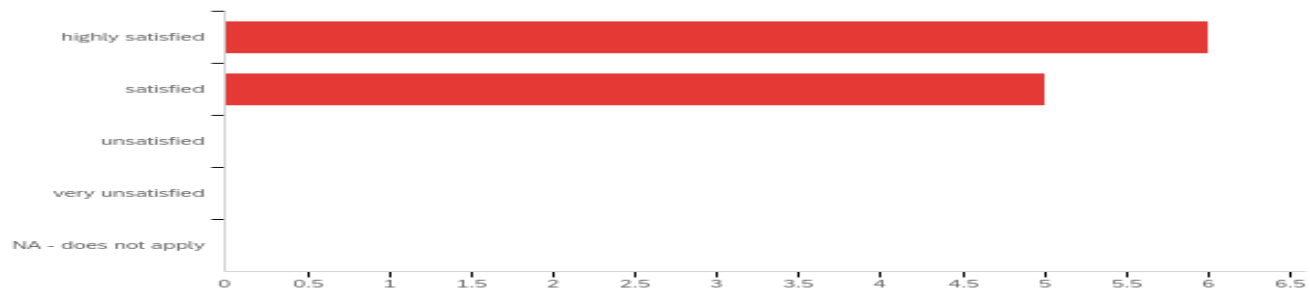
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Program development skills	1.00	3.00	1.82	0.57	0.33	11

### Q14 - Consultation skills



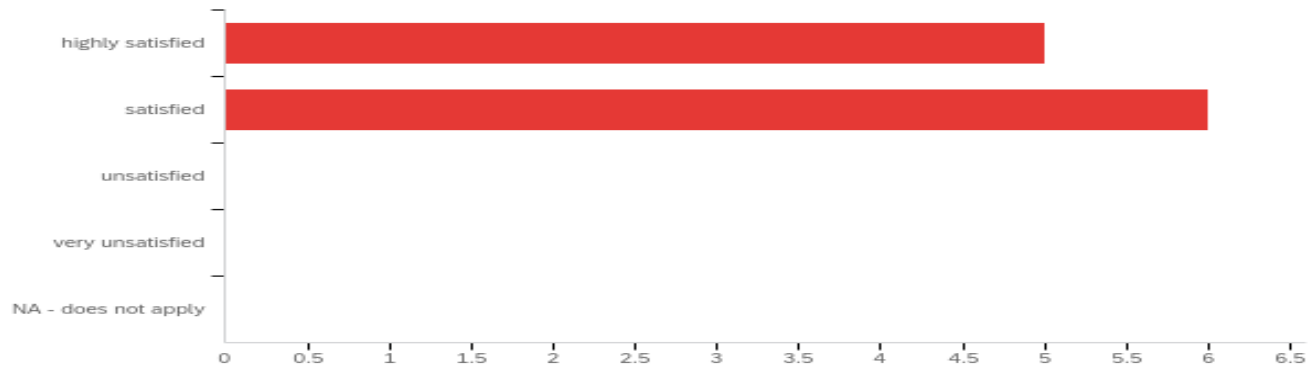
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Consultation skills	1.00	3.00	1.64	0.64	0.41	11

### Q15 - Ethical/legal decision-making skills



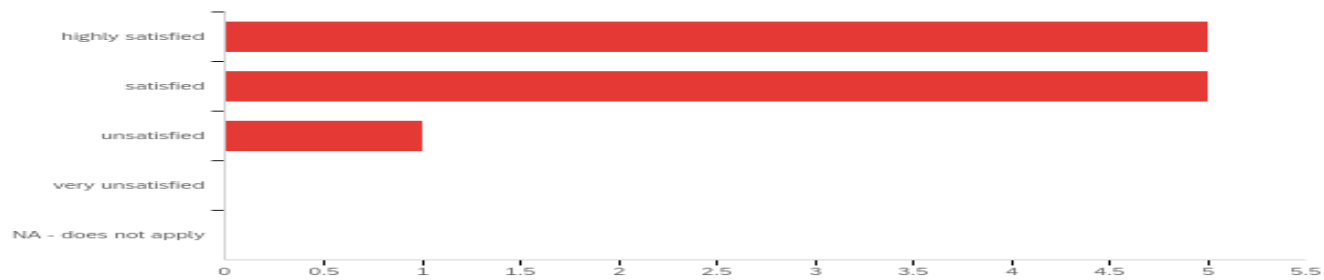
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethical/legal decision-making skills	1.00	2.00	1.45	0.50	0.25	11

### Q16 - Self-care skills



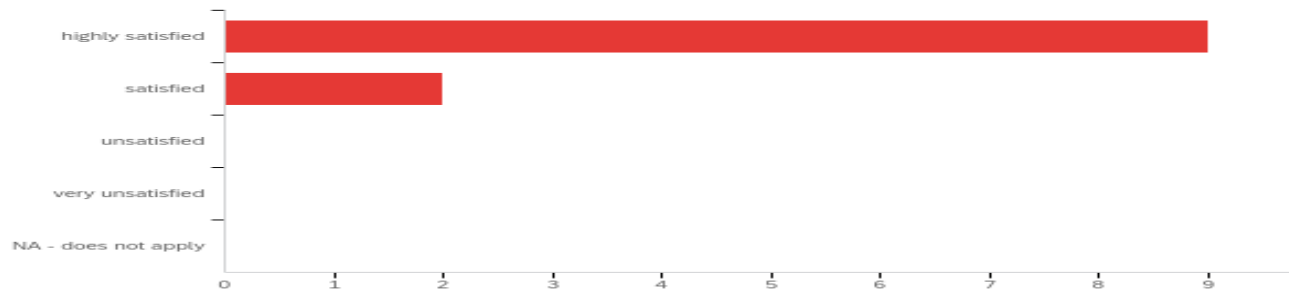
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Self-care skills	1.00	2.00	1.55	0.50	0.25	11

### Q17 - Skills working in a school setting



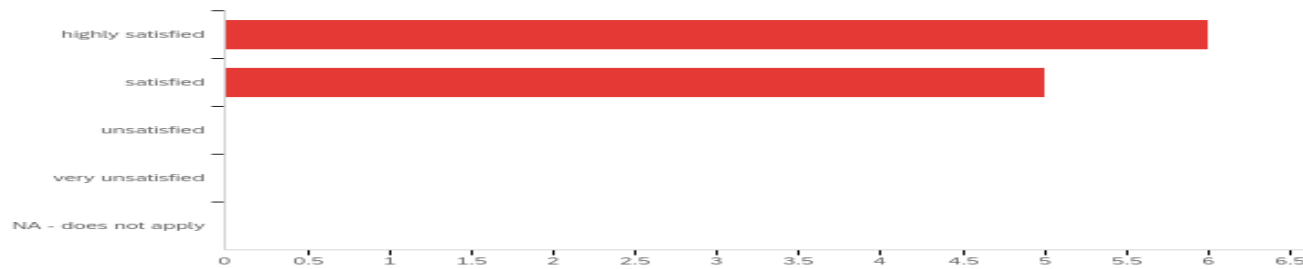
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Skills working in a school setting	1.00	3.00	1.64	0.64	0.41	11

### Q18 - Ethical/legal behavior



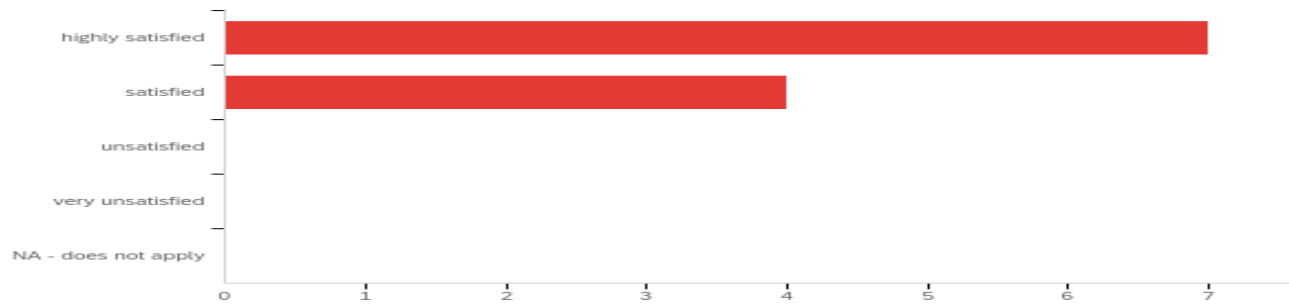
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethical/legal behavior	1.00	2.00	1.18	0.39	0.15	11

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



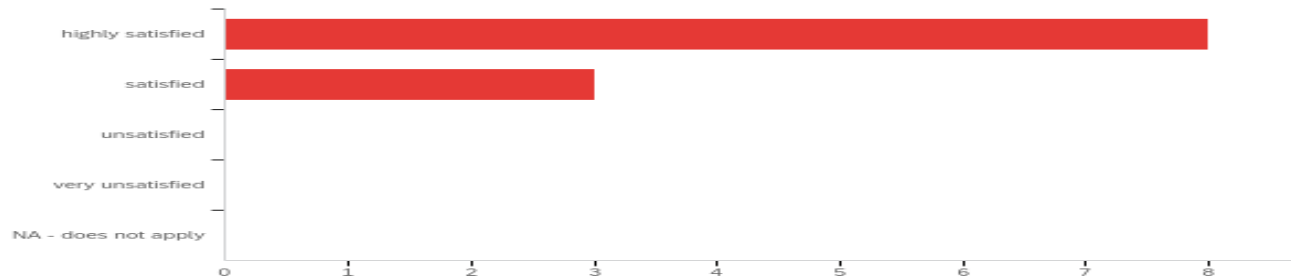
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Responsiveness to supervision, feedback, and/or suggestions	1.00	2.00	1.45	0.50	0.25	11

### Q20 - Professional demeanor



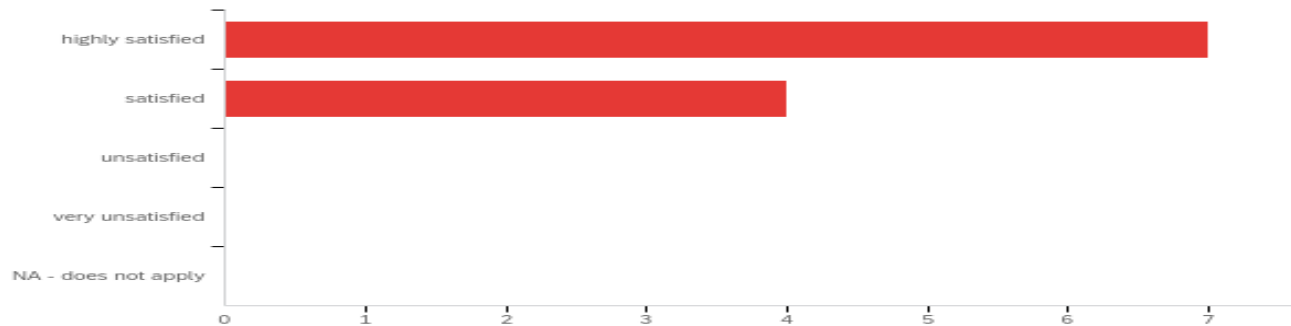
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Professional demeanor	1.00	2.00	1.36	0.48	0.23	11

### Q21 - Relationships with other employees/coworkers



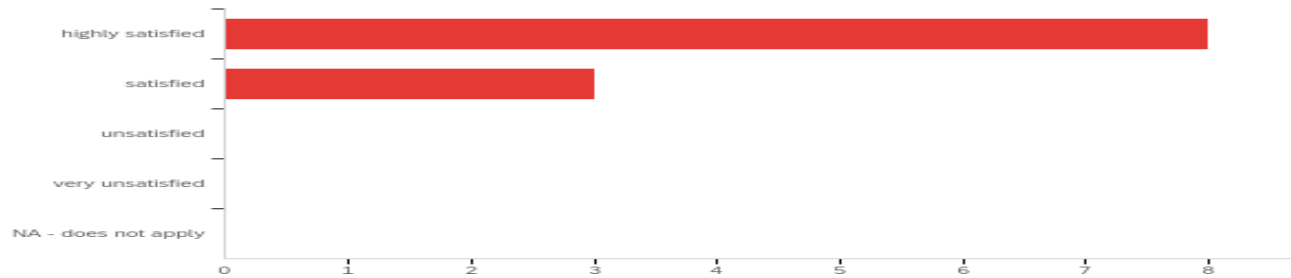
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Relationships with other employees/coworkers	1.00	2.00	1.27	0.45	0.20	11

### Q22 - Collaboration with other school personnel/community agencies



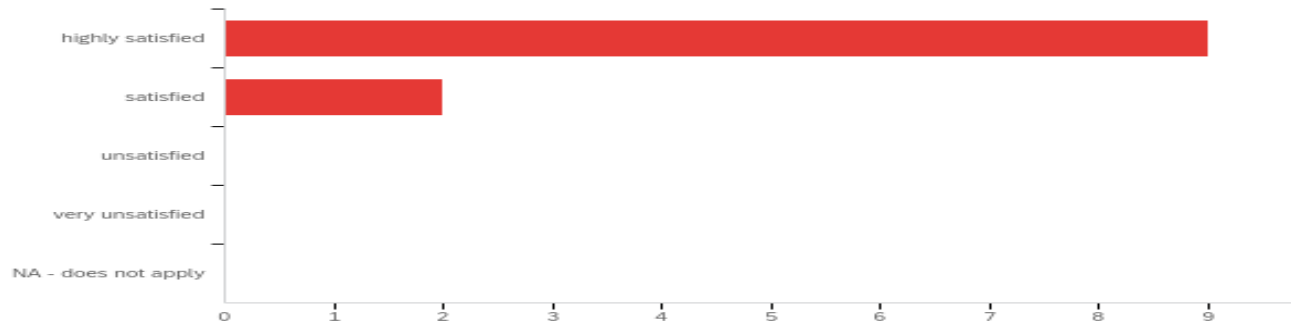
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Collaboration with other school personnel/community agencies	1.00	2.00	1.36	0.48	0.23	11

### Q23 - General work attitude/enthusiasm



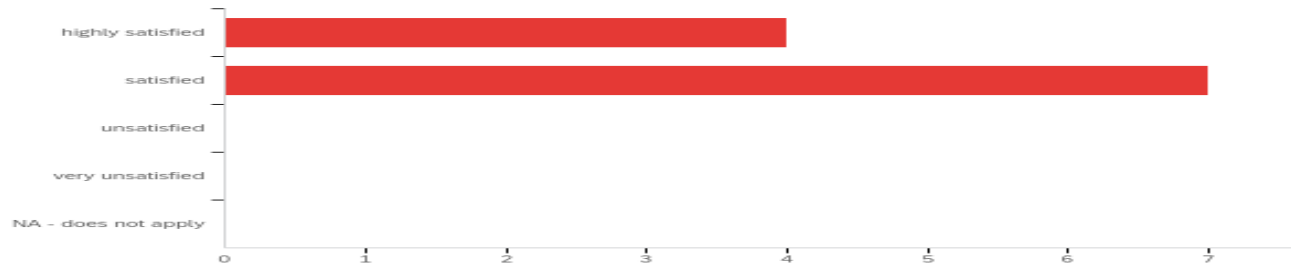
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	General work attitude/enthusiasm	1.00	2.00	1.27	0.45	0.20	11

### Q24 - Dependability/conscientiousness/responsibility



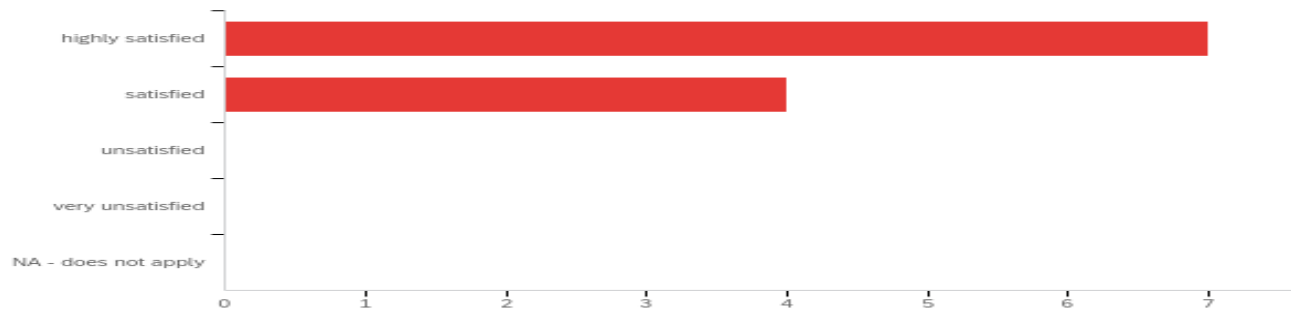
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Dependability/conscientiousness/responsibility	1.00	2.00	1.18	0.39	0.15	11

### 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

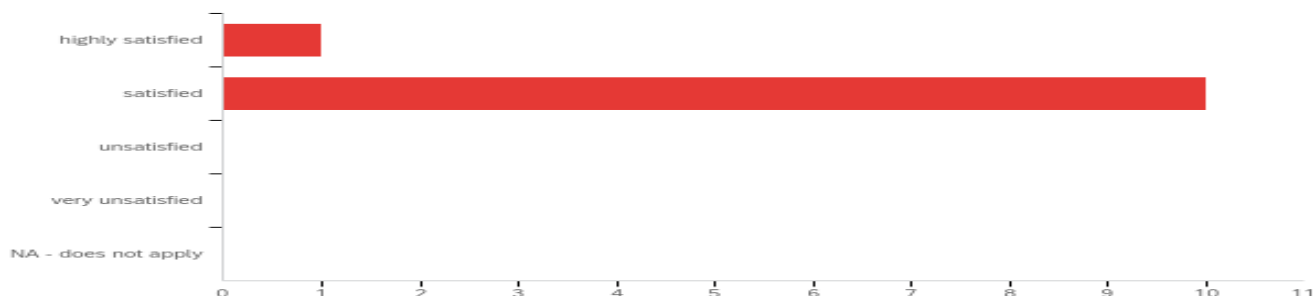
### Q26 - Student advocacy



#	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 2022-2023**

### **REVIEW OF PROGRAM GOALS 2022-23:**

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.**

**Response: A more systematic approach has been implemented to ensure that all faculty can complete the KPI evaluation instruments. And, the IT office has allowed the Assessment Coordinator to extract data directly from the Canvas learning platform.**

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.**

**Response: It was determined that the exit survey must be administered on a yearly basis as part of the Internship experience.**

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.**

**Response: New members will be sought out to reinvigorate the counseling advisory committee. The first one will meet in the spring 2024.**

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 1<sup>st</sup> deadline. Consequently, modifications to the website and other documents ideally should occur no later than March 1<sup>st</sup>.**

**Response: The 60-credit hour program was officially lunched, and the new courses will be implemented.**

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.**

**Response: The CPCE will be used as an exit exam and will be implemented for the first time in the Fall 2024 with the new cohort.**

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.**

**Response: Strategies to be implemented in the fall 2023 semester and spring 2024 are: flyers to be placed on the elevators of the SOE, Taylor Hall (Multicultural Center), and electronically distributed to the Africana Studies, Asian, LatinX clubs, and other ethnic organizations on campus. Department chairs will be reached out to distribute the flyers.**

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.

**Response: The Indianapolis African American Quality of Life Initiative Grant will be submitted in October 2023 to certify school counselors to work with Black youth and the mental health stigma. This will expand the network and presence in the community.**

8. **Goal eight is to successfully recruit and hire two new faculty. A search is currently underway.**

**Response: One full professor/program coordinator has been successfully recruited. And, a counselor clinical/full time search position will be posted in the Fall 2023.**

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.**

**Response: The EPIC Ed occurs once a year. Coordination and planification will happen in the Fall 2023 academic semester.**

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.**

**Response: The certificate's proposal has been submitted and it is going through the university committee for a formal approval.**

**11. Goal 11 is to incorporate grant-writing skills in the G550 (or G598) classes.**

**Response: Micro grant writing skills have been incorporated as part of the course work.**

## **Program Goals for 2023-2024**

1. Complete the process for converting the current face-to-face modality to an online teaching modality. CACREP report and University committees will be completed simultaneously. The goal is to implement the new online program in the Fall 2024.
2. Use the CPCE as an exit exam beginning with the Fall 2024 online cohort.
3. Virtual open house for recruitment will be implemented in the spring 2024.
4. Department social/student engagement will be implemented.
5. Explore the possibility of a summer Faculty-led study abroad course. The international office approach will provide guidance in this respect.
6. Student-led mentoring program. Ambassadors for prospective students will be explored as a strategy to support new students.
7. Increase the quality of the program's webpage to increase more online traffic and recruitment.
8. Consistency in data collection through KPI assignments and evaluation procedures.