

## Submission Guidelines for **Interim** Assessment Reports (assessment results from AY 2013-14)

### Guidelines:

- 1) *Submission deadline: **September 26, 2014**, early submissions are encouraged*
- 2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment ([ykirby@ccsu.edu](mailto:ykirby@ccsu.edu))*
- 3) *Provide a SEPARATE REPORT for each academic program, **all certificate and degree programs are required to be assessed per NEASC***
- 4) *An Interim report consists of the Completed Overview report for the academic program and General Education Overview, if appropriate.*

**Reminder:** Assessment reporting is on a 5 year cycle, consisting of a full report in year one followed with interim reports for years 2, 3, 4, and 5. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for that program in the year that they prepare a program review report (see [Program Review Policy](#) and [Assessment Calendar](#)). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements. Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the same guidelines as outlined for departments preparing for their Program Review –in the year the self-study is written, they complete the Summary report. Please remember that an annual update to an accrediting agency is not analogous to a self-study.

**Interim reports:** complete ONLY the Overview for the program, complete with contribution to general education, using the table format below.

URL to Assessment website resources: <http://www.ccsu.edu/page.cfm?p=3454>

**Overview:** The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs (all degree and certificate programs) as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.

- You may use a bulleted list for each of the questions—full details should be included within the text of the full report when it is due, not in the Overview.
- **Interim reports:** the Overview should append clearly labeled data tables as appropriate - for both the academic program as well as general education.

**Overview**

Department: Counseling & Family Therapy

Report Preparer: Dr. Connie Tait

Program Name and Level: Counselor Education/Graduate

Program Assessment Question	Response
<b>URL:</b> Provide the URL where the learning outcomes (LO) can be viewed.	<a href="https://ccsu.edu/counselingtherapy">ccsu.edu/counselingtherapy</a>
<b>LO Changes:</b> Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	<a href="#">Did not submit LO's last year so no changes to report</a>
<b>Strengths:</b> What about your assessment process is working well?	<a href="#">Following our accreditation assessment plan; data collection of practicum and internship supervisors evaluations</a>
<b>Improvements:</b> What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	<a href="#">Incorporating rubrics into courses; getting part-time faculty on board with the assessment process needs</a>
<b>For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs):</b>	
<b>LO #1) <a href="#">Students will be able to demonstrate professionally relevant knowledge in eight core curriculum areas</a></b>	
<b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	<a href="#">Capstone; case studies; reaction papers. Professional and Rehabilitation specialization takes the National Counselor Exam (NCE) for state licensure</a>
<b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	<a href="#">Faculty</a>
<b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	<b>Conclusion:</b> <a href="#">All internship students passed the Capstone; NCE: 10 took exam and 9 passed</a>
	<b>Evidence</b> (e.g., conclusion based on data in table x): <a href="#">Capstone application formed signed and checked pass by the instructor; NCE test results send to department</a>
	<b>Changes:</b> <a href="#">No changes</a>

<b>LO #2) <u>Students will be able to demonstrate professional behaviors and practices in professional settings</u></b>	
<b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	<a href="#">Site supervisors evaluation; School Counseling specialization portfolio</a>
<b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	<a href="#">Internship instructor; program coordinator</a>
<b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	<b>Conclusion:</b> <a href="#">The three programs showed the interns as “Very Competent” in the Professional Behavior category of site supervisors evaluations</a> <b>Evidence</b> (e.g., conclusion based on data in table x): <a href="#">Based on the tables in Appendix 1: Professional/Rehab: 4.17; School Counseling: 4.56; Student Development: 4.70</a> <b>Changes:</b> <a href="#">Students in the Professional/Rehab program could use more information and training in Crisis Intervention. This can be increased in CNSL 571 Mental Health Counseling</a>
<b>LO #3) <u>Students will demonstrate knowledge of current ethical and legal guidelines that influence one’s behavior as a counselor</u></b>	
<b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	<a href="#">Site supervisors evaluation; final paper in CNSL 504 (Professtional Issues)</a>
<b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	<a href="#">Internship instructor; CNSL 504 instructor</a>
<b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	<b>Conclusion:</b> <a href="#">The three programs showed the interns as “Very Competent” in this category</a> <b>Evidence</b> (e.g., conclusion based on data in table x): <a href="#">Based on the tables in Appendix 1: Professional/Rehab: 4.19; School Counseling: 4.51; SDEHE: 4.66</a> <b>Changes:</b> <a href="#">Continue emphasis and information on the ethics and legal requirements of the profession. CNSL 504 and site supervisors are encouraged to keep up to date on the American Counseling Association’s Code of Ethics.</a>



<b>LO #4) Students will be able to demonstrate core skills that provide the foundation to understand the counseling process and become more self-aware of one's interpersonal interactions</b>	
<b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	<u>Site supervisor evaluation; capstone project; audio tapes working with clients</u>
<b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	<u>Internship instructor</u>
<b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	<b>Conclusion:</b> <u>The three programs showed interns as "Very Competent"</u>
	<b>Evidence</b> (e.g., conclusion based on data in table x): <u>All passed the capstone project; Professional/Rehab: 4.14; School Counseling: 4.45; SDHE: 4.65</u>
	<b>Changes:</b> <u>Continue providing supervision and feed back when listening to audio tapes</u>
<b>LO #5)</b>	
<b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	
<b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	
<b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	<b>Conclusion:</b>
	<b>Evidence</b> (e.g., conclusion based on data in table x):
	<b>Changes:</b>

Interim reports: append clearly labeled supporting data tables, organized by LO

**General Education:** Here is the URL for the list of approved general education courses and LO/objectives: <http://www.ccsu.edu/page.cfm?p=14893>

**NOTE:** If department contributes to more than one LO, complete one summary for each LO

**Department:** \_\_\_\_\_

**General Education LO Assessed:** \_\_\_\_\_

**Report Preparer:** \_\_\_\_\_

General Education Question	Response
) <b>Courses:</b> General Education course(s) taught	
) <b>Assessment Instruments:</b> What data/evidence, other than GPA, are used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	
) <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by XX course, provide information by XX course.	
) <b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	<b>Conclusion:</b>
	<b>Evidence</b> (e.g., conclusion based on data in table x):
	<b>Changes:</b>
) <b>Strengths:</b> What about your assessment process is working well?	
) <b>Improvements:</b> What about your assessment process needs to improve? (changes to assessment plan should be reported here)	

Interim reports: append clearly labeled supporting data tables, organized by LO

Appendix 1

Internship Evaluations by Site Supervisors

CNSL 591: School Counseling

CNSL 592: Student Development in Higher Education

CNSL 594: Professional and Rehabilitation Counseling

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**Consulting**

The school counselor intern....	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1. demonstrates knowledge of the theory and practice of school-based consultation	30	58%	17	33%	3	6%	0	0%	0		2	4%	52	5
2. demonstrates the ability to consult and collaborate with teachers, staff, administrators and community-based organizations in understanding and meeting the needs of all students	35	67%	13	25%	3	6%	0	0%	0		1	2%	52	5
3. demonstrates the ability to consult with parents about student issues and concerns	29	56%	19	37%	4	8%	0	0%	0		0	0%	52	4
4. makes appropriate referrals to school and community support personnel	25	48%	20	38%	6	12%	0	0%	0		1	2%	52	4
5. demonstrates knowledge of a wide variety of appraisal instruments and techniques to enhance decision-making and planning	25	48%	17	33%	9	17%	0	0%	1		0	0%	52	4
<b>Consulting Mean Score: 4.45</b>														

**Coordinating**

The school counselor intern ....	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1. demonstrates knowledge of the school and community resources that complement the provision of counseling services	25	48%	18	35%	8	15%	1	2%	0	0%	0	0%	52	4
2. initiates and maintains productive working relationships with students, staff, parents, administration and community-based organizations	35	67%	12	23%	5	10%	0	0%	0	0%	0	0%	52	5
Coordinating Mean Score: .....													4.43	

### Curriculum Management

The school counselor intern ....	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1. demonstrates the ability to design and implement a planned, sequential and developmentally appropriate school counseling curriculum in accordance with the competencies and indicators outlined by the Connecticut School Counseling Program	34	65%	13	25%	4	8%	0	0%	1	2%	0	0%	52	5
2. demonstrates the ability to deliver the program using systematic approaches	35	67%	12	23%	4	8%	0	0%	1	2%	0	0%	52	5
3. demonstrates the ability to modify teaching methods based on feedback and evaluation	34	65%	12	23%	4	8%	1	2%	0	0%	1	2%	52	5
4. demonstrates the ability to evaluate the impact of instruction	31	60%	14	27%	5	10%	0	0%	0	0%	2	4%	52	5
5. promotes understanding and appreciation for diverse populations and cultures	43	83%	6	12%	3	6%	0	0%	0	0%	0	0%	52	5
Curriculum Management Mean Score: .....													4.58	

### Individual Planning

The school counselor intern ....	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1. demonstrate the ability to assist students in establishing personal goals and developing future plans	38	73%	12	23%	2	4%	0	0%	0	0%	0	0%	52	5
2. articulates a method of systematic delivery of individual planning to all students appropriate to their age and grade level	35	67%	14	27%	3	6%	0	0%	0	0%	0	0%	52	5
3. promotes parental involvement in individual planning sessions	28	54%	18	35%	4	8%	1	2%	0	0%	1	2%	52	4
Individual Planning Mean Score: .....													2.75	

**Managing**

The school counselor intern . . . .	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1. manages time, space, materials and equipment for the provision of the counseling program	35	67%	12	23%	4	8%	1	2%	0	0%	0	0%	52	5
2. understands, organizes and facilitates the use of technology	37	71%	11	21%	3	6%	0	0%	1	2%	0	0%	52	5
3. conducts periodic evaluations of the counseling program	19	37%	17	33%	6	12%	1	2%	0	0%	9	17%	52	4
4. uses evaluations of the counseling program to modify programs and activities	18	35%	19	37%	5	10%	1	2%	0	0%	9	17%	52	4
5. demonstrates the ability to explain the mission, priorities and practices of the school counseling program to staff, parents and community	30	58%	11	21%	7	13%	0	0%	0	0%	4	8%	52	4
<b>Managing Mean Score:</b>													<b>4.43</b>	

**Professionalism**

The school counselor intern . . . .	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1. demonstrates knowledge of the ethical standards of the American School Counselor Association (ASCA)	36	69%	9	17%	6	12%	0	0%	0	0%	1	2%	52	5
2. demonstrates knowledge of the ethical standards of the American Counseling Association (ACA)	36	69%	9	17%	5	10%	0	0%	0	0%	2	4%	52	5
3. demonstrates knowledge of state and national program standards	31	60%	12	23%	8	15%	0	0%	0	0%	1	2%	52	4
4. demonstrates knowledge of the federal and state laws pertinent to the role, function and services of the school counselor	27	52%	14	27%	9	17%	0	0%	0	0%	2	4%	52	4
5. participates in professional development activities	33	63%	14	27%	2	4%	1	2%	0	0%	2	4%	52	5
6. is punctual and dependable	40	77%	8	15%	3	6%	0	0%	1	2%	0	0%	52	5
7. meets established deadlines for assigned tasks	41	79%	6	12%	4	8%	1	2%	0	0%	0	0%	52	5
<b>Professionalism Mean Score:</b>													<b>4.56</b>	
	39	75%	10	19%	2	4%	1	2%	0	0%	0	0%	52	5

**Central Connecticut State University**  
**School of Education & Professional Studies**  
**Counseling - Field Experience Evaluation Statistical Report**

**Evaluation** 201410,201440  
**Term: Evaluation**  
**n** CNSL 592 - Internship  
**Type: Programs:** All  
**Settings:**  
**Site** All  
**Locations: Number** All  
**of Students:** 54

**A. PROFESSIONAL BEHAVIOR**

The intern ...	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
1. maintains agreed upon work schedule	34	63%	14	26%	5	9%	1	2%	0	0%	0	0%	54	5
2. displays professional behavior with students	44	81%	7	13%	2	4%	0	0%	0	0%	1	2%	54	5
3. maintains appropriate boundaries with students	40	74%	10	19%	2	4%	0	0%	0	0%	2	4%	54	5
4. accepts feedback and adopts new or modified behavior	41	76%	10	19%	2	4%	1	2%	0	0%	0	0%	54	5
5. exhibits professional relationships with staff	41	76%	10	19%	3	6%	0	0%	0	0%	0	0%	54	5
6. demonstrates ethical behavior in all aspects of position	44	81%	8	15%	2	4%	0	0%	0	0%	0	0%	54	5
7. demonstrates personal growth and professional development	40	74%	12	22%	1	2%	1	2%	0	0%	0	0%	54	5
8. maintains a productive working relationship with colleagues	40	74%	12	22%	2	4%	0	0%	0	0%	0	0%	54	5
Professional Behavior Mean Score:.....4.76														

**B. PROFESSIONAL PRACTICE**

Knowledge of Role. The Intern ...	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
9. demonstrates understanding of the educational role of the student affairs profession in higher education	41	76%	11	20%	1	2%	1	2%	0	0%	0	0%	54	5
10. demonstrates knowledge of the role and function of the student affairs professional in this office	41	76%	10	19%	1	2%	1	2%	0	0%	1	2%	54	5
11. demonstrates knowledge of the role and function of the faculty, administration and support staff	38	70%	13	24%	2	4%	1	2%	0	0%	0	0%	54	5
<b>Knowledge of Role Mean Score: 4.68</b>														
<b>Theory to Practice. The Intern ...</b>														
12. responds to students' educational and developmental needs through • individual counseling • group counseling for target populations on specific topics or general growth issues • presentation of general programs on developmental issues or concerns	36	67%	9	17%	2	4%	0	0%	0	0%	6	11%	54	5
13. demonstrates knowledge of the social and cultural factors that influence the learning environment and the educational services of the institution	37	69%	12	22%	3	6%	0	0%	0	0%	2	4%	54	5
14. demonstrates knowledge of family relationships and their impact on student development	33	61%	14	26%	1	2%	0	0%	0	0%	6	11%	54	5
15. identifies ethical issues and consults appropriately	37	69%	11	20%	2	4%	1	2%	0	0%	3	6%	54	5
16. engages in self-appraisal and evaluation	37	69%	10	19%	3	6%	1	2%	0	0%	3	6%	54	5
<b>Theory to Practice Mean Score: 4.66</b>														
<b>Counseling. The Intern ...</b>														
17. assists students in the development of decision making and problem solving skills	35	65%	11	20%	2	4%	0	0%	0	0%	6	11%	54	5
18. uses referral resources appropriately and effectively in working with students	33	61%	12	22%	2	4%	0	0%	0	0%	7	13%	54	5
19. demonstrates effective counseling techniques	30	56%	7	13%	5	9%	0	0%	0	0%	12	22%	54	5
20. demonstrates the ability to work with students in crisis situations	29	54%	5	9%	4	7%	0	0%	0	0%	16	30%	54	5
<b>Counseling Mean Score: 4.65</b>														

<b>Institutional Effectiveness - The Intern ...</b>															
21. organizes time, space and materials effectively for the provision of services and programs	37	69%	12	22%	3	6%	2	4%	0	0%	0	0%	54	5	
22. seeks consultation and support from colleagues	40	74%	9	17%	3	6%	1	2%	0	0%	1	2%	54	5	
23. assists in the development and implementation of public relations activities to educate colleagues and the community about the role and services of this office or dept.	34	63%	10	19%	3	6%	1	2%	0	0%	6	11%	54	5	
24. engages in collaborative activities with faculty	25	46%	11	20%	4	7%	1	2%	0	0%	13	24%	54	4	
25. engages in collaborative activities with other student affairs professionals across departments	32	59%	14	26%	1	2%	0	0%	0	0%	7	13%	54	5	
26. utilizes computer resources to assist with decision making and counseling responsibilities	37	69%	8	15%	5	9%	0	0%	0	0%	4	7%	54	5	
27. keeps current on state and national issues that have an impact on student affairs	28	52%	14	26%	5	9%	0	0%	0	0%	7	13%	54	4	
28. maintains accurate records	38	70%	9	17%	4	7%	0	0%	0	0%	3	6%	54	5	
29. demonstrates knowledge of institutional policies and procedures	37	69%	11	20%	4	7%	0	0%	0	0%	2	4%	54	5	
<b>Institutional Effectiveness Mean Score:</b>													<b>4.60</b>		
<b>Professional Practice Mean Score:</b>													<b>4.69</b>		

Overall Rating	5		4		3		2		1		No Response		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
	41	76%	8	15%	2	4%	1	2%	0	0%	2	4%	54	5

Central Connecticut State University  
School of Education & Professional Studies  
**Counseling - Field Experience Evaluation Statistical Report**

**Evaluation** 201410,201440  
**Term: Evaluatio**  
**n** CNSL 594 - Internship Final  
**Type: Programs:** All  
**Settings:** All  
**Site** All  
**Locations: Number** 45  
**of Students:**

**I. PERSONAL CHARACTERISTICS**

	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
a. Relationship with others	25	56%	18	40%	2	4%	0	0%	0	0%	0	0%	45	5
b. Warmth and caring attitude towards clients	22	49%	22	49%	1	2%	0	0%	0	0%	0	0%	45	4
c. Tolerance for and flexible response to stress	18	40%	21	47%	6	13%	0	0%	0	0%	0	0%	45	4
d. Commitment (time and availability) to setting	28	62%	15	33%	2	4%	0	0%	0	0%	0	0%	45	5
e. Acceptance of values and lifestyles of others (clients, staff)	25	56%	19	42%	1	2%	0	0%	0	0%	0	0%	45	5
f. Self Awareness and understanding	18	40%	23	51%	4	9%	0	0%	0	0%	0	0%	45	4
g. Personal self esteem	15	33%	28	62%	2	4%	0	0%	0	0%	0	0%	45	4
h. Motivation toward continued learning	38	84%	7	16%	0	0%	0	0%	0	0%	0	0%	45	5
<b>Personal Characteristics Mean Score: 4.48</b>														

**II. KNOWLEDGE**

	Competent		Competent		Competent		Competent		Competence		/Not Applicable		Total	Mean Score
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
a. Theoretical knowledge	9	20%	29	64%	7	16%	0	0%	0	0%	0	0%	45	4
b. Techniques of counseling	10	22%	27	60%	7	16%	1	2%	0	0%	0	0%	45	4
c. Agency perspectives and policies	10	22%	25	56%	9	20%	1	2%	0	0%	0	0%	45	4
d. Community resources and referral procedures	10	22%	22	49%	10	22%	1	2%	0	0%	2	4%	45	4
e. Formulation of treatment/rehab plans and implementation activities	9	20%	22	49%	12	27%	1	2%	0	0%	1	2%	45	4
<b>Knowledge Mean Score: 3.98</b>														

**III. SKILL COMPETENCY**

A. Interviewing	Extremely Competent		Very Competent		Competent		Marginally Competent		No Competence		Cannot Comment /Not Applicable		Total	Mean Score		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%				
a. Attending/listening to client's physical and psychological communication	16	36%	26	58%	3	7%	0	0%	0	0%	0	0%	45	4		
b. Empathetic understanding of client's emotional and intellectual communication	21	47%	21	47%	2	4%	1	2%	0	0%	0	0%	45	4		
c. Awareness of relationship process	17	38%	22	49%	6	13%	0	0%	0	0%	0	0%	45	4		
d. Establishing and maintaining clear and consistent limits	17	38%	24	53%	4	9%	0	0%	0	0%	0	0%	45	4		
e. Clarity of communication to client – thoughts, feelings, experiences	17	38%	22	49%	5	11%	1	2%	0	0%	0	0%	45	4		
f. Timing of interventions, clarifications, interpretations, other techniques	7	16%	27	60%	10	22%	1	2%	0	0%	0	0%	45	4		
g. Confronting appropriately and constructively defenses, distortions, discrepancies	9	20%	20	44%	15	33%	1	2%	0	0%	0	0%	45	4		
h. Self-disclosure – sharing personal information appropriately with clients	10	22%	26	58%	8	18%	0	0%	0	0%	1	2%	45	4		
i. Termination – handles processes of ending cases appropriately and comfortably	12	27%	22	49%	8	18%	1	2%	0	0%	2	4%	45	4		
<b>Interviewing Mean Score: 4.14</b>																
<b>B. Case Planning and Management</b>																
a. Intake interviews – obtains necessary information and communicates with staff	14	31%	17	38%	10	22%	0	0%	0	0%	4	9%	45	4		
b. Evaluation – makes client evaluations appropriate to dynamics, themes, presenting complaints	10	22%	23	51%	9	20%	1	2%	0	0%	2	4%	45	4		
c. Treatment planning – formulates and implements plans with appropriate timing, technique and modifications	9	20%	19	42%	12	27%	1	2%	0	0%	4	9%	45	4		
d. Uses appropriate variety of techniques/interventions	11	24%	24	53%	7	16%	1	2%	0	0%	2	4%	45	4		
e. Sense of personal limits – appropriately deals with feelings, abilities	16	36%	24	53%	3	7%	1	2%	0	0%	1	2%	45	4		
<b>Case Planning and Management Mean Score: 4.05</b>																
<b>C. Crisis Intervention</b>																
a. Immediacy – acts effectively and with appropriate speed in a time of crisis	9	20%	20	45%	11	25%	0	0%	0	0%	4	9%	44	4		
b. Identification – senses appropriately when client is in crisis	10	23%	20	45%	10	23%	0	0%	0	0%	4	9%	44	4		
c. Therapeutic use of crisis of client's insightful or behavioral gain	7	16%	17	38%	13	29%	1	2%	0	0%	7	16%	45	4		
<b>Crisis Intervention Mean Score: 3.91</b>																
<b>D. Professional Communication</b>																
a. Reliability – meets commitments with enthusiasm, energy, consistency	35	78%	8	18%	2	4%	0	0%	0	0%	0	0%	45	5		
b. Confidentiality – maintains client and inter-agency information appropriately	34	76%	8	18%	3	7%	0	0%	0	0%	0	0%	45	5		
c. Relationships with co-workers – supportive, seeks consultation, interactions	30	67%	13	29%	2	4%	0	0%	0	0%	0	0%	45	5		
d. Participation in agency process	22	49%	17	38%	5	11%	1	2%	0	0%	0	0%	45	4		
<b>Institutional Effectiveness Mean Score: 4.59</b>																
<b>Professional Practice Mean Score: 4.17</b>																
<b>Overall Rating</b>																
									<b>2</b>		<b>1</b>		<b>No Response</b>		<b>Total</b>	<b>Mean Score</b>
									Freq	%	Freq	%	Freq	%		





	3	7%	42		0	0%	45	1
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2 - I believe that the student's current level of functioning demonstrates competence, and that the field experience has been successfully completed. 1 - I do not believe that the student has demonstrated sufficient performance competen