



This report covers
2016-2017

Department: Counselor Education and Family Therapy
Report Preparer: Dr. Cherie King, Chair

Program Name and Level: MS Counselor Education, Specialization: Clinical Professional CNSL, 2015 & 2016

Program Assessment Question		Response
URL: Provide the URL where the learning outcomes (LO) can be viewed		http://www.ccsu.edu/ceft/counselorEducation-clinicalProfessionalCounseling.html
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)		See attached Assessment Grid for specialization measures
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.)		Program Coordinator
4) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)		<p>See attached Assessment Grid for specialization measures</p> <p>a. The Clinical Professional CNSL specialization continues to prepare well trained Professional Counselors which includes excellent clinical skills, behaviors, attitudes, and ethical practice as required by the profession. Most, if not all, graduates complete the Counselor licensure (LPC) process after graduation. b. Develop course content related to use of DSM5 for clinical diagnosis, and counseling theory related to interventions</p>
5) Strengths: List ways in which your assessment process is working well.		<ul style="list-style-type: none">• The specialization successfully completed conversion from CORE accreditation to CACREP accreditation (Clinical Mental Health and Clinical Rehabilitation CNSL) from CORE in August 2017. Program has been accredited by CORE since 2003• Measurement of student learning outcomes (SLO) including demonstration of knowledge and practice within none NBBC and eight CACREP curriculum standards

	<ul style="list-style-type: none"> • Demonstration of professional behaviors for entry into the profession • Application of knowledge and skills into ethical practice
6) Improvements: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	Adopt national Counselor Preparation Comprehensive Examination (CPCE) as specialization comprehensive exam (Plan B) before graduation

Student learning Outcomes	Assessment Measure/ Method	Assessment Results
Exhibit behaviors and attitudes appropriate to the clinical professional counseling profession	Attitudes and Attributes Scale (*A & A) in CNSL 501 and 504 Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 594	2015- 15/15 2016- 50/50 See attached
Demonstrate pertinent and professionally relevant foundational knowledge, contextual dimensions, and practices within the 9 National Board of Certified Counselor (NBCC) and 8 CACREP standard curriculum content areas and specialty counseling areas (e.g., clinical mental health and clinical rehabilitation)	Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 594 Capstone Plan B	See attached 2015- n= 22. 100% pass rate (22) 2016- n= 16. 100 % pass rate (16)
Demonstrate professional behaviors (including the ability to articulate a personal theory of	A & A scale in CNSL 501	2015- 15/15

counseling) and multicultural competent practice in clinical professional counseling settings	Site Supervisor Evaluations for Internship CNSL 594 Capstone Plan B	2016- 50/50 See attached 2015- n= 22. 100% pass rate (22) 2016- n= 16. 100 % pass rate (16)
Application of knowledge, skills, and attitudes of current ethical and legal issues that influence one's behavior as a counselor	Site Supervisor Evaluations for Internship CNSL 594	See attached
Promote multicultural competence in systemic clinical counseling practice	Site Supervisor Evaluations Internship CNSL 594	See attached

Clinical Professional CNSL Specialization 2015 & 2016

Student learning Outcomes	Assessment Measure/ Method	Assessment Results
Exhibit behaviors and attitudes appropriate to the clinical professional counseling profession	Attitudes and Attributes Scale (*A & A) in CNSL 501 and 504 Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 594	2015- 15/15 2016- 50/50 See attached
Demonstrate pertinent and professionally relevant foundational knowledge, contextual dimensions, and practices within the 9 National Board of Certified Counselor (NBCC) and 8 CACREP standard curriculum content areas and specialty counseling areas (e.g., clinical mental health and clinical rehabilitation)	Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 594 Capstone Plan B	See attached 2015- n= 22. 100% pass rate (22) 2016- n: 16. 100 % pass rate (16)
Demonstrate professional behaviors (including the ability to articulate a personal theory of counseling) and multicultural competent practice in clinical professional counseling settings	A & A scale in CNSL 501 Site Supervisor Evaluations for Internship CNSL 594 Capstone Plan B	2015- 15/15 2016- 50/50 See attached 2015- n= 22. 100% pass rate (22) 2016- n: 16. 100 % pass rate (16)

Clinical Professional CNSL Specialization 2015 & 2016

Application of knowledge, skills, and attitudes of current ethical and legal issues that influence one's behavior as a counselor	Site Supervisor Evaluations for Internship CNSL 594	See attached
Promote multicultural competence in systemic clinical counseling practice	Site Supervisor Evaluations Internship CNSL 594	See attached

SLO # 1- Exhibit behaviors and attitudes appropriate to the clinical professional counseling profession

CNSL 503 Practicum Fall and Spring 2015-16

Professional Behavior/Attitude (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
1. Arrives promptly and begins work immediately	40	0.00%	0.00%	2.50%	10.00%	87.50%	3.85	4	4	0.42
2. Displays professional behavior with clients/students	40	0.00%	0.00%	0.00%	5.00%	95.00%	3.95	4	4	0.22
3. Maintains appropriate boundaries with clients/students	40	0.00%	0.00%	0.00%	7.50%	92.50%	3.93	4	4	0.26
4. Accepts constructive criticism and adopts new or modified behavior	40	5.00%	0.00%	2.50%	10.00%	82.50%	3.65	4	4	0.94
5. Maintains a productive working relationship with colleagues	40	0.00%	0.00%	0.00%	5.00%	95.00%	3.95	4	4	0.22
6. Is interested in learning new information, using resources, attending training programs, etc.	40	0.00%	0.00%	0.00%	12.50%	87.50%	3.88	4	4	0.33
7. Demonstrates ethical behavior in all aspects of position	40	0.00%	0.00%	0.00%	5.00%	95.00%	3.95	4	4	0.22
8. Demonstrates personal growth and professional development	40	0.00%	0.00%	0.00%	10.00%	90.00%	3.9	4	4	0.3
9. Carries out administrative responsibilities efficiently and effectively	40	10.00%	0.00%	2.50%	20.00%	67.50%	3.35	4	4	1.22
Total	360	1.67%	0.00%	0.83%	9.44%	88.06%	3.82	4	4	0.6

Clinical Professional CNSL Specialization 2015 & 2016

CNSL 503 Practicum Fall and Spring 2016-2017

Professional Behavior/Attitude (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
1. Arrives promptly and begins work immediately	22	0.00%	0.00%	0.00%	22.73%	77.27%	3.77	4	4	0.42
2. Displays professional behavior with clients/students	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
3. Maintains appropriate boundaries with clients/students	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
4. Accepts constructive criticism and adopts new or modified behavior	22	0.00%	0.00%	0.00%	18.18%	81.82%	3.82	4	4	0.39
5. Maintains a productive working relationship with colleagues	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
6. Is interested in learning new information, using resources, attending training programs, etc.	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
7. Demonstrates ethical behavior in all aspects of position	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
8. Demonstrates personal growth and professional development	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
9. Carries out administrative responsibilities efficiently and effectively	22	0.00%	0.00%	0.00%	27.27%	72.73%	3.73	4	4	0.45
Total	198	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34

CNSL 594 Internship Fall and Spring 2016-2017

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
1. Relationship with others	25	0.00%	0.00%	0.00%	4.00%	36.00%	4.56	5	5	0.57
2. Warmth and caring attitude toward clients	25	0.00%	0.00%	0.00%	8.00%	16.00%	4.68	5	5	0.61
3. Tolerance for and flexible response to stress	25	0.00%	0.00%	4.00%	16.00%	48.00%	4.08	4	4	0.8
4. Commitment (time and availability) to setting	25	0.00%	0.00%	8.00%	0.00%	24.00%	4.52	5	5	0.85
5. Acceptance of values and lifestyles of others (clients, staff)	25	0.00%	0.00%	4.00%	8.00%	24.00%	4.48	5	5	0.81
6. Self Awareness and understanding	25	0.00%	0.00%	4.00%	16.00%	40.00%	4.16	4	4,5	0.83
7. Personal self esteem	25	0.00%	0.00%	4.00%	8.00%	56.00%	4.16	4	4	0.73
8. Motivation toward continued learning	25	0.00%	0.00%	0.00%	12.00%	24.00%	4.52	5	5	0.7
Total	200	0.00%	0.00%	3.00%	9.00%	33.50%	4.4	5	5	0.77

Clinical Professional CNSL Specialization 2015 & 2016

CNSL 594 Internship Fall and Spring 2016-2017

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
1. Relationship with others	35	0.00%	0.00%	0.00%	11.43%	42.86%	45.71%	4.34	4	5	0.67
2. Warmth and caring attitude toward clients	35	0.00%	0.00%	0.00%	5.71%	51.43%	42.86%	4.37	4	4	0.59
3. Tolerance for and flexible response to stress	35	2.86%	0.00%	0.00%	17.14%	37.14%	42.86%	4.14	4	5	1.02
4. Commitment (time and availability) to setting	35	0.00%	0.00%	0.00%	8.57%	37.14%	54.29%	4.46	5	5	0.65
5. Acceptance of values and lifestyles of others (clients, staff)	35	0.00%	0.00%	0.00%	11.43%	40.00%	48.57%	4.37	4	5	0.68
6. Self Awareness and understanding	35	0.00%	0.00%	5.71%	14.29%	40.00%	40.00%	4.14	4	4,5	0.87
7. Personal self esteem	35	0.00%	0.00%	5.71%	8.57%	37.14%	48.57%	4.29	4	5	0.85
8. Motivation toward continued learning	35	0.00%	0.00%	2.86%	11.43%	14.29%	71.43%	4.54	5	5	0.81
Total	280	0.36%	0.00%	1.79%	11.07%	37.50%	49.29%	4.33	4	5	0.79

SLO # 2 - Demonstrate pertinent and professionally relevant foundational knowledge, contextual dimensions, and practices within the 9 National Board of Certified Counselor (NBCC) and 8 CACREP standard curriculum content areas and specialty counseling areas (e.g., clinical mental health and clinical rehabilitation)

SLO # 3 Application of knowledge, skills, and attitudes of current ethical and legal issues that influence one's behavior as a counselor

SLO #4 Application of knowledge, skills, and attitudes of current ethical and legal issues that influence one's behavior as a counselor

SLO # 5- Application of knowledge, skills, and attitudes of current ethical and legal issues that influence one's behavior as a counselor

Clinical Professional CNSL Specialization 2015 & 2016

CNSL 503 Practicum Fall and Spring 2015-2016

Counseling Process (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
10. Initiates conversations smoothly	40	0.00%	0.00%	2.50%	17.50%	80.00%	3.78	4	4	0.47
11. Keeps conversations on the focus topic	40	0.00%	0.00%	2.50%	12.50%	85.00%	3.83	4	4	0.44
12. Demonstrates appropriate empathy and awareness of cultural differences	40	10.00%	0.00%	0.00%	10.00%	80.00%	3.5	4	4	1.2
13. Understands appropriate involvement of other significant people in student/client's life as part of the process	40	12.50%	0.00%	0.00%	15.00%	72.50%	3.35	4	4	1.31
14. Is aware of own feelings and uses appropriate self-disclosure	40	7.50%	0.00%	2.50%	25.00%	65.00%	3.4	4	4	1.09
15. Facilitates realistic goal setting and action planning	40	5.00%	0.00%	2.50%	27.50%	65.00%	3.48	4	4	0.95
16. Follows up in a timely and effective manner	40	5.00%	0.00%	2.50%	15.00%	77.50%	3.6	4	4	0.94
17. Demonstrates knowledge of the social and cultural factors that influence the environment and services of a school, college, or agency	40	7.50%	0.00%	0.00%	25.00%	67.50%	3.45	4	4	1.07
18. Terminates conversations smoothly	40	0.00%	0.00%	0.00%	22.50%	77.50%	3.78	4	4	0.42
Total	360	5.28%	0.00%	1.39%	18.89%	74.44%	3.57	4	4	0.95

Conceptualization Process (Required Element)

Reference Label: The practicum student

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
19. understands relationships between client/student behavior and consequences	40	2.50%	0.00%	0.00%	15.00%	82.50%	3.75	4	4	0.7
20. Understands the effect of context on student/client behavior	40	2.50%	0.00%	0.00%	22.50%	75.00%	3.68	4	4	0.72
21. Uses relevant case data (e.g. test scores, diagnoses, life circumstances) in planning goals for the client/student	40	22.50%	0.00%	0.00%	40.00%	37.50%	2.7	3	3	1.52
22. is able to articulate relationship between appropriate counseling theory and design appropriate interventions	40	17.50%	0.00%	0.00%	47.50%	35.00%	2.83	3	3	1.38
23. Describes and demonstrates ethical behavior in all aspects of position	40	0.00%	0.00%	0.00%	10.00%	90.00%	3.9	4	4	0.3
Total	200	9.00%	0.00%	0.00%	27.00%	64.00%	3.37	4	4	1.15

Clinical Professional CNSL Specialization 2015 & 2016

CNSL 503 -Practicum Fall and Spring 2016-2017

Counseling Process (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
10. Initiates conversations smoothly	22	0.00%	0.00%	0.00%	22.73%	77.27%	3.77	4	4	0.42
11. Keeps conversations on the focus topic	22	4.55%	0.00%	0.00%	27.27%	68.18%	3.55	4	4	0.89
12. Demonstrates appropriate empathy and awareness of cultural differences	22	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34
13. Understands appropriate involvement of other significant people in student/client's life as part of the process	22	4.55%	0.00%	0.00%	18.18%	77.27%	3.64	4	4	0.88
14. Is aware of own feelings and uses appropriate self-disclosure	22	0.00%	0.00%	0.00%	22.73%	77.27%	3.77	4	4	0.42
15. Facilitates realistic goal setting and action planning	22	4.55%	0.00%	0.00%	13.64%	81.82%	3.68	4	4	0.87
16. Follows up in a timely and effective manner	22	9.09%	0.00%	0.00%	18.18%	72.73%	3.45	4	4	1.16
17. Demonstrates knowledge of the social and cultural factors that influence the environment and services of a school, college, or agency	22	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34
18. Terminates conversations smoothly	22	0.00%	0.00%	0.00%	27.27%	72.73%	3.73	4	4	0.45
Total	198	2.53%	0.00%	0.00%	19.70%	77.78%	3.7	4	4	0.72

Conceptualization Process (Required Element)

Reference Label: The practicum student

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
19. Understands relationships between client/student behavior and consequences	22	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34
20. Understands the effect of context on student/client behavior	22	4.55%	0.00%	0.00%	22.73%	72.73%	3.59	4	4	0.89
21. Uses relevant case data (e.g. test scores, diagnoses, life circumstances) in planning goals for the client/student	22	22.73%	0.00%	0.00%	18.18%	59.09%	2.91	4	4	1.62
22. Is able to articulate relationship between appropriate counseling theory and design appropriate interventions	22	13.64%	0.00%	0.00%	27.27%	59.09%	3.18	4	4	1.34
23. Describes and demonstrates ethical behavior in all aspects of position	22	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34
Total	110	8.18%	0.00%	0.00%	19.09%	72.73%	3.48	4	4	1.11

Clinical Professional CNSL Specialization 2015 & 2016

CNSL 594- Internship Fall and Spring 2015-2016

Knowledge (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 25 Individual Response(s)

Response Legend: 0 = Cannot comment 1 = No Competence 2 = Marginally Competent 3 = Competent 4 = Very Competent 5 = Extremely Competent

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
9. Theoretical knowledge	25	0.00%	0.00%	0.00%	32.00%	44.00%	24.00%	3.92	4	4	0.74
10. Techniques of counseling	25	0.00%	0.00%	4.00%	12.00%	56.00%	28.00%	4.08	4	4	0.74
11. Agency perspectives and policies	25	0.00%	0.00%	0.00%	24.00%	48.00%	28.00%	4.04	4	4	0.72
12. Community resources and referral procedures	25	8.00%	0.00%	0.00%	28.00%	32.00%	32.00%	3.72	4	4,5	1.34
13. Formulation of treatment/rehab plans and implementation activities	25	4.00%	0.00%	4.00%	24.00%	36.00%	32.00%	3.84	4	4	1.16
Total	125	2.40%	0.00%	1.60%	24.00%	43.20%	28.80%	3.92	4	4	0.98

Skill Competency (Interviewing) (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 25 Individual Response(s)

Response Legend: 0 = Cannot comment 1 = No Competence 2 = Marginally Competent 3 = Competent 4 = Very Competent 5 = Extremely Competent

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
14. Attending/listening to client's physical and psychological communications	25	0.00%	0.00%	4.00%	0.00%	28.00%	68.00%	4.6	5	5	0.69
15. Empathetic understanding of client's emotional and intellectual communication	25	0.00%	0.00%	0.00%	8.00%	28.00%	64.00%	4.56	5	5	0.64
16. Awareness of relationship process	25	0.00%	0.00%	4.00%	8.00%	28.00%	60.00%	4.44	5	5	0.8
17. Establishing and maintaining clear and consistent limits	25	0.00%	0.00%	4.00%	4.00%	44.00%	48.00%	4.36	4	5	0.74
18. Clarity of communication to client - thoughts, feelings, experiences	25	0.00%	0.00%	0.00%	16.00%	32.00%	52.00%	4.36	5	5	0.74
19. Timing of interventions, clarifications, interpretations, other techniques	25	4.00%	0.00%	0.00%	20.00%	44.00%	32.00%	3.96	4	4	1.08
20. Confronting appropriately and constructively defenses, distortions, discrepancies	25	8.00%	4.00%	0.00%	12.00%	48.00%	28.00%	3.72	4	4	1.4
21. Self-disclosure - sharing personal information appropriately with clients	25	0.00%	0.00%	8.00%	16.00%	32.00%	44.00%	4.12	4	5	0.95
22. Termination - handles processes of ending cases appropriately and comfortably	25	16.00%	0.00%	0.00%	8.00%	40.00%	36.00%	3.64	4	4	1.69
Total	225	3.11%	0.44%	2.22%	10.22%	36.00%	48.00%	4.2	4	5	1.08

Case Planning and Management (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 25 Individual Response(s)

Response Legend: 0 = Cannot comment 1 = No Competence 2 = Marginally Competent 3 = Competent 4 = Very Competent 5 = Extremely Competent

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
23. Intake interviews - obtain necessary information and communicates with staff	25	0.00%	0.00%	0.00%	8.00%	44.00%	48.00%	4.4	4	5	0.63
24. Evaluation - makes client evaluations appropriate to dynamics, themes, presenting complaints	25	0.00%	0.00%	4.00%	12.00%	52.00%	32.00%	4.12	4	4	0.77
25. Treatment planning - formulates and implements plans with appropriate timing, techniques and modifications	25	0.00%	0.00%	0.00%	24.00%	44.00%	32.00%	4.08	4	4	0.74
26. Uses appropriate variety of techniques/interventions	25	4.00%	0.00%	4.00%	16.00%	44.00%	32.00%	3.92	4	4	1.13
27. Sense of personal limits - appropriately deals with feelings, abilities and limitations in working with clients	25	0.00%	0.00%	4.00%	20.00%	36.00%	40.00%	4.12	4	5	0.86
Total	125	0.80%	0.00%	2.40%	16.00%	44.00%	36.80%	4.13	4	4	0.86

Clinical Professional CNSL Specialization 2015 & 2016

CNSL 594 Internship Fall and Spring 2016-2017

Knowledge (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 35 Individual Response(s)

Response Legend: 0 = Cannot comment 1 = No Competence 2 = Marginally Competent 3 = Competent 4 = Very Competent 5 = Extremely Competent

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
9. Theoretical knowledge	35	8.57%	0.00%	2.86%	20.00%	54.29%	3.54	4	4	1.27
10. Techniques of counseling	35	2.86%	0.00%	8.57%	14.29%	51.43%	3.8	4	4	1.06
11. Agency perspectives and policies	35	5.71%	0.00%	5.71%	14.29%	40.00%	3.86	4	4	1.27
12. Community resources and referral procedures	35	8.57%	0.00%	2.86%	20.00%	42.86%	3.66	4	4	1.35
13. Formulation of treatment/rehab plans and implementation activities	35	14.29%	0.00%	2.86%	22.86%	42.86%	3.31	4	4	1.53
Total	175	8.00%	0.00%	4.57%	18.29%	46.29%	3.63	4	4	1.32

Skill Competency (Interviewing) (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 35 Individual Response(s)

Response Legend: 0 = Cannot comment 1 = No Competence 2 = Marginally Competent 3 = Competent 4 = Very Competent 5 = Extremely Competent

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
14. Attending/listening to client's physical and psychological communications	35	5.71%	0.00%	2.86%	11.43%	45.71%	3.94	4	4	1.22
15. Empathetic understanding of client's emotional and intellectual communication	35	0.00%	0.00%	2.86%	14.29%	54.29%	4.09	4	4	0.73
16. Awareness of relationship process	35	0.00%	0.00%	0.00%	17.14%	45.71%	4.2	4	4	0.71
17. Establishing and maintaining clear and consistent limits	35	0.00%	0.00%	0.00%	20.00%	37.14%	4.23	4	5	0.76
18. Clarity of communication to client - thoughts, feelings, experiences	35	0.00%	0.00%	5.71%	14.29%	40.00%	4.14	4	4,5	0.87
19. Timing of interventions, clarifications, interpretations, other techniques	35	8.57%	0.00%	8.57%	20.00%	42.86%	3.49	4	4	1.36
20. Confronting appropriately and constructively defenses, distortions, discrepancies	35	11.43%	0.00%	0.00%	25.71%	31.43%	3.6	4	4,5	1.5
21. Self-disclosure - sharing personal information appropriately with clients	35	5.71%	0.00%	5.71%	20.00%	40.00%	3.74	4	4	1.25
22. Termination - handles processes of ending cases appropriately and comfortably	35	17.14%	0.00%	2.86%	20.00%	34.29%	3.31	4	4	1.69
Total	315	5.40%	0.00%	3.17%	18.10%	41.27%	3.86	4	4	1.21

Case Planning and Management (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 35 Individual Response(s)

Response Legend: 0 = Cannot comment 1 = No Competence 2 = Marginally Competent 3 = Competent 4 = Very Competent 5 = Extremely Competent

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
23. Intake interviews - obtain necessary information and communicates with staff	35	22.86%	0.00%	5.71%	14.29%	37.14%	3.03	4	4	1.81
24. Evaluation - makes client evaluations appropriate to dynamics, themes, presenting complaints	35	8.57%	0.00%	5.71%	28.57%	37.14%	3.46	4	4	1.34
25. Treatment planning - formulates and implements plans with appropriate timing, techniques and modifications	35	14.29%	0.00%	5.71%	25.71%	37.14%	3.23	4	4	1.53
26. Uses appropriate variety of techniques/interventions	35	2.86%	0.00%	8.57%	20.00%	40.00%	3.8	4	4	1.12
27. Sense of personal limits - appropriately deals with feelings, abilities and limitations in working with clients	35	2.86%	0.00%	2.86%	20.00%	34.29%	4.03	4	5	1.08
Total	175	10.29%	0.00%	5.71%	21.71%	37.14%	3.51	4	4	1.45



Central Connecticut State University

Program Summary

Department: Counselor Education and Family Therapy

Report Preparer: Dr. Cherie King

Program Name and Level: MS Counselor Education , Specialization: School CNSL, 2015 & 2016

Program Assessment Question	Response
<u>URL:</u> Provide the URL where the learning outcomes (LO) can be viewed	http://www.ccsu.edu/ceft/counselorEducation-schoolCounselingMS.html
<u>Assessment Instruments:</u> Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	See attached Assessment Grid for specialization measures
3) <u>Interpretation:</u> Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.)	Program Coordinator
4) <u>Results:</u> Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	See attached Assessment Grid for specialization measures a. The School CNSL specialization continues to prepare well trained School Counselors for state certification which includes excellent counseling skills, interventions, attitudes, and professional school counselor which into practice. b. Continue tracking assessment measures
5) <u>Strengths:</u> List ways in which your assessment process is working well.	As a CACREP accredited program since 2001, the specialization continues to work toward alignment with new CACREP 2016 standard for reaccreditation process in 2017-18
6) <u>Improvements:</u> List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	Improvement of assessment measures alignment with CACREP 2016 standards and move to 60 credit program to meet new accreditation and allow School Counseling graduate to obtain licensure in the State of CT (LPC).

School Counseling Student Assessment

Student learning Outcomes	Assessment Measure/ Method	Assessment Results
Exhibit behaviors and attitudes appropriate to the clinical professional counseling profession	Attitudes and Attributes Scale (*A & A) in CNSL 501 and 504 Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 591	2015- no data 2016- 42/42 See Attached
Demonstrate skills to identify and use appropriate individual counseling techniques for specific developmental needs of clients within the context of a trusting and empathic relationship	Attitudes and Attributes Scale (*A & A) in CNSL 501 Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 591	2015-no data 2016- 42/42 See Attached
Demonstrate the skills to assist clients to achieve their counseling goals through prevention, intervention, and advocacy activities	Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 591	See Attached
Demonstrate professional behaviors (including the ability to articulate a personal theory of counseling) and multicultural competent practice in clinical professional counseling settings	A & A scale in CNSL 501 Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 591 Capstone Plan B	2015- no data 2106- 42/42 See Attached 2015- 19/19 2016- 17/17
Apply relevant client's demographic information to assess for special counseling needs based on emotional, physical, social and economic barriers that affect learning and working	Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 591	See Attached

Application of knowledge, skills, and attitudes of current ethical and legal issues that influence one's behavior as a counselor	Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 594	See Attached
Discuss the impact of one's own attitudes regarding the following differences with clients: culture, ethnicity, race, age, gender, sexual orientation, and disability e.g., HIV/AIDS	Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 591	See Attached
Promote multicultural competence in systemic clinical counseling practice	Site Supervisor Evaluations for Practicum and Internship CNSL 503 & 591	See Attached

SLO # 1-8

Fall 2015- Spring 2016 Practicum CNSL 503

Professional Behavior/Attitude (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %	0	1	2	3	4	Average	Median	Mode	Standard Deviation
1. Arrives promptly and begins work immediately	40	0	0	0	0.025	0.1	0.875	3.85	4	4	0.42
2. Displays professional behavior with clients/students	40	0	0	0	0	0.05	0.95	3.95	4	4	0.22
3. Maintains appropriate boundaries with clients/students	40	0	0	0	0	0.075	0.925	3.93	4	4	0.26
4. Accepts constructive criticism and adopts new or modified behavior	40	0.05	0	0	0.025	0.1	0.825	3.65	4	4	0.94
5. Maintains a productive working relationship with colleagues	40	0	0	0	0	0.05	0.95	3.95	4	4	0.22
6. Is interested in learning new information, using resources, attending training programs, etc.	40	0	0	0	0.125	0.875	3.88	4	4	4	0.33
7. Demonstrates ethical behavior in all aspects of position	40	0	0	0	0	0.05	0.95	3.95	4	4	0.22
8. Demonstrates personal growth and professional development	40	0	0	0	0	0.1	0.9	3.9	4	4	0.3
9. Carries out administrative responsibilities efficiently and effectively	40	0.1	0	0	0.025	0.2	0.675	3.35	4	4	1.22
Total	360	0.0167	0	0.0083	0.0944	0.8806	3.82	4	4	4	0.6

Counseling Process (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %	0	1	2	3	4	Average	Median	Mode	Standard Deviation
10. Initiates conversations smoothly	40	0	0	0	0.025	0.175	0.8	3.78	4	4	0.47
11. Keeps conversations on the focus topic	40	0	0	0	0.025	0.125	0.85	3.83	4	4	0.44
12. Demonstrates appropriate empathy and awareness of cultural differences	40	0.1	0	0	0	0.1	0.8	3.5	4	4	1.2
13. Understands appropriate involvement of other significant people in student/client's life as part of the process	40	0.125	0	0	0	0.15	0.725	3.35	4	4	1.31
14. Is aware of own feelings and uses appropriate self-disclosure	40	0.075	0	0	0.025	0.25	0.65	3.4	4	4	1.09
15. Facilitates realistic goal setting and action planning	40	0.05	0	0	0.025	0.275	0.65	3.48	4	4	0.95
16. Follows up in a timely and effective manner	40	0.05	0	0	0.025	0.15	0.775	3.6	4	4	0.94
17. Demonstrates knowledge of the social and cultural factors that influence the environment and services of a school, college, or agency	40	0.075	0	0	0	0.25	0.675	3.45	4	4	1.07
18. Terminates conversations smoothly	40	0	0	0	0	0.225	0.775	3.78	4	4	0.42
Total	360	0.0528	0	0.0139	0.1889	0.7444	3.57	4	4	4	0.95

Conceptualization Process (Required Element)

Reference Label: The practicum student

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %	0	1	2	3	4	Average	Median	Mode	Standard Deviation
19. understands relationships between client/student behavior and consequences	40	0.025	0	0	0	0.15	0.825	3.75	4	4	0.7
20. Understands the effect of context on student/client behavior	40	0.025	0	0	0	0.225	0.75	3.68	4	4	0.72
21. Uses relevant case data (e.g. test scores, diagnoses, life circumstances) in planning goals for	40	0.225	0	0	0	0.4	0.375	2.7	3	3	1.52
22. Is able to articulate relationship between appropriate counseling theory and design	40	0.175	0	0	0	0.475	0.35	2.83	3	3	1.38
23. Describes and demonstrates ethical behavior in all aspects of position	40	0	0	0	0	0.1	0.9	3.9	4	4	0.3
Total	200	0.09	0	0	0	0.27	0.64	3.37	4	4	1.15

Overall Evaluation - Please use the rating scales below to evaluate your practicum student's performance. Use "IN" for insufficient information. Please indicate the grade which you believe the student has earned and provide some of your reasoning for assigning this grade. (Required Reference Label: Conceptualization Process)

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %	0	1	2	3	4	Average	Median	Mode	Standard Deviation
24. Rate the student's performance on a scale of	40	0	0	0	0	0.2	0.8	3.8	4	4	0.4
Total	40	0	0	0	0	0.2	0.8	3.8	4	4	0.4

Fall 2016- Spring 2017 Practicum CNSL 503

Professional Behavior/Attitude (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %	0	1	2	3	4	Average	Median	Mode	Standard Deviation
1. Arrives promptly and begins work immediately	22	0	0	0	0	0.2273	0.7727	3.77	4	4	0.42
2. Displays professional behavior with clients/students	22	0	0	0	0	0.0909	0.9091	3.91	4	4	0.29
3. Maintains appropriate boundaries with clients/students	22	0	0	0	0	0.0909	0.9091	3.91	4	4	0.29
4. Accepts constructive criticism and adopts new or modified behavior	22	0	0	0	0	0.1818	0.8182	3.82	4	4	0.39
5. Maintains a productive working relationship with colleagues	22	0	0	0	0	0.0909	0.9091	3.91	4	4	0.29
6. Is interested in learning new information, using resources, attending training programs, etc.	22	0	0	0	0	0.0909	0.9091	3.91	4	4	0.29
7. Demonstrates ethical behavior in all aspects of position	22	0	0	0	0	0.0909	0.9091	3.91	4	4	0.29
8. Demonstrates personal growth and professional development	22	0	0	0	0	0.0909	0.9091	3.91	4	4	0.29
9. Carries out administrative responsibilities efficiently and effectively	22	0	0	0	0	0.2727	0.7273	3.73	4	4	0.45
Total	198	0	0	0	0	0.1364	0.8636	3.86	4	4	0.34

Counseling Process (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %	0	1	2	3	4	Average	Median	Mode	Standard Deviation
10. Initiates conversations smoothly	22	0	0	0	0	0.2273	0.7727	3.77	4	4	0.42

11. Keeps conversations on the focus topic	22	0.0455	0	0	0.2727	0.6818	3.55	4	4	0.89
12. Demonstrates appropriate empathy and awareness of cultural differences	22	0	0	0	0.1364	0.8636	3.86	4	4	0.34
13. Understands appropriate involvement of other significant people in student/client's life as	22	0.0455	0	0	0.1818	0.7727	3.64	4	4	0.88
14. Is aware of own feelings and uses appropriate self-disclosure	22	0	0	0	0.2273	0.7727	3.77	4	4	0.42
15. Facilitates realistic goal setting and action planning	22	0.0455	0	0	0.1364	0.8182	3.68	4	4	0.87
16. Follows up in a timely and effective manner	22	0.0909	0	0	0.1818	0.7273	3.45	4	4	1.16
17. Demonstrates knowledge of the social and cultural factors that influence the environment and services of a school, college, or agency	22	0	0	0	0.1364	0.8636	3.86	4	4	0.34
18. Terminates conversations smoothly	22	0	0	0	0.2727	0.7273	3.73	4	4	0.45
Total	198	0.0253	0	0	0.197	0.7778	3.7	4	4	0.72

Conceptualization Process (Required Element)

Reference Label: The practicum student

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Rated Item(s)

	Total	Distribution %	1	2	3	4	Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
19. understands relationships between client/student behavior and consequences	22	0	0	0	0.1364	0.8636	3.86	4	4	0.34
20. Understands the effect of context on student/client behavior	22	0.0455	0	0	0.2273	0.7273	3.59	4	4	0.89
21. Uses relevant case data (e.g. test scores, diagnoses, life circumstances) in planning goals for	22	0.2273	0	0	0.1818	0.5909	2.91	4	4	1.62
22. Is able to articulate relationship between appropriate counseling theory and design	22	0.1364	0	0	0.2727	0.5909	3.18	4	4	1.34
23. Describes and demonstrates ethical behavior in all aspects of position	22	0	0	0	0.1364	0.8636	3.86	4	4	0.34
Total	110	0.0818	0	0	0.1909	0.7273	3.48	4	4	1.11

Overall Evaluation - Please use the rating scales below to evaluate your practicum student's performance. Use "IN" for insufficient information. Please indicate the grade which you believe the student has earned and provide some of your reasoning for assigning this grade. (Required Reference Label: Conceptualization Process

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Rated Item(s)

	Total	Distribution %	1	2	3	4	Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
24. Rate the student's performance on a scale of	22	0	0	0	0.0909	0.9091	3.91	4	4	0.29
Total	22	0	0	0	0.0909	0.9091	3.91	4	4	0.29

SLO # 1- 8

Fall 2015- Spring 2016 Internship CNSL 591

Counseling - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 17 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Distribution							Average	Median	Mode	Standard Deviation
	Total	%	0	1	2	3	4				
1. Demonstrates knowledge of theory, and practice relative to individual and group counseling;	17	0	0	0	0	0.118	0.471	0.412	4.29	4	0.67
2. Demonstrates knowledge of ethical standards relative to individual and group counseling;	17	0	0	0	0	0.118	0.412	0.471	4.35	4	0.68
3. Articulates the theoretical basis for one's own counseling practice;	17	0.0588	0	0	0	0.177	0.412	0.353	3.94	4	1.21
4. Demonstrates appropriate counseling techniques and interventions for use within the academic, career and personal/social domains;	17	0	0	0	0	0.118	0.412	0.471	4.35	4	0.68
5. Demonstrates the ability to provide individual and group counseling services that are appropriate to the interests, needs, and developmental level of diverse populations and cultures;	17	0	0	0	0	0.118	0.412	0.471	4.35	4	0.68
6. Demonstrate the ability to evaluate and assess effectiveness in one's counseling interventions and modify accordingly; and	17	0	0	0	0	0.118	0.471	0.412	4.29	4	0.57
7. Demonstrate the ability to interpret tests, student data and other appraisal results appropriately in the counseling environment.	17	0	0	0	0	0.235	0.471	0.294	4.06	4	0.73
Total	119	0.0084	0	0	0	0.143	0.437	0.412	4.24	4	0.8

Consulting - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 17 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	Distribution %					Average	Median	Mode	Standard Deviation
			0	1	2	3	4				
8. Demonstrates knowledge of the theory and practice of school- based consultation;	17	0	0	0.059	0.118	0.471	0.353	4.12	4	4	0.83
9. Demonstrates the ability to consult and collaborate with teachers, staff, administrators and community-based organizations in understanding and meeting the needs of all students;	17	0	0	0	0.059	0.294	0.647	4.59	5	5	0.6
10. Demonstrates the ability to consult with parents about student issues and concerns;	17	0.0588	0	0	0.059	0.412	0.471	4.18	4	5	1.2
11. Makes appropriate referrals to school and community support personnel; and	17	0	0	0.059	0.118	0.412	0.412	4.18	4	4,5	0.86
12. Demonstrates knowledge of a wide variety of appraisal instruments and techniques to enhance decision- making and planning.	17	0	0	0	0.294	0.412	0.294	4	4	4	0.77
Total	85	0.0118	0	0.024	0.129	0.4	0.435	4.21	4	5	0.9

Coordinating - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 17 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	Distribution					Average	Median	Mode	Standard Deviation
			0	1	2	3	4				
13. Demonstrates knowledge of the school and community resources that complement the provision of counseling services; and	17	0	0	0	0.118	0.529	0.353	4.24	4	4	0.64
14. Initiates and maintains productive working relationships with students, staff, parents, administration and community-based organizations.	17	0	0	0	0	0.471	0.529	4.53	5	5	0.5
Total	34	0	0	0	0.059	0.5	0.441	4.38	4	4	0.59

Curriculum Management - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 17 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
15. 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	17	0.0588	0	0	0.118	0.471	0.353		4	4	4	1.19
16. Demonstrates the ability to deliver the program using systematic approaches;	17	0.0588	0	0	0.059	0.471	0.412		4.12	4	4	1.18

17. Demonstrates the ability to modify teaching methods based on feedback and evaluation;	17	0.0588	0	0	0.118	0.353	0.471	4.12	4	5	1.23
18. Demonstrates the ability to evaluate the impact of instruction; and	17	0.0588	0	0	0.235	0.294	0.412	3.94	4	5	1.26
19. Promotes understanding and appreciation for diverse populations and cultures.	17	0	0	0	0.118	0.412	0.471	4.35	4	5	0.68
Total	85	0.0471	0	0	0.129	0.4	0.424	4.11	4	5	1.14

Individual Planning - The school counselor Intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 17 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
20. Demonstrate the ability to assist students in establishing personal goals and developing future plans	17	0	0	0	0	0.412	0.588		4.59	5	5	0.49
21. Articulates a method of systematic delivery of individual planning to all students appropriate to their age and grade level	17	0	0	0	0.177	0.353	0.471		4.29	4	5	0.75
22. Promotes parental involvement in individual planning sessions.	17	0.0588	0	0	0.177	0.412	0.353		3.94	4	4	1.21
Total	51	0.0196	0	0	0.118	0.392	0.471		4.27	4	5	0.91

Managing - The school counselor Intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 17 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
23. Manages time, space materials and equipment for the provision of the counseling program	17	0	0	0	0.118	0.412	0.471		4.35	4	5	0.68
24. Understands, organizes and facilitates the use of technology	17	0	0	0	0.118	0.353	0.529		4.41	5	5	0.69
25. Conducts periodic evaluations of the counseling program	17	0.2353	0	0	0.294	0.177	0.294		3.06	3	3,5	1.86
26. Uses evaluations of the counseling program to modify programs and activities; and	17	0.0588	0	0	0.294	0.294	0.353		3.82	4	5	1.25
27. Demonstrates the ability to explain the mission, priorities and practices of the school counseling program to staff, parents and community	17	0	0	0	0.118	0.412	0.471		4.35	4	5	0.68
Total	85	0.0588	0	0	0.188	0.329	0.424		4	4	5	1.25

Professionalism - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 17 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
28. Demonstrates knowledge of the ethical standards of the American School Counselor Association.(ASCA)	17	0	0	0	0.177	0.353	0.471		4.29	4	5	0.75
29. Demonstrates knowledge of the ethical standards of the American Counseling Association.(ACA)	17	0	0	0	0.118	0.412	0.471		4.35	4	5	0.68
30. Demonstrates knowledge of state and national program standards	17	0	0	0	0.294	0.294	0.412		4.12	4	5	0.83
31. Demonstrates knowledge of the federal and state laws pertinent to the role, function and services of the school counselor	17	0	0	0	0.294	0.353	0.353		4.06	4	4,5	0.8
32.Participates in professional development activities	17	0	0	0	0.177	0.235	0.588		4.41	5	5	0.77
33.Is punctual and dependable	17	0	0	0	0.118	0.177	0.706		4.59	5	5	0.69
34. Meets established deadlines for assigned tasks	17	0	0	0	0.118	0.235	0.647		4.53	5	5	0.7
Total	119	0	0	0	0.185	0.294	0.521		4.34	5	5	0.77

SLO #1- 8

Fall 2016- Spring 2017 Internship CNSL 591

Counseling - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 54 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
1. Demonstrates knowledge of theory, and practice relative to individual and group counseling;	54	0	0	0.019	0.148	0.482	0.352		4.17	4	4	0.74
2. Demonstrates knowledge of ethical standards relative to individual and group counseling;	54	0	0	0	0.111	0.463	0.426		4.31	4	4	0.66
3. Articulates the theoretical basis for one's own counseling practice;	54	0	0	0.019	0.296	0.315	0.37		4.04	4	5	0.86

4. Demonstrates appropriate counseling techniques and interventions for use within the academic, career and personal/social domains;	54	0	0	0.019	0.093	0.444	0.444	4.31	4	4,5	0.72
5. Demonstrates the ability to provide individual and group counseling services that are appropriate to the interests, needs, and developmental level of diverse populations and cultures;	54	0	0	0	0.148	0.407	0.444	4.3	4	5	0.71
6. Demonstrate the ability to evaluate and assess effectiveness in one's counseling interventions and modify accordingly; and	54	0	0	0.019	0.222	0.352	0.407	4.15	4	5	0.83
7. Demonstrate the ability to interpret tests, student data and other appraisal results appropriately in the counseling environment.	54	0.0185	0	0.037	0.259	0.389	0.296	3.89	4	4	0.99
Total	378	0.0026	0	0.016	0.183	0.407	0.392	4.17	4	4	0.81

Consulting - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 54 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
8. Demonstrates knowledge of the theory and practice of school- based consultation;	54	0.0185	0	0.019	0.13	0.5	0.333	4.09	4	4	0.91	
9. Demonstrates the ability to consult and collaborate with teachers, staff, administrators and community-based organizations in understanding and meeting the needs of all students;	54	0.0185	0.019	0	0.093	0.333	0.537	4.31	5	5	1	
10. Demonstrates the ability to consult with parents about student issues and concerns;	54	0.0556	0.019	0	0.13	0.315	0.482	4.07	4	5	1.29	
11. Makes appropriate referrals to school and community support personnel; and	54	0.0741	0	0	0.167	0.389	0.37	3.91	4	4	1.31	
12. Demonstrates knowledge of a wide variety of appraisal instruments and techniques to enhance decision- making and planning.	54	0.0185	0.019	0	0.315	0.352	0.296	3.85	4	4	1.03	
Total	270	0.037	0.011	0.004	0.167	0.378	0.404	4.05	4	5	1.13	

Coordinating - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 54 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
13. Demonstrates knowledge of the school and community resources that complement the provision of counseling services; and	54	0	0.019	0.019	0.185	0.426	0.352		4.07	4	4	0.88
14. Initiates and maintains productive working relationships with students, staff, parents, administration and community-based organizations.	54	0	0.019	0.037	0.093	0.278	0.574		4.35	5	5	0.93
Total	108	0	0.019	0.028	0.139	0.352	0.463		4.21	4	5	0.91

Curriculum Management - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 54 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
15. 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	54	0.0556	0	0.019	0.259	0.37	0.296	3.78	4	4	1.21	
16. Demonstrates the ability to deliver the program using systematic approaches;	54	0	0	0.019	0.204	0.463	0.315	4.07	4	4	0.77	
17. Demonstrates the ability to modify teaching methods based on feedback and evaluation;	54	0.037	0	0.019	0.185	0.407	0.352	3.98	4	4	1.1	
18. Demonstrates the ability to evaluate the impact of instruction; and	54	0.037	0.019	0.019	0.204	0.389	0.333	3.89	4	4	1.17	
19. Promotes understanding and appreciation for diverse populations and cultures.	54	0	0	0.019	0.093	0.37	0.519	4.39	5	5	0.73	
Total	270	0.0259	0.004	0.019	0.189	0.4	0.363	4.02	4	4	1.04	

Individual Planning - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 54 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

all Expectations Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
			0	1	2	3	4	5				
20. Demonstrate the ability to assist students in establishing personal goals and developing future plans	54	0	0	0	0	0.074	0.426	0.5	4.43	4.5	5	0.63
21. Articulates a method of systematic delivery of individual planning to all students appropriate to their age and grade level	54	0	0	0	0	0.148	0.426	0.426	4.28	4	4,5	0.7

22. Promotes parental involvement in individual planning sessions.	54	0.0556	0.019	0	0.222	0.296	0.407	3.91	4	5	1.29
Total	162	0.0185	0.006	0	0.148	0.383	0.444	4.2	4	5	0.95

Managing - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 54 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for Intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %	0	1	2	3	4	5	Average	Median	Mode	Standard Deviation
23. Manages time, space materials and equipment for the provision of the counseling program	54	0	0	0.019	0.056	0.389	0.537	4.44	5	5	0.68	
24. Understands, organizes and facilitates the use of technology	54	0	0	0	0.074	0.37	0.556	4.48	5	5	0.63	
25. Conducts periodic evaluations of the counseling program	54	0.2407	0	0	0.204	0.333	0.222	3.06	4	4	1.84	
26. Uses evaluations of the counseling program to modify programs and activities; and	54	0.1852	0	0	0.148	0.37	0.296	3.41	4	4	1.75	
27. Demonstrates the ability to explain the mission, priorities and practices of the school counseling program to staff, parents and community	54	0.0556	0	0	0.241	0.389	0.315	3.85	4	4	1.19	
Total	270	0.0963	0	0.004	0.144	0.37	0.385	3.85	4	5	1.44	

Professionalism - The school counselor intern (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 54 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence – Inadequate for intern in Training 2 = Marginally Competent – Marginal/Problematic for Intern at this Point in Training 3 = Competent – Meets Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation	
		0	1	2	3	4	5				
28. Demonstrates knowledge of the ethical standards of the American School Counselor Association.(ASCA)	54	0	0	0	0.074	0.444	0.482	4.41	4	5	0.62
29. Demonstrates knowledge of the ethical standards of the American Counseling Association.(ACA)	54	0	0	0	0.074	0.444	0.482	4.41	4	5	0.62
30. Demonstrates knowledge of state and national program standards	54	0	0	0	0.13	0.463	0.407	4.28	4	4	0.68
31. Demonstrates knowledge of the federal and state laws pertinent to the role, function and services of the school counselor	54	0	0	0.019	0.167	0.482	0.333	4.13	4	4	0.75
32.Participates In professional development activities	54	0	0	0	0.185	0.37	0.444	4.26	4	5	0.75
33.Is punctual and dependable	54	0	0.019	0.019	0.074	0.278	0.611	4.44	5	5	0.85
34. Meets established deadlines for assigned tasks	54	0	0.019	0.019	0.074	0.241	0.648	4.48	5	5	0.86
Total	378	0	0.005	0.008	0.111	0.389	0.487	4.34	4	5	0.75



Program Summary

Department: Counselor Education and Family Therapy

Report Preparer: Dr. Cherie King, Chair

Program Name and Level: MS Counselor Education, Specialization: Student Development in Higher Education, 2015 & 2016

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed	http://www.ccsu.edu/ceft/counselorEducation-stuDevHigherEdu.html
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	See Attached Assessment Grid for specialization measures
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Program Coordinator
4) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	See Attached Assessment Grid for specialization measures a. The Student Development in Higher Education specialization track continues to prepare students to function effectively as student development educators in rapidly changing institutions of higher education. Students are trained to understand and to meet the developmental needs of college students taking into account worldviews and expectations which are influenced by age, faith or religion, race, ethnicity, national origin, gender/gender expression, sexual orientation, disability status and other life-shaping perspectives. b. Strengthen content related to use of relevant data (i.e. life circumstances) in planning goals for students and group counseling techniques.
5) Strengths: List ways in which your assessment process is working well.	The SDHE specialization is preparing students with the knowledge and understanding of the role and functions of student affairs professionals including strong counseling skills, multicultural competencies, and ethical practice.

<p>6) Improvements: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).</p>	<p>Strengthen content related to use of relevant data (i.e. life circumstances) in planning goals for students and group counseling techniques.</p>
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Student learning Outcomes	Assessment Measure/ Method	Assessment Results
Exhibit behaviors and attitudes appropriate to Student Affairs practice	Attitudes and Attributes (A&A) in CNSL 501	2015- no data 2016- 12/12
	Final Site Supervisor Evaluation CNSL 503 (Practicum)	See Attached
	Final Site Supervisor Evaluation CNSL 592 (Internships)	See Attached
Demonstrate pertinent and professionally relevant foundational knowledge to include Student Development Theory, contextual dimensions and practices for Student Affairs	Final Site Supervisor Evaluation CNSL 592 (Internships)	See Attached
Demonstrate professional behaviors leading to ethical culturally competent practice in Student Affairs	Final Site Supervisor Evaluation CNSL 503 (Practicum)	See Attached
	Final Site Supervisor Evaluation CNSL 592 (Internship)	See Attached
Demonstrate proficiency in assessment of college student needs and design of educational programs that support college students' intellectual, and interpersonal development effectively using research as part of the process.	Final Site Supervisor Evaluation CNSL 592 (Internship)	See Attached
	Capstone Plan B	2015- 23/23
		2016- 26/26

SLO # 1-4 CNSL 503 2015 Practicum SDHE**Professional Behavior/Attitude (Required Element)****Form Element Type:** Rating Scale**Total Individual Response(s):** 40 Individual Response(s)**Response Legend:** 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
1. Arrives promptly and begins work immediately	40	0.00%	0.00%	2.50%	10.00%	87.50%	3.85	4	4	0.42
2. Displays professional behavior with clients/students	40	0.00%	0.00%	0.00%	5.00%	95.00%	3.95	4	4	0.22
3. Maintains appropriate boundaries with clients/students	40	0.00%	0.00%	0.00%	7.50%	92.50%	3.93	4	4	0.26
4. Accepts constructive criticism and adopts new or modified behavior	40	5.00%	0.00%	2.50%	10.00%	82.50%	3.65	4	4	0.94
5. Maintains a productive working relationship with colleagues	40	0.00%	0.00%	0.00%	5.00%	95.00%	3.95	4	4	0.22
6. Is interested in learning new information, using resources, attending training programs, etc.	40	0.00%	0.00%	0.00%	12.50%	87.50%	3.88	4	4	0.33
7. Demonstrates ethical behavior in all aspects of position	40	0.00%	0.00%	0.00%	5.00%	95.00%	3.95	4	4	0.22
8. Demonstrates personal growth and professional development	40	0.00%	0.00%	0.00%	10.00%	90.00%	3.9	4	4	0.3
9. Carries out administrative responsibilities efficiently and effectively	40	10.00%	0.00%	2.50%	20.00%	67.50%	3.35	4	4	1.22
Total	360	1.67%	0.00%	0.83%	9.44%	88.06%	3.82	4	4	0.6

Counseling Process (Required Element)**Form Element Type:** Rating Scale**Total Individual Response(s):** 40 Individual Response(s)**Response Legend:** 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard
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		0	1	2	3	4				Deviation
10. Initiates conversations smoothly	40	0.00%	0.00%	2.50%	17.50%	80.00%	3.78	4	4	0.47
11. Keeps conversations on the focus topic	40	0.00%	0.00%	2.50%	12.50%	85.00%	3.83	4	4	0.44
12. Demonstrates appropriate empathy and awareness of cultural differences	40	10.00%	0.00%	0.00%	10.00%	80.00%	3.5	4	4	1.2
13. Understands appropriate involvement of other significant people in student/client's life as part of the process	40	12.50%	0.00%	0.00%	15.00%	72.50%	3.35	4	4	1.31
14. Is aware of own feelings and uses appropriate self-disclosure	40	7.50%	0.00%	2.50%	25.00%	65.00%	3.4	4	4	1.09
15. Facilitates realistic goal setting and action planning	40	5.00%	0.00%	2.50%	27.50%	65.00%	3.48	4	4	0.95
16. Follows up in a timely and effective manner	40	5.00%	0.00%	2.50%	15.00%	77.50%	3.6	4	4	0.94
17. Demonstrates knowledge of the social and cultural factors that influence the environment and services of a school, college, or agency	40	7.50%	0.00%	0.00%	25.00%	67.50%	3.45	4	4	1.07
18. Terminates conversations smoothly	40	0.00%	0.00%	0.00%	22.50%	77.50%	3.78	4	4	0.42
Total	360	5.28%	0.00%	1.39%	18.89%	74.44%	3.57	4	4	0.95

Conceptualization Process (Required Element)

Reference Label: The practicum student

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
19. understands relationships between client/student behavior and consequences	40	2.50%	0.00%	0.00%	15.00%	82.50%	3.75	4	4	0.7

20. Understands the effect of context on student/client behavior	40	2.50%	0.00%	0.00%	22.50%	75.00%	3.68	4	4	0.72
21. Uses relevant case data (e.g. test scores, diagnoses, life circumstances) in planning goals for the client/student	40	22.50%	0.00%	0.00%	40.00%	37.50%	2.7	3	3	1.52
22. Is able to articulate relationship between appropriate counseling theory and design appropriate interventions	40	17.50%	0.00%	0.00%	47.50%	35.00%	2.83	3	3	1.38
23. Describes and demonstrates ethical behavior in all aspects of position	40	0.00%	0.00%	0.00%	10.00%	90.00%	3.9	4	4	0.3
Total	200	9.00%	0.00%	0.00%	27.00%	64.00%	3.37	4	4	1.15

Overall Evaluation - Please use the rating scales below to evaluate your practicum student's performance. Use "IN" for insufficient

Reference Label: Conceptualization Process

Form Element Type: Rating Scale

Total Individual Response(s): 40 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
24. Rate the student's performance on a scale of	40	0.00%	0.00%	0.00%	20.00%	80.00%	3.8	4	4	0.4
Total	40	0.00%	0.00%	0.00%	20.00%	80.00%	3.8	4	4	0.4

SLO #1-4 CNSL 503 Practicum 2016 SDHE

Professional Behavior/Attitude (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
1. Arrives promptly and begins work immediately	22	0.00%	0.00%	0.00%	22.73%	77.27%	3.77	4	4	0.42

2. Displays professional behavior with clients/students	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
3. Maintains appropriate boundaries with clients/students	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
4. Accepts constructive criticism and adopts new or modified behavior	22	0.00%	0.00%	0.00%	18.18%	81.82%	3.82	4	4	0.39
5. Maintains a productive working relationship with colleagues	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
6. Is interested in learning new information, using resources, attending training programs, etc.	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
7. Demonstrates ethical behavior in all aspects of position	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
8. Demonstrates personal growth and professional development	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
9. Carries out administrative responsibilities efficiently and effectively	22	0.00%	0.00%	0.00%	27.27%	72.73%	3.73	4	4	0.45
Total	198	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34

Counseling Process (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
10. Initiates conversations smoothly	22	0.00%	0.00%	0.00%	22.73%	77.27%	3.77	4	4	0.42
11. Keeps conversations on the focus topic	22	4.55%	0.00%	0.00%	27.27%	68.18%	3.55	4	4	0.89
12. Demonstrates appropriate empathy and awareness of cultural differences	22	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34

13. Understands appropriate involvement of other significant people in student/client's life as part of the process	22	4.55%	0.00%	0.00%	18.18%	77.27%	3.64	4	4	0.88
14. Is aware of own feelings and uses appropriate self-disclosure	22	0.00%	0.00%	0.00%	22.73%	77.27%	3.77	4	4	0.42
15. Facilitates realistic goal setting and action planning	22	4.55%	0.00%	0.00%	13.64%	81.82%	3.68	4	4	0.87
16. Follows up in a timely and effective manner	22	9.09%	0.00%	0.00%	18.18%	72.73%	3.45	4	4	1.16
17. Demonstrates knowledge of the social and cultural factors that influence the environment and services of a school, college, or agency	22	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34
18. Terminates conversations smoothly	22	0.00%	0.00%	0.00%	27.27%	72.73%	3.73	4	4	0.45
Total	198	2.53%	0.00%	0.00%	19.70%	77.78%	3.7	4	4	0.72

Conceptualization Process (Required Element)

Reference Label: The practicum student

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
19. understands relationships between client/student behavior and consequences	22	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34
20. Understands the effect of context on student/client behavior	22	4.55%	0.00%	0.00%	22.73%	72.73%	3.59	4	4	0.89
21. Uses relevant case data (e.g. test scores, diagnoses, life circumstances) in planning goals for the client/student	22	22.73%	0.00%	0.00%	18.18%	59.09%	2.91	4	4	1.62

22. Is able to articulate relationship between appropriate counseling theory and design appropriate interventions	22	13.64%	0.00%	0.00%	27.27%	59.09%	3.18	4	4	1.34
23. Describes and demonstrates ethical behavior in all aspects of position	22	0.00%	0.00%	0.00%	13.64%	86.36%	3.86	4	4	0.34
Total	110	8.18%	0.00%	0.00%	19.09%	72.73%	3.48	4	4	1.11

Overall Evaluation - Please use the rating scales below to evaluate your practicum student's performance. Use "IN" for insufficient

Reference Label: Conceptualization Process

Form Element Type: Rating Scale

Total Individual Response(s): 22 Individual Response(s)

Response Legend: 0 = Insufficient Information 1 = Never 2 = Sometimes 3 = Often 4 = Always

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
24. Rate the student's performance on a scale of	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29
Total	22	0.00%	0.00%	0.00%	9.09%	90.91%	3.91	4	4	0.29

SLO # 1-4 CNSL 592 2015 Internship SDHE

Professional Behavior (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 29 Individual Response(s)

Response Legend: 0 = Cannot comment/not applicable 1 = No Competence - Inadequate for Intern in Training 2 = Marginally Competent - Marginally Adequate for Intern in Training 3 = Competent - Meets Expectations for Intern at this Point in Training 4 = Very Competent - Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent - Consistently Outstanding - Surpasses all Expectations

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
1. Maintains agreed upon work schedule	29	0.00%	0.00%	0.00%	10.34%	13.79%	##	4.66	5	5	0.66
2. Displays professional behavior with students	29	0.00%	0.00%	0.00%	6.90%	13.79%	##	4.72	5	5	0.58
3. Maintains appropriate boundaries with students	29	0.00%	0.00%	3.45%	0.00%	13.79%	##	4.76	5	5	0.62
4. Accepts feedback and adopts new or modified behavior	29	0.00%	3.45%	0.00%	3.45%	10.34%	##	4.69	5	5	0.83
5. Exhibits professional relationships with staff	29	0.00%	0.00%	0.00%	10.34%	10.34%	##	4.69	5	5	0.65
6. Demonstrates ethical behavior in all aspects of position	29	0.00%	0.00%	0.00%	6.90%	10.34%	##	4.76	5	5	0.57
7. Demonstrates personal growth and professional development	29	0.00%	3.45%	0.00%	3.45%	13.79%	##	4.66	5	5	0.84

8. Maintains a productive working relationship with colleagues	29	0.00%	0.00%	0.00%	10.34%	13.79%	##	4.66	5	5	0.66
Total	232	0.00%	0.86%	0.43%	6.47%	12.50%	##	4.7	5	5	0.69

Professional Practice (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 29 Individual Response(s)

response legend: 0 = cannot currently not applicable 1 = no competence inadequate for intern in training 2 = marginally competent marginally not suitable for intern at this point in training 3 = competent meets expectations for intern at this point in training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
9. Demonstrates understanding of the educational role of the student affairs profession in higher education	29	0.00%	0.00%	3.45%	3.45%	20.69%	##	4.62	5	5	0.72
10. Demonstrates knowledge of the role and function of the student affairs professional in this office	29	0.00%	0.00%	3.45%	3.45%	10.34%	##	4.72	5	5	0.69
11. Demonstrates knowledge of the role and function of the faculty, administration and support staff	29	3.45%	0.00%	3.45%	3.45%	20.69%	##	4.45	5	5	1.1
Total	87	1.15%	0.00%	3.45%	3.45%	17.24%	##	4.6	5	5	0.86

Theory to Practice: (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 29 Individual Response(s)

response legend: 0 = cannot currently not applicable 1 = no competence inadequate for intern in training 2 = marginally competent marginally not suitable for intern at this point in training 3 = competent meets expectations for intern at this point in training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
12. Individual counseling	29	27.59%	0.00%	0.00%	6.90%	20.69%	##	3.28	4	5	2.1
group counseling for target populations on specific topics or general growth issues	29	41.38%	0.00%	0.00%	3.45%	10.34%	##	2.76	4	5	2.36

presentation of general programs on developmental issues or concerns	29	27.59%	0.00%	0.00%	6.90%	6.90%	##	3.41	5	5	2.17
Total	87	32.18%	0.00%	0.00%	5.75%	12.64%	##	3.15	4	5	2.23

Theory of Practice: (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 29 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence 2 = Inadequate for Intern in Training 3 = Marginally Competent 4 = Marginally Prepared for Intern at end of Intern in Training 5 = Competent 6 = Exceeds Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
demonstrates knowledge of the social and cultural factors that influence the learning environment and the educational services of the	29	0.00%	0.00%	3.45%	6.90%	13.79%	##	4.62	5	5	0.76
demonstrates knowledge of family relationships and their impact on student development	29	13.79%	0.00%	0.00%	6.90%	10.34%	##	4.07	5	5	1.72
identifies ethical issues and consults appropriately	29	10.34%	0.00%	3.45%	0.00%	24.14%	##	4.14	5	5	1.55
engages in self-appraisal and	29	3.45%	3.45%	0.00%	6.90%	17.24%	##	4.38	5	5	1.22
Total	116	6.90%	0.86%	1.72%	5.17%	16.38%	##	4.3	5	5	1.38

Counseling (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 29 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence 2 = Inadequate for Intern in Training 3 = Marginally Competent 4 = Marginally Prepared for Intern at end of Intern in Training 5 = Competent 6 = Exceeds Expectations for Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
assists students in the development of decision making and problem solving skills	29	13.79%	0.00%	3.45%	3.45%	17.24%	##	3.97	5	5	1.73
uses referral resources appropriately and effectively in working with	29	10.34%	0.00%	3.45%	3.45%	13.79%	##	4.17	5	5	1.58

demonstrates effective counseling techniques	29	27.59%	0.00%	0.00%	0.00%	20.69%	##	3.41	5	5	2.14
demonstrates the ability to work with students in crisis situations	29	31.03%	0.00%	0.00%	0.00%	27.59%	##	3.17	4	5	2.17
Total	116	20.69%	0.00%	1.72%	1.72%	19.83%	##	3.68	5	5	1.96

Institutional Effectiveness: (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 29 Individual Response(s)

Response Legend: 0 = Cannot Comment/Not Applicable 1 = No Competence - Inadequate for Intern at Training 2 = Marginally Competent - Marginally Prepared for Intern at End of Training 3 = Competent - Meets Expectations for Intern at this Point in Training 4 = Very Competent - Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent - Consistently Outstanding - Surpasses all Expectations

Rated Item(s)	Total	Distribution %						Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5				
organizes time, space and materials effectively for the provision of services and programs	29	0.00%	0.00%	0.00%	10.34%	17.24%	##	4.62	5	5	0.67
seeks consultation and support from colleagues	29	0.00%	0.00%	3.45%	6.90%	24.14%	##	4.52	5	5	0.77
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.	29	20.69%	0.00%	0.00%	13.79%	17.24%	##	3.52	4	5	1.92
engages in collaborative activities with faculty	29	34.48%	0.00%	0.00%	3.45%	20.69%	##	3	4	5	2.23
engages in collaborative activities with other student affairs professionals across departments.	29	10.34%	0.00%	3.45%	3.45%	13.79%	##	4.17	5	5	1.58
utilizes computer resources to assist with decision making and counseling responsibilities	29	20.69%	0.00%	0.00%	6.90%	20.69%	##	3.62	5	5	1.94
keeps current on state and national issues that have an impact on student affairs	29	13.79%	0.00%	0.00%	10.34%	27.59%	##	3.83	4	5	1.66
maintains accurate records	29	3.45%	0.00%	0.00%	3.45%	27.59%	##	4.48	5	5	1

demonstrates knowledge of institutional policies and procedures	29	3.45%	3.45%	0.00%	6.90%	24.14%	##	4.31	5	5	1.21
Total	261	11.88%	0.38%	0.77%	7.28%	21.46%	##	4.01	5	5	1.62

SLO # 1-4 CNSL 592 2016 Internship SDHE

Professional Behavior (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 58 Individual Response(s)

Interpretation Legend: 1 = Not Competent, 2 = Somewhat Competent, 3 = Competent, 4 = Very Competent, 5 = Extremely Competent - Surpasses all Expectations

Intern at this Point in Training 4 = Very Competent - Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent - Consistently Outstanding - Surpasses all Expectations

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation	
		0	1	2	3	4					5
1. Maintains agreed upon work	58	1.72%	0.00%	1.72%	10.34%	24.14%	##	4.41	5	5	0.95
2. Displays professional behavior with students	58	0.00%	0.00%	0.00%	10.34%	18.97%	##	4.6	5	5	0.67
3. Maintains appropriate boundaries with students	58	0.00%	0.00%	0.00%	10.34%	24.14%	##	4.55	5	5	0.67
4. Accepts feedback and adopts new or modified behavior	58	0.00%	1.72%	0.00%	10.34%	20.69%	##	4.52	5	5	0.81
5. Exhibits professional relationships with staff	58	0.00%	0.00%	0.00%	15.52%	15.52%	##	4.53	5	5	0.75
6. Demonstrates ethical behavior in all aspects of position	58	0.00%	0.00%	0.00%	12.07%	17.24%	##	4.59	5	5	0.7
7. Demonstrates personal growth and professional development	58	1.72%	0.00%	0.00%	15.52%	18.97%	##	4.41	5	5	0.95
8. Maintains a productive working relationship with colleagues	58	1.72%	0.00%	1.72%	10.34%	18.97%	##	4.47	5	5	0.95
Total	464	0.65%	0.22%	0.43%	11.85%	19.83%	##	4.51	5	5	0.82

Professional Practice (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 58 Individual Response(s)

Interpretation Legend: 1 = Not Competent, 2 = Somewhat Competent, 3 = Competent, 4 = Very Competent, 5 = Extremely Competent - Surpasses all Expectations

Intern at this Point in Training 4 = Very Competent - Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent - Consistently Outstanding - Surpasses all Expectations

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard
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	0	1	2	3	4	5		Deviation
9. Demonstrates understanding of the educational role of the student affairs profession in higher education	58	1.72%	0.00%	0.00%	15.52%	25.86%	## 4.34	5 0.94
10. Demonstrates knowledge of the role and function of the student affairs professional in this office	58	0.00%	0.00%	0.00%	15.52%	32.76%	## 4.36	5 0.74
11. Demonstrates knowledge of the role and function of the faculty, administration and support staff	58	1.72%	0.00%	0.00%	17.24%	32.76%	## 4.24	4 0.93
Total	174	1.15%	0.00%	0.00%	16.09%	30.46%	## 4.32	5 0.88

Theory to Practice: (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 58 Individual Response(s)

Interpretation Legend: 0 = Not Competent / Not Expected, 1 = Not Competent / Not Expected, 2 = Not Competent / Not Expected, 3 = Not Competent / Not Expected, 4 = Very Competent - Above Performance Expectations for Intern at this Point in Training, 5 = Extremely Competent - Consistently Outstanding - Surpasses all Expectations

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				
12. Individual counseling	58	10.34%	0.00%	0.00%	13.79%	24.14%	## 3.97	5	5	1.52
group counseling for target populations on specific topics or general growth issues	58	29.31%	0.00%	0.00%	10.34%	18.97%	## 3.14	4	5	2.11
presentation of general programs on developmental issues or concerns	58	24.14%	0.00%	0.00%	10.34%	20.69%	## 3.38	4	5	2.01
Total	174	21.26%	0.00%	0.00%	11.49%	21.26%	## 3.49	4	5	1.93

Theory of Practice: (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 58 Individual Response(s)

Interpretation Legend: 0 = Not Competent / Not Expected, 1 = Not Competent / Not Expected, 2 = Not Competent / Not Expected, 3 = Not Competent / Not Expected, 4 = Very Competent - Above Performance Expectations for Intern at this Point in Training, 5 = Extremely Competent - Consistently Outstanding - Surpasses all Expectations

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4				

demonstrates knowledge of the social and cultural factors that influence the learning environment and the educational services of the	58	3.45%	0.00%	0.00%	0.00%	18.97%	20.69%	##	4.24	5	5	1.12
demonstrates knowledge of family relationships and their impact on student development	58	17.24%	0.00%	0.00%	0.00%	13.79%	18.97%	##	3.67	4.5	5	1.81
identifies ethical issues and consults appropriately	58	3.45%	0.00%	0.00%	0.00%	18.97%	22.41%	##	4.22	5	5	1.11
engages in self-appraisal and	58	1.72%	0.00%	0.00%	0.00%	17.24%	22.41%	##	4.34	5	5	0.96
Total	232	6.47%	0.00%	0.00%	0.00%	17.24%	21.12%	##	4.12	5	5	1.32

Counseling (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 58 Individual Response(s)

Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard Deviation
		0	1	2	3	4	5			
assists students in the development of decision making and problem solving skills	58	6.90%	0.00%	0.00%	15.52%	22.41%	##	4.12	5	1.34
uses referral resources appropriately and effectively in working with	58	8.62%	0.00%	0.00%	15.52%	24.14%	##	4.02	5	1.43
demonstrates effective counseling techniques	58	10.34%	0.00%	0.00%	17.24%	13.79%	##	4	5	1.55
demonstrates the ability to work with students in crisis situations	58	24.14%	0.00%	0.00%	8.62%	18.97%	##	3.43	4	2.03
Total	232	12.50%	0.00%	0.00%	14.22%	19.83%	##	3.89	5	1.63

Institutional Effectiveness: (Required Element)

Form Element Type: Rating Scale

Total Individual Response(s): 58 Individual Response(s)

Intern at this Point in Training 4 = Very Competent – Above Performance Expectations for Intern at this Point in Training 5 = Extremely Competent – Consistently Outstanding – Surpasses all Expectations

Rated Item(s)	Total	Distribution %					Average	Median	Mode	Standard
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		0	1	2	3	4	5			Deviation
organizes time, space and materials effectively for the provision of services and programs	58	3.45%	0.00%	0.00%	12.07%	32.76%	## 4.26	5	5	1.06
seeks consultation and support from colleagues	58	3.45%	0.00%	1.72%	10.34%	18.97%	## 4.38	5	5	1.11
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.										
engages in collaborative activities with faculty	58	24.14%	0.00%	0.00%	15.52%	17.24%	## 3.31	4	5	1.99
engages in collaborative activities with other student affairs professionals across departments.	58	13.79%	0.00%	1.72%	13.79%	24.14%	## 3.74	4	5	1.68
utilizes computer resources to assist with decision making and counseling responsibilities	58	6.90%	0.00%	1.72%	17.24%	17.24%	## 4.09	5	5	1.38
keeps current on state and national issues that have an impact on student affairs	58	15.52%	0.00%	0.00%	17.24%	22.41%	## 3.66	4	5	1.73
maintains accurate records	58	5.17%	0.00%	0.00%	24.14%	22.41%	## 4.03	4	5	1.25
demonstrates knowledge of institutional policies and procedures	58	3.45%	0.00%	3.45%	17.24%	27.59%	## 4.1	4	5	1.16
Total	522	10.34%	0.00%	0.96%	16.28%	22.61%	## 3.9	4	5	1.53