Southern Adventist University

Graduate Studies in Professional Counseling

Assessment Outcomes Report

School of Education and Psychology

Assessment System Office

December 2020

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Contents

Assessment Codes Used in this Report		
CMHC E-4	CMHC E-4 Evaluation of Candidate's Clinical Practice	Clinical observation instrument used in Practicum II and Internship
SC E-4	SC E-4 Evaluation of Candidate's Clinical Practice	Clinical observation instrument used in Practicum II and Internship
COUN E-5a (SSPAR)	Student Semester Progress and Annual Review	Progress, conduct, and dispositions assessment. Used every term.
COUN E-5b (FPCD)	Field Professional Conduct and Disposition	Field conduct and dispositions assessment. Used in off-site clinical experiences.
CPCE	Counselor Preparation Comprehensive Exam (by the Center for Credentialing and Education)	Comprehensive final covering the eight common core areas

Course Codes Used in this Report	
COUN 510	Advanced Lifespan Development
COUN 516	Career Counseling
COUN 521	Psychopathology
COUN 530	Assessment and Appraisal
COUN 537	Ethics and Legal Aspects of Counseling
COUN 561	Multicultural Issues in Counseling
COUN 577	Administration of School Counseling Services
COUN 579	Clinical Practicum I (foundational for both specialties)
COUN 580	Clinical Mental Health Counseling Practicum II
COUN 581	Clinical Mental Health Counseling Clinical Internship
COUN 585	School Counseling Practicum II
COUN 586	School Counseling Internship
COUN 598	Research and Program Evaluation

Contact Information

The Counseling Outcomes Assessment Report is compiled by the School of Education and Psychology Unit Assessment System Manager, with support from the Counseling Assessment Committee.

Questions, observations, or suggestions may be directed to Dr. Ileanna Freeman, Director of Graduate Studies in Professional Counseling at *ileanaf@southern.edu* or to Elaine Hayden, Unit Assessment System Manager, at *haydene@southern.edu*.

Demographics

Table 1. Unduplicated enrollment of Fall 2019 and Winter 2020

	American Indian or Alaska Native	Asian	Black / African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White / Caucasian	More than One Race	Total
Men	0	1	0	1	0	3	0	5
Women	0	3	8	4	0	10	3	28
Transgender or other	0	0	0	0	0	0	0	0
Total	0	4	8	5	0	13	3	33

Chart 1. Student Demographics F19-W20: Gender
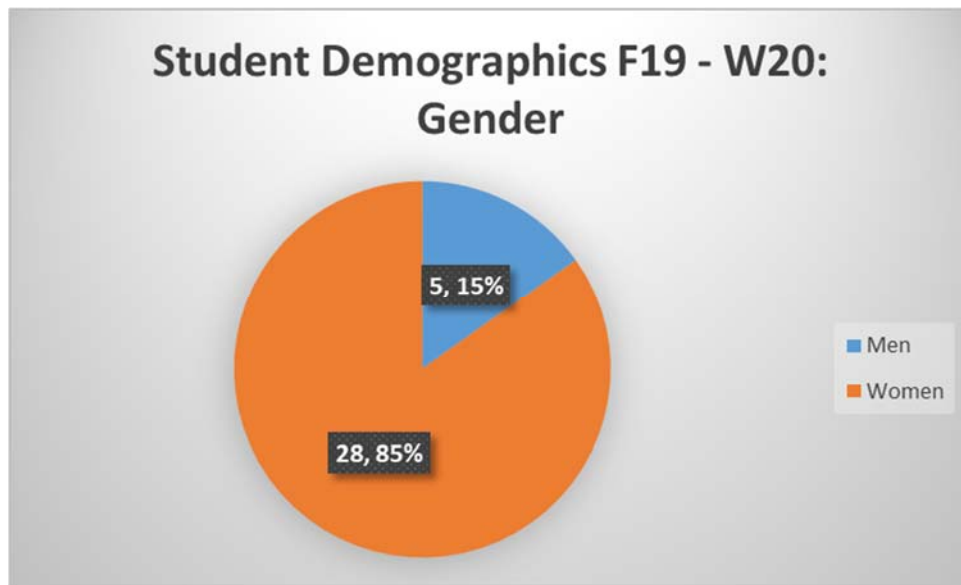
Chart 2. Student Demographics F19-W20: Race and Ethnicity
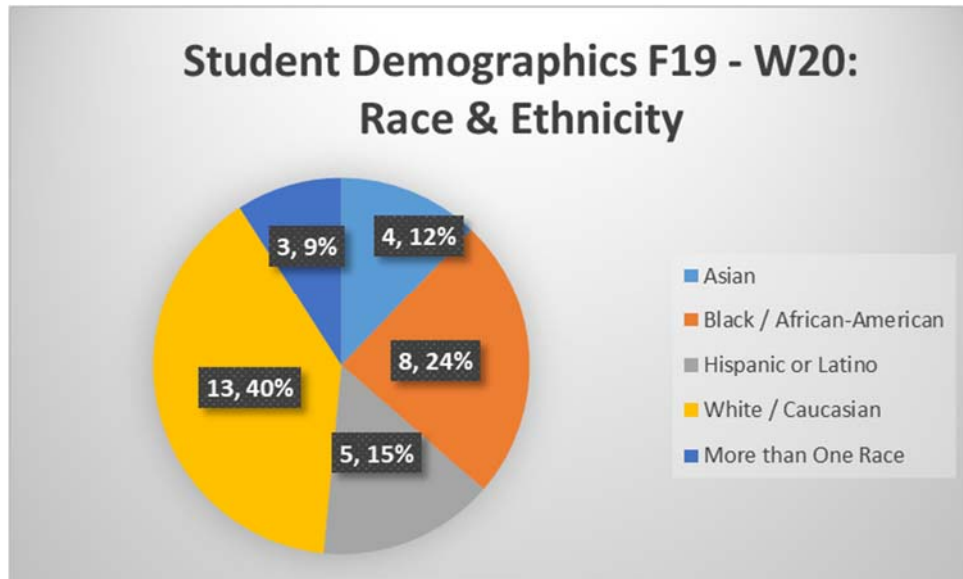
Table 2. Enrollment of 2019-2020 by Specialty Area

Specialty Area, 2019-2020	#
Clinical Mental Health Counseling	15
School Counseling	13
Dual Emphasis	5

Chart 3. Enrollment of 2019-2020 by Specialty Area
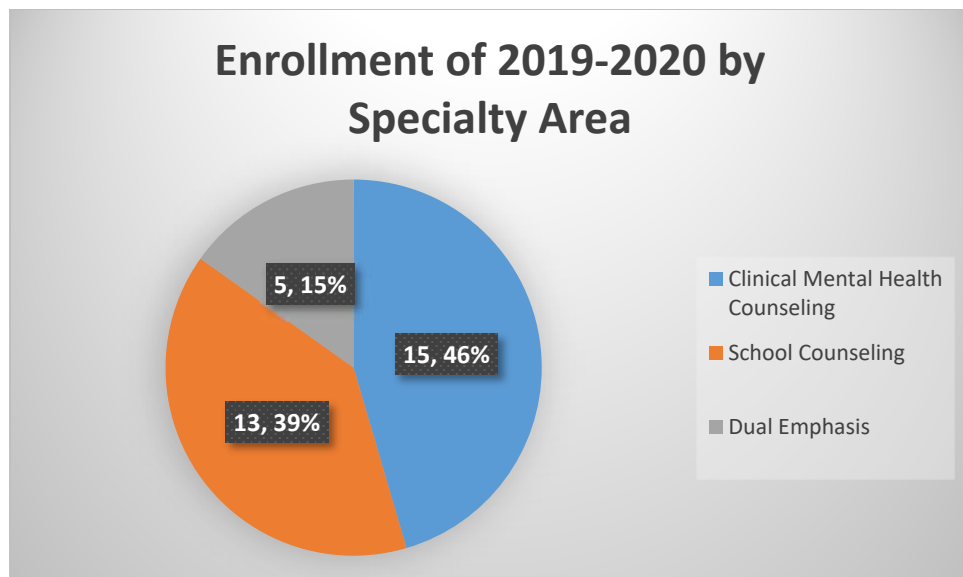
Table 3. 2019-2020 Completion Cohort by Race/Ethnicity/Gender

	American Indian or Alaska Native	Asian	Black / African-American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White / Caucasian	More than One Race	Total
Men	0	0	0	0	0	1	0	1
Women	0	1	4	1	0	5	0	11
Transgender or other	0	0	0	0	0	0	0	0
Total	0	1	4	1	0	6	0	12

Chart 4: Completers of 2019-20 by Race and Ethnicity

Completers 2019-20 by Race / Ethnicity

- Asian: 1, 8%
- Black: 4, 34%
- Hispanic: 1, 8%
- White: 6, 50%
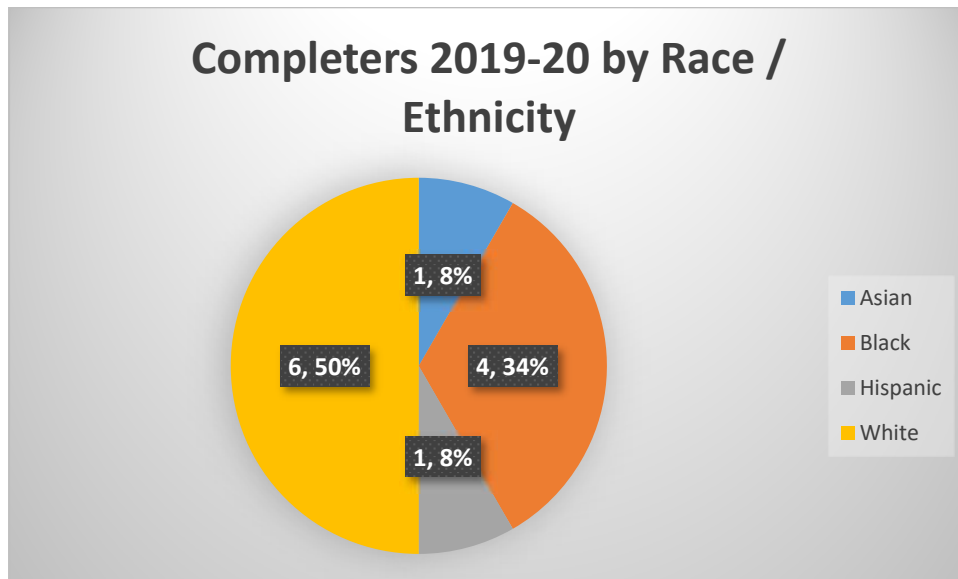
Chart 5: Completers of 2019-20 by Gender

Completers 2019-20: Gender

Men — 1, 8%
Women — 11, 92%
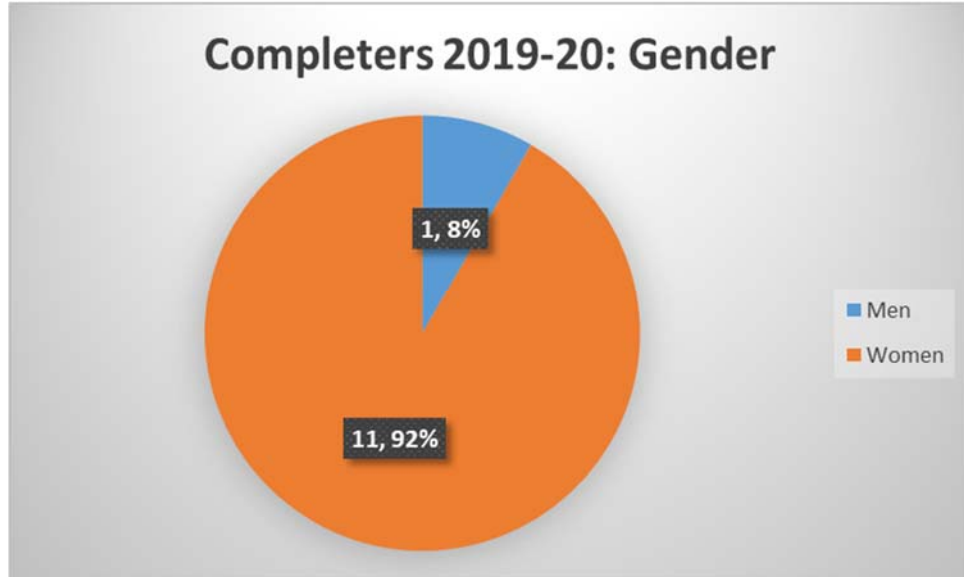
Table 4. Completers of 2019-20 by Specialty Area

Specialty Area, 2019-20 Completers	#
Clinical Mental Health Counseling	4
School Counseling	7
Dual (CMHC & SC)	1

Chart 6. Completions by Specialty Area, 2019-20

Completions by Specialty, 2019-2020

Clinical Mental Health Counseling — 34%
Professional School Counseling — 58%
Dual Specialty — 8%
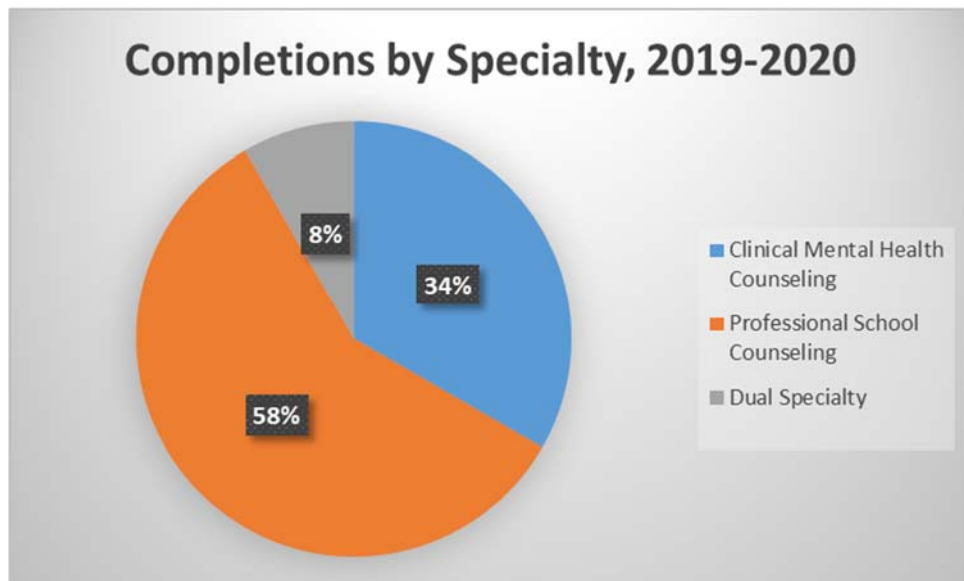
Key Performance Indicators

Table 5. Key Performance Indicators for Each Professional Counseling Identity Core Area

Professional Counseling Identity Core Area	Key Performance Indicator
1. Professional Orientation and Ethical Practice	**1.** Students will understand ethical standards of professional counseling organizations and credentialing bodies. They will demonstrate competency in application of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity	**2.** Students will demonstrate the knowledge, skills, and self-awareness to effectively counsel clients of various cultures and ethnicities.
3. Human Growth and Development	**3.** Students will demonstrate a thorough knowledge of the theories of normal and abnormal development, including personality, social and physical development, learning, and the effects trauma has on development.
4. Career Development	**4.** Students (candidates) will demonstrate ability to: • Assess client abilities, interests, values, personality, and other factors that contribute to career development and • facilitate client skill development for career, educational, and lifework planning and management
5. Counseling and Helping Relationships	**5.** Students will demonstrate competent application of essential interviewing, counseling and case conceptualization skills.
6. Group Counseling and Group Work	**6.** The student will demonstrate thorough understanding of theoretical foundations of group counseling and group work.
7. Assessment and Testing	**7.** The students will understand assessment processes and will be able to evaluate and provide intervention based on IQ and achievement, personality, career, behavioral, and diagnostic assessments.
8. Research and Program Evaluation	**8.** The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.

Table 6. Key Performance Indicator for Each Specialty Area

Specialty Areas	Key Performance Indicator
Specialty Area: Clinical Mental Health Counseling	**9.** Clinical Mental Health Counseling emphasis students will demonstrate competence in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.
Specialty Area: Professional School Counseling	**10.** School Counseling emphasis students will demonstrate competence in the design and evaluation of a school counseling program

Table 7. Key Performance Indicator Points of Assessment

#	KPI Area	Point 1	Point 2	Point 3	Point 4
1	Professional Orientation and Ethical Practice	Exam, Case Presentation, COUN 537	CMHC E-4 #25 COUN 580 and SC E-4 #36 COUN 585 AND COUN E-5a #C-Pro3	CMHC E-4 #25 and SC E-4 #36 AND COUN E-5b, COUN 581/586 #26 (C-Pro3)	CPCE: Professional Identity and Ethical Practice
2	Social and Cultural Diversity	Identity Paper and Case Study Report, COUN 561	CMHC E-4 #9 COUN 580; SC E-#27 COUN 585 AND COUN E-5a #Caring-Person4	CMHC E-4 #9, COUN 581; SC E-4 #27, COUN 586 AND COUN E-5b #4	CPCE: Social and Cultural Diversity
3	Human Growth and Development	Quizzes, COUN 510	CMHC E-4 #10, COUN 580; SC E-4 #9, COUN 585	CMHC E-4 #10, COUN 581; SC E-4 #9, COUN 586	CPCE: Human Growth and Development
4	Career Development	Final Exam, COUN 516	CPCE: Career Development	---	---
5	Counseling and Helping Relationships (a - Case Conceptualization)	Team Case Conceptualization, COUN 556	CMHC E-4 #14, COUN 580; SC E-4 #13, COUN 585	CMHC E-4 #14, COUN 581; SC E-4 #13, COUN 586	CPCE: Counseling and Helping Relationships
	Counseling and Helping Relationships (b - Counseling Skills))	Microskill Analysis 1 & 2, COUN 579	CMHC E-4 #1,2,3,4,6, COUN 580; SC E-4 # 2,3,4,5,6, COUN 585	CMHC E-4 #1,2,3,4,6, COUN 581; SC E-4 # 2,3,4,5,6, COUN 586	
6	Group Counseling and Group Work	Group Facilitation and Reflective Paper, COUN 553	CMHC E-4 #18, COUN 580; SC E-4 #21, COUN 585	CMHC E-4 #18, COUN 581; SC E-4 #21, COUN 586	CPCE: Group Counseling and Group Work
7	Assessment and Testing	Exams, Midterm and Final, COUN 530	CMHC E-4 #11, COUN 580; SC E-4 #10, COUN 585	CMHC E-4 #11, COUN 581; SC E-4 #10, COUN 586	CPCE: Assessment and Testing
8	Research and Program Evaluation	Research Proposal, COUN 598	Case Study, COUN 581/586	CPCE: Research and Program Evaluation	---
9	Diagnostic Process	2nd Case Report, COUN 521	CMHC E-4 # 5, COUN 580	CMHC E-4 #5, COUN 581	---
10	Design and Evaluation of School Counseling Program	Handbook Assessment, COUN 577	Program Evaluation Assessment, COUN 598	---	---

Summary Observations of Key Performance Indicator Results for the 2019-2020 Completer Cohort

Summary of Point 1 Course Assessments Data

Table 8. Summary of Point 1 Course Assessments

Course Assessments					
Area	Course	N	Possible Range	Actual Range	Mean
1. Professional Identity and Ethical Practice	COUN 537	9	0 - 3	2 - 3	2.28
2. Social and Cultural Diversity	COUN 561	11	0 - 3	2 - 3	2.68
3. Human Growth and Development	COUN 510	10	0 - 3	2 - 3	2.90
4. Career Development	COUN 516	11	0 - 3	2 - 3	2.82
5. Counseling and Helping Relationships	COUN 556 (KPI 5a)	9	0 - 3	2 - 3	2.22
	COUN 579 (KPI 5b)	7	0 - 3	2 - 3	2.29
6. Group Counseling and Group Work	COUN 553	12	0 - 3	2 - 3	2.83
7. Assessment and Testing	COUN 530	8	0 - 3	2 - 3	2.19
8. Research and Program Evaluation	COUN 598	10	0 - 3	2 - 3	2.30
9. Diagnostic Procedures	COUN 521	insufficient data - only one of this cohort took COUN 521 after KPI assessment was implemented. That one scored a 2.			
10. School Counseling Program Design and Evaluation	COUN 577	7	0 - 3	3	3.00

Chart 7. Course Assessments (Point 1) Results Overview
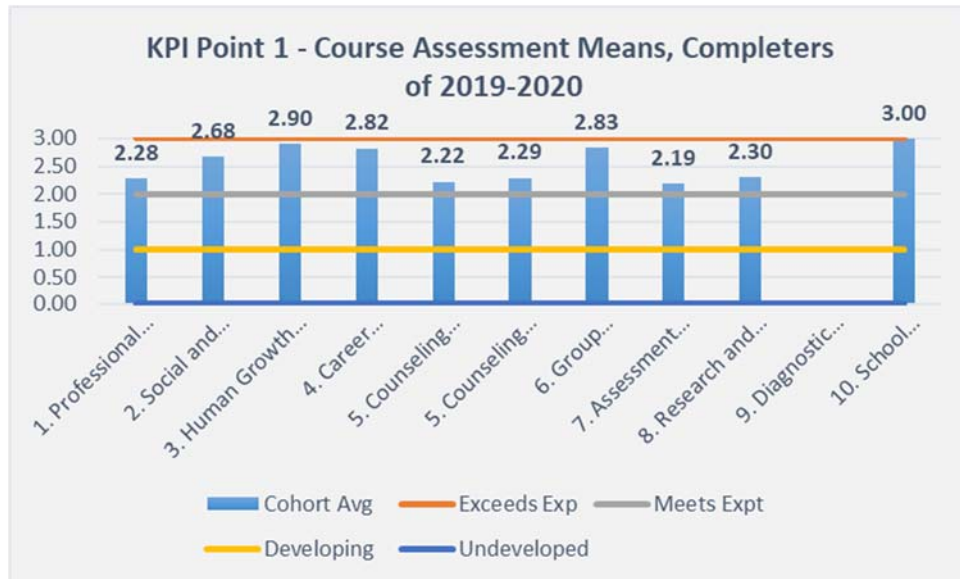
Area 9, Diagnostic Procedures, could not be displayed because only one student of the cohort took COUN 521 after KPI tracking was implemented. This situation will correct itself with subsequent cohorts.

Summary of Clinical Observation Assessments

Table 9. Clinical Observation Assessments Data

Clinical Observation Assessments

Points 2 & 3 for KPIs 1, 2, 3, 5, 6, 7, and 9

CMHC E-4 & SC E-4 at Conclusion of Practicum II and Clinical Internship II

Possible Range: 1 - 5[1]

KPI	Point	N	Lo/Hi	Mean
KPI 1. Professional Orientation and Ethical Practice (CMHC 25/SC 36. Ethical Behavior)	Point 2.1	13	3/5	4.31
	Point 3.1	13	5/5	5.00
KPI 2. Social and Cultural Diversity (CMHC 9/SC 27. Diversity Competency)	Point 2.1	9[2]	3/5	4.22
	Point 3.1	13	5/5	5.00
KPI 3. Human Growth and Development (CMHC 10/SC 9. Recognition of Normal and Abnormal Development)	Point 2	1[3]	--	--
	Point 3	13	4/5	4.77
KPI 5(a). Counseling and Helping Relationships (KPI 5a: CMHC 14/SC 13. Theory-specific Case Conceptualization)	Point 2	1[3]	--	--
	Point 3	13	4/5	4.62
KPI 5(b). Counseling and Helping Relationships (KPI 5b: CMHC 1,2,3,4,6/SC 2,3,4,5,6. Counseling and Interviewing Skills	Point 2	13	3/5	3.75
	Point 3	13	4/5	4.75
KPI 6. Group Counseling and Group Work (CMHC 18/SC 21. Small Groups for Clients' /Students' Identified Needs or Interests)	Point 2	12	2/5	3.75
	Point 3	12	4/5	4.92
KPI 7. Assessment and Testing (CMHC 11/SC 10. Assessment)	Point 2	13	3/5	3.69
	Point 3	13	4/5	4.54
Specialty Area: Clinical Mental Health Counseling: Competence in Diagnosis (CMHC 5. Diagnostic Process)	Point 2	1[3]	--	--
	Point 3	5	4/5	4.40

[1] Bloom's Taxonomy, 2001. 1 = Unacceptable; 2 = Understands; 3 = Applies; 4 = Analyzes and Evaluates; 5 = Creates

[2] Historically only SC E-4 had the item. All 8 of the SC were scored at practicum. Also, the dual emphasis student took the CMHC practicum late enough that she was scored on the item. Hence 9 at practicum.

[3] Only the dual emphasis student was in practicum after these indicators were added to the E-4.

Chart 8. Clinical Observations Assessments Summary (Points 2 and 3 of Listed KPIs)
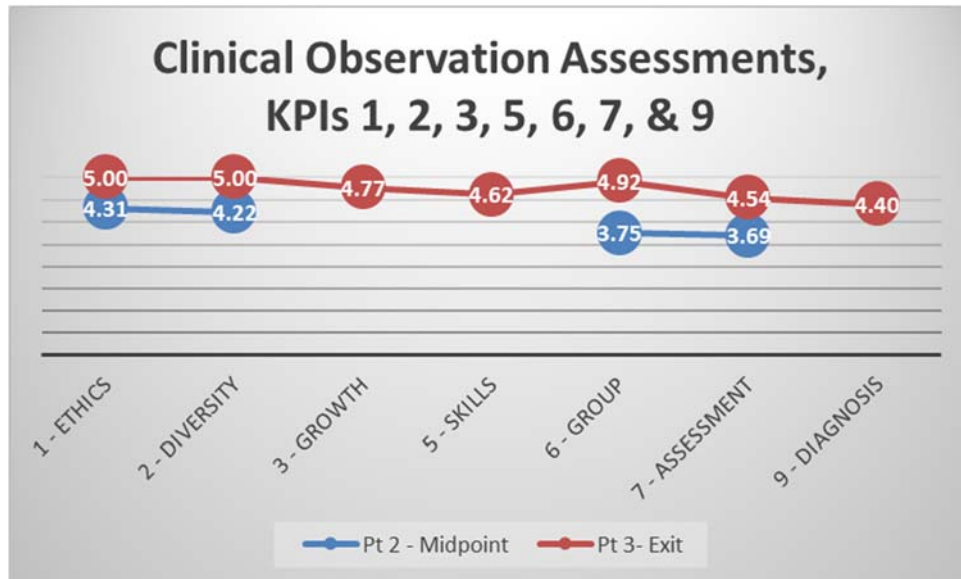
Note: Reference the Table 10 above. The blanks on Point 2–Midpoint are due to the items in the clinical observation instrument having been added after this cohort had completed Practicum II. The data collection discrepancy will be corrected in subsequent cohort reporting.

Comments: Reference the corresponding table above. Level 3 (3.00) is the minimum expected at conclusion of Practicum II. Levels 4 – 5 (4.00 – 5.00) are expected at the conclusion of Internship II. As would be expected, the Point 3–Exit averages consistently run higher than the Point 2–Midpoint averages, where those midpoint averages are available. All of the averages meet expectations.

Summary of Dispositional Assessments Used in KPIs (points 2.2 and 3.2 of KPIs 1 and 2)

Table 10. Dispositional Assessments Summary, KPI 1 – Ethics (points 2.2 & 3.2)

KPI 1. Professional Orientation and Ethical Practice					
E-5 Dispositions	Assessment	N	Possible Range	Actual Range	Mean
Item Committed Professional #3. *Understands and maintains the ethical guidelines for counselors as published by the profession.*	E-5a (KPI 1 point 2.2)	12	0 - 2	1 - 2	1.17
	E-5b (KPI 1 point 3.2)	12	0 - 2	2 - 2	2.00

Table 11. Dispositional Assessments Summary, KPI 2 – Diversity (points 2.2 & 3.2)

KPI 2. Social and Cultural Diversity					
E-5 Dispositions	Assessment	N	Possible Range	Actual Range	Mean
Item Caring Person #4. *Exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by acting respectfully and skillfully in interactions with others.*	E-5a (KPI 2 point 2.2)	12	0 - 2	1 - 2	1.67
	E-5b (KPI 2 point 3.2)	13	0 - 2	2 - 2	2.00

Chart 9. Dispositional Assessments Summary
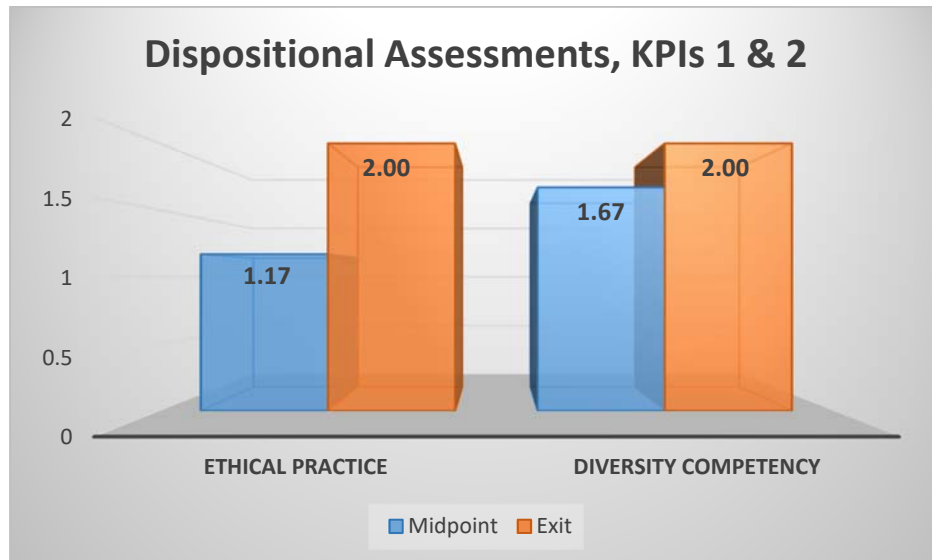
A data problem here has been addressed by the Counseling Assessment Committee and will be corrected in subsequent dispositional assessments. Namely, the acceptable level in E-5a is level 1 (competent) and the acceptable level in E-5b is level 2 (meets expectation).

Thus the midpoint and exit averages shown in the charts, although they may appear reasonable, are not congruent.

The Counseling Assessment Committee, on review of the data, asked that an additional performance level be added to both instruments and that the performance level ratings across the two be made consistent. Level 3 will be the minimum acceptable rating (meets expectations), and Level 4 will be exemplary (exceeds expectations). The rating and reporting incongruency will be corrected when the revised rubrics are implemented.

CPCE[4] Results of W20 Completers

Table 12. CPCE Results of Winter 2020 Completers

	1 Ethics	2 Diversity	3 Growth	4 Career	5 Skills	6 Group	7 Assessment	8 Research
SAU Average	12.2	9.6	10.7	11.4	11.0	10.7	10.9	9.2
Nat Average	11.8	10.1	10.6	10.5	11.4	10.4	10.2	9.0
1 SD above Nat	13.9	12.4	13.2	12.8	13.6	13.1	12.6	11.5
1 SD below Nat	9.6	7.7	8.0	8.1	9.2	7.8	7.8	6.4

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[4] Counselor Preparation Comprehensive Examination by the Center for Credentialing and Education

Chart 10. CPCE Results of Winter 2020 Completers
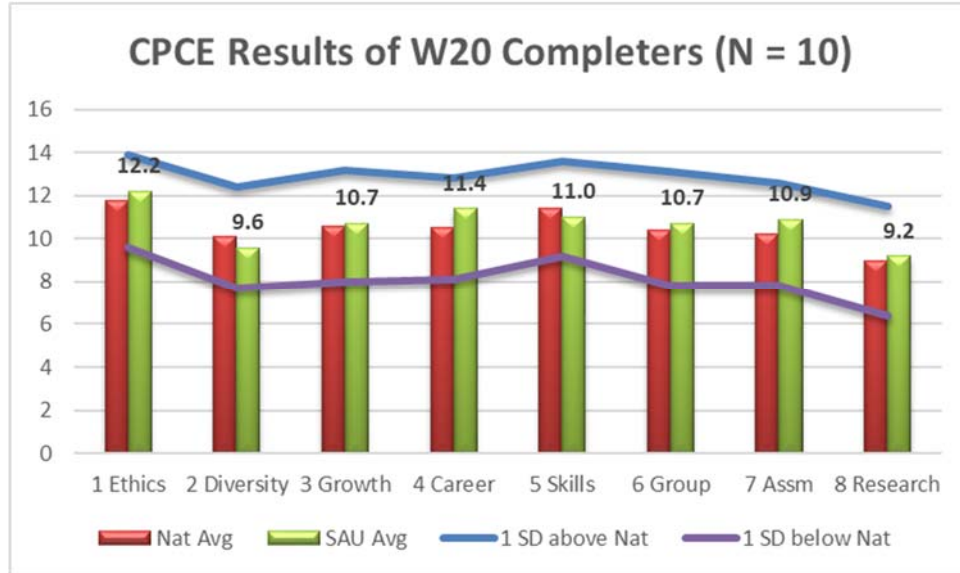
Reference Table 12 above. The data labels note SAU scores (green bars). National averages are shown in the red bars and one standard deviation above and below the national averages are shown by the lines.

Only two of the 2019-2020 completers tested in fall of 2019; because the national average is keyed on a time period associated with each term and because there were too few SAU completers in the fall to average alone, this analysis addresses only the winter 2020 examinees.

Comprehensive Key Performance Indicator Reporting for the 2019-2020 Completer Cohort

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

KPI 1: Students will understand ethical standards of professional counseling organizations and credentialing bodies. They will demonstrate competency in application of ethical and legal considerations in professional counseling.

Table 13. Summary of Assessment Points for KPI 1

#	KPI Area	Point 1	Point 2	Point 3	Point 4
KPI 1	Professional Orientation and Ethical Practice	Exam, Case Presentation, COUN 537	E-4 CMHC #25/SC #36 (2.1) and COUN E-5a C-Pro #3 (2.2). COUN 580/585	E-4 CMHC #25/SC #36 (3.1) and COUN E-5b #26 (3.2). COUN 581/586	CPCE: Professional Identity and Ethical Practice

KPI 1 Professional Counseling Orientation and Ethical Practice, Point 1 of 4

Rubric 1. KPI 1 Point 1: Course Assessment

COUN 537 Ethics and Legal Aspects of Counseling: Exam and Case Presentation				
KPI Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 1 Point 1. *Students will understand ethical standards of professional counseling organizations and credentialing bodies.*	Student fails to recognize when ethical standards should be called into consideration in a given situation.	Student sometimes or usually recognizes when an ethical standard is implicated in a given situation.	Student consistently recognizes when an ethical standard is implicated in a given situation.	Student consistently recognizes even subtle ethics issues and/or is able to articulate to others, in an effective manner, any concerns about possible ethics violations in the work environment.

Table 14. Data for KPI 1, Point 1

COUN 537 Ethics and Legal Aspects of Counseling: Exam and Case Presentation				
KPI 1, point 1	N[5]	Minimum	Maximum	Mean
	9	2	3	2.28

Data Set: KPI_COURSE.sav

KPI 1 Professional Counseling Orientation and Ethical Practice, Point 2 of 4

Rubric 2. KPI 1 Point 2.1: Clinical Observation

COUN 580/585 Practicum II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 1 Point 2.1. E-4 CMHC #25/SC #36. *Ethical Behavior*	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
	Has violated at least one ACA ethical principle	Operates with minimal awareness of ethical issues in the counseling setting	Is aware of ethical issues in the counseling setting, but still needs guidance from supervisor	Takes time to analyze and evaluate specific ethical situations encountered, and frequently consults with supervisor about these situations	Demonstrates highly ethical behavior, awareness of ethical codes, and sensitivity to ethical issues in the agency setting

Ratings: Performance levels 1 – 5 with rubric descriptors corresponding to Bloom's Taxonomy (Revised, Anderson & Krathwohl, 2001).
Note: Level 3 is the minimum expected at conclusion of Practicum II, preparatory to starting Internship I.

Table 15. Data for KPI 1 Point 2.1

COUN 580/585 Practicum II, E-4 Evaluation of Candidate's Clinical Practice				
KPI 1 point 2.1. E-4 CMHC 25/SC 36. Ethical Behavior	N[6]	Minimum	Maximum	Mean
	13	3	5	4.31

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

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[5] The 3 not in this N (Grentz, Garth, Johns) took COUN 537 in F17. First KPI tracking was F18.

[6] N = 13 because dual emphasis candidate rated in both CMHC and SC.

Rubric [Rating Scale] 3. KPI 1 Point 2.2: Dispositions Assessment

COUN 580/585 Practicum II: COUN E-5a Student Semester Progress and Annual Review			
KPI 1 Point 2.2. Item Committed Professional #3. *Understands and maintains the ethical guidelines for counselors as published by the profession.*	Unacceptable (0)	Competent (1)	Exemplary (2)

Table 16. Data for KPI 1 Point 2.2

COUN 580/585 (SC) Practicum II, E-5a Student Semester Progress and Annual Review				
KPI 1 Point 2.2. Item Committed Professional #3 - *Understands and maintains the ethical guidelines for counselors as published by the profession.*	N	Minimum	Maximum	Mean
	12	1	2	1.17

Data Set: E-5a.sav

KPI 1 Professional Orientation and Ethical Practice Point 3 of 4

Rubric 4. KPI 1 Point 3.1: Clinical Observation

COUN 581/586, Clinical Internship. E-4 Evaluation of Candidate's Clinical Practice					
KPI 1 Point 3.1. E-4 CMHC #25/SC #36	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
	Has violated at least one ACA ethical principal	Operates with minimal awareness of ethical issues in the counseling setting	Is aware of ethical issues in the counseling setting, but still needs guidance from supervisor	Takes time to analyze and evaluate specific ethical situations encountered, and frequently consults with supervisor about these situations	Demonstrates highly ethical behavior, awareness of ethical codes, and sensitivity to ethical issues in the agency setting

Table 17. Data for KPI 1 Point 3.1

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 1 Point 3.1. E-4 CMHC 25/SC 36. Ethical Behavior	N	Minimum	Maximum	Mean
	13	5	5	5.00

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

Rubric 5. KPI 1 Point 3.2: Dispositions Assessment

COUN 581/586 Clinical Internship II: Professional Conduct and Dispositions			
KPI 1 Point 3.2. E-5b Item 26 (Committed Professional #3): *Maintain Ethical Guidelines*	Unacceptable (0)	Developing (1)	Meets Expectations (2)
	Gives little or no indication of understanding ethical guidelines for counselors and/or disregards ethical guidelines.	Theoretically understands and typically maintains the ethical guidelines for counselors as published by the profession.	Understands and consistently maintains the ethical guidelines for counselors as published by the profession.

Two related instruments with slightly different performance level descriptors were in use for dispositions assessment for this cohort.

> *E-5a Student Semester Progress and Annual Review:* 0 = Unacceptable, 1 = Competent, 2 = Exemplary

> *E-5b Field Professional Conduct and Dispositions*: 0 = Unacceptable, 1 = Developing, 2 = Meets Expectation

Hence a 1 for an individual or a cohort average of 1 on the E-5a would reflect similarly to an individual or cohort average of 2 on the E-5b, and the E-5b has only the one target level with nothing above it for Exemplary or Exceeds Expectations.

The E-5a is administered every term by faculty; the scoring at the conclusion of Practicum II is the rating used for KPI 1 Point 2.2—Dispositions.

The E-5b is administered by the site supervisor or faculty supervisor each internship term. The E-5b scoring at the conclusion of Clinical Internship II is the one captured for KPI 1 Point 3.2—Dispositions.

The discrepancy in ratings descriptors between the E-5a and the E-5b has been addressed by the Counseling Assessment Committee and will be resolved with subsequent cohorts.

Logically, we would want all of our candidates to be at Level 2 – Meets Expectations by the final administration of the E-5b, Field Professional Conduct and Disposition Assessment. The data supports this desired conclusion for this cohort.

Table 18. Data for KPI 1 Point 3.2—Dispositions Assessment

COUN 581/586 Clinical Internship II: E-5b Field Professional Conduct and Disposition Assessment				
KPI 1 Point 3.2	N	Minimum	Maximum	Mean
E-5b Item 26 (Committed Professional #3): Maintain Ethical Guidelines	13	2	2	2

Data Set: E-5b.sav

KPI 1 Professional Orientation and Ethical Practice, Point 4 of 4

Comprehensive Final[7]

Two of the 2019-2020 completers took the CPCE in Fall 2019. The remaining 10 took it Winter 2020. The national average for each term is referenced by the Center for Credentialing & Education on the national testing cohort for the month of testing or a proximal time period. Thus, the national average for the two who took the exam Fall 2019 is different from that for the examinees of Winter 2020. Using normalized scores, the score distribution of the entire 2019-2020 cohort (N = 12, unduplicated) is illustrated in Chart 11. The same analysis and presentation are applied for the CPCE reports for KPIs 2 through 8 (Charts 12, 13, 14, 15, 16, 17, and 18).

Chart 11. CPCE Z-Score Distribution of 2019-2020 Completers, Common Core Area 1
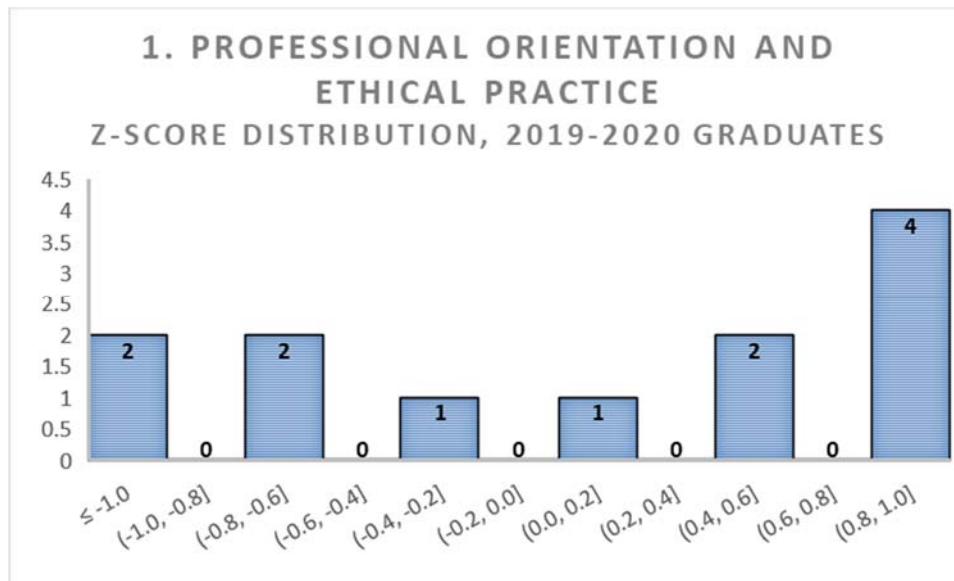
Data Set: KPI_CPCE.sav; CPCE Reporting by Center for Credentialing & Education.

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[7] CPCE: Counselor Preparation Comprehensive Examination by the Center for Credentialing and Education

SOCIAL AND CULTURAL DIVERSITY

KPI 2: Students will demonstrate the knowledge, skills, and self-awareness to effectively counsel clients of various cultures and ethnicities.

Table 19. Summary of Assessment Points for KPI 2

#	KPI Area	Point 1	Point 2	Point 3	Point 4
KPI 2	Social and Cultural Diversity	Identity Paper and Case Study Report, COUN 561	E-4 CMHC #9/ SC #27 *and* COUN E-5a C-Per #4, COUN 580/585	E-4 CMHC #9/SC #27, *and* COUN E-5b #4, COUN 581/586	CPCE: Social and Cultural Diversity

KPI 2 Social and Cultural Diversity, Point 1 of 4

Rubric 6. KPI 2 Point 1: Course Assessment

COUN 561 Multicultural Issues in Counseling: Identity Paper and Case Study Report				
KPI Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 2 Point 1. Students will demonstrate self-awareness necessary to effectively counsel clients of various cultures and ethnicities.	Student fails to recognize and/or accept own cultural or ethnic identity.	Student shows some awareness of own cultural/ethnic identity.	Student recognizes and accepts own cultural/ethnic identity	Student recognizes and accepts own cultural/ethnic identity and shows awareness of how own identity might affect relationships with others.
Students will demonstrate the knowledge to effectively counsel clients of various cultures and ethnicities.	Student does not appear to be aware of cultural/ethnic implications for counseling relationships.	Student shows awareness of cultural/ethnic implications for counseling relationships.	Student demonstrates application of knowledge of cultural/ethnic implications in counseling relationships.	Student demonstrates application of knowledge of cultural/ethnic implications for counseling relationships AND responds appropriately to obvious or subtle clues that cultural or ethnic differences are affecting a relationship.

Table 20. Data COUN 561 KPI 2 point 1

COUN 561 Multicultural Issues in Counseling: Identity Paper & Case Study Report				
	N	Minimum	Maximum	Mean
KPI 2, point 1	11	2	3	2.68

Data Set: KPI_COURSE.sav

KPI 2 Social and Cultural Diversity, Point 2 of 4

Rubric 7. KPI 2, Point 2.1: Clinical Observation

COUN 580/585 Practicum II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 2 Point 2.1. E-4 CMHC #9/SC #27. Diversity Competency	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	(Remembers and Understands)	(Applies Knowledge)	(Analyzes and Evaluates)	(Creates)
	Demonstrates intolerant behaviors toward persons different from themselves	Respects persons different from themselves, but does not know how to meet their needs	Demonstrates knowledge of diversity issues in counseling, and applies these concepts with guidance from supervisor	Analyzes and evaluates situations affected by diversity issues in an effort to learn and provide interventions effective for the individual client	Celebrates diversity, actively works to cross boundaries of differences, and provides interventions that are effective for each individual client

Table 21. Data for KPI 2, point 2.1

COUN 580/585 Practicum II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 2 Point 2. CMHC 9/SC 27. Diversity Competency	N	Minimum	Maximum	Mean
	9	3	5	4.22

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

Rubric [Rating Scale] 8. KPI 2 Point 2.2: Dispositions Assessment

COUN 580/585 Practicum II: COUN E-5a Student Semester Progress and Annual Review			
KPI 2 Point 2.2. Item C-Per 4 *Exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by acting respectfully and skillfully in interactions with others.*	Unacceptable (0)	Competent (1)	Exemplary (2)

Table 22. Data for KPI 2 Point 2.2

COUN 580/585 Practicum II: E-5a Student Semester Progress and Annual Review				
KPI 2 Point 2.2. Item Caring-Person #4	N	Minimum	Maximum	Mean
Exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by acting respectfully and skillfully in interactions with others.	12	1	2	1.67

Level 1 on this rubric denotes "Competent" and Level 2 "Exemplary."

KPI 2 Social and Cultural Diversity, Point 3 of 4

Rubric 9. KPI 2 Point 3.1: Clinical Observation

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 2 Point 3.1. CMHC #9/SC #27. Diversity Competency	Level 1 *(Unacceptable)*	Level 2 *(Remembers and Understands)*	Level 3 *(Applies Knowledge)*	Level 4 *(Analyzes and Evaluates)*	Level 5 *(Creates)*
	Demonstrates intolerant behaviors toward persons different from themselves	Respects persons different from themselves, but does not know how to meet their needs	Demonstrates knowledge of diversity issues in counseling, and applies these concepts with guidance from supervisor	Analyzes and evaluates situations affected by diversity issues in an effort to learn and provide interventions effective for the individual client	Celebrates diversity, actively works to cross boundaries of differences, and provides interventions that are effective for each individual client

Table 23. Data KPI 2 Point 3.1

COUN 581/586 Clinical Internship II, E-4 Evaluation of Candidate's Clinical Practice				
KPI 2 Point 3.1. E-4 CMHC #9/SC #27. Diversity Competency	N	Minimum	Maximum	Mean
	13	5	5	5

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

Rubric 10. KPI 2 Point 3.2: Dispositions Assessment

COUN 581/586 Clinical Internship: E-5b Field Professional Conduct and Disposition			
KPI 2 Point 3.2. E-5b Caring Person Item 4	Level 0 – Unacceptable	Level 1 – Developing	Level 2 - Expectation
	Fails to exhibit sensitivity to individual and cultural identities of others, and/or fails to act respectfully in interactions with others	Endeavors to exhibit sensitivity to the individual and cultural identities of others; displays a degree of cultural competence by acting respectfully and skillfully in interactions with others	Consistently exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by consistently acting respectfully and skillfully in interactions with others.

Table 24. Data for KPI 2 Point 3.2

COUN 581/586 Clinical Internship: E-5b Field Professional Conduct and Disposition				
KPI 2 Point 3.2. E-5b #4 Exhibits sensitivity	N	Minimum	Maximum	Mean
	13	2	2	2.00

Rating of 2 on this rubric denotes "Meets Expectations." Ratings of 2 are what we would want to see at this point.

Rubric 11. KPI 2 Point 3.1. Clinical Observation

COUN 581/586 Clinical Internship: E-4 Evaluation of Candidate's Clinical Practice					
KPI 2 Point 2. E-4 CMHC #9/SC #27. Diversity Competency	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	(Remembers and Understands)	(Applies Knowledge)	(Analyzes and Evaluates)	(Creates)
	Demonstrates intolerant behaviors toward persons different from themselves	Respects persons different from themselves, but does not know how to meet their needs	Demonstrates knowledge of diversity issues in counseling, and applies these concepts with guidance from supervisor	Analyzes and evaluates situations affected by diversity issues in an effort to learn and provide interventions effective for the individual client	Celebrates diversity, actively works to cross boundaries of differences, and provides interventions that are effective for each individual client

Table 25. Data for KPI 2 Point 3.1

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 2 Point 3.1 E-4 CMHC 9/SC 27. Diversity Competency	N	Minimum	Maximum	Mean
	13	5	5	5

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

KPI 2 Social and Cultural Diversity, Point 4 of 4

Comprehensive Final[8]

Chart 12. CPCE Z-Score Distribution of 2019-2020 Completers, Common Core Area 2

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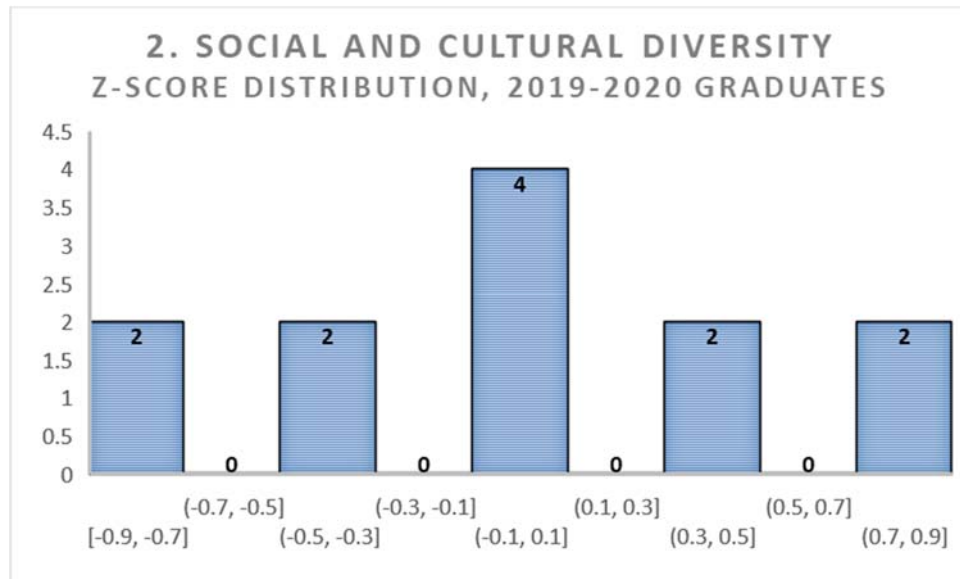
[8] CPCE: Counselor Preparation Comprehensive Examination by the Center for Credentialing and Education. See narrative on page 26.

HUMAN GROWTH AND DEVELOPMENT

KPI 3: Students will demonstrate a thorough knowledge of the theories of normal and abnormal development, including personality, social and physical development, learning, and the effects trauma has on development.

Table 26. Summary of Assessment Points for KPI 3

#	KPI Area	Point 1	Point 2	Point 3	Point 4
3	Human Growth and Development	Quizzes, COUN 510	CMHC E-4 #10, COUN 580; SC E-4 #9, COUN 585	CMHC E-4 #10, COUN 581; SC E-4 #9, COUN 586	CPCE: Human Growth and Development

KPI 3 Human Growth and Development Point 1 of 4

Rubric 12. KPI 3 Point 1. Course Assessment

COUN 510 Advanced Lifespan Development: Quizzes				
KPI Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 3 Point 1. *Students will demonstrate understanding of theories of normal and abnormal personality development.*	Understanding is not evidenced.	Understanding is partially evidenced.	Adequate understanding is evidenced.	Comprehensive understanding is evidenced.

Table 27. Data for KPI 3 Point 1

COUN 510 Advanced Lifespan Development: Quizzes				
KPI 3, point 1. COUN 510 Course Assessment	N	Minimum	Maximum	Mean
	10	2	3	2.9

Data Set: KPI_COURSE.sav

KPI 3 Human Growth and Development Point 2 of 4

Rubric 13. KPI 3 Point 2. Clinical Observation

COUN 580/585 Practicum II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 3 Point 2. E-4 CMHC #10/SC #9. Recognition of Normal and Abnormal Development	Level 1 *(Unacceptable)*	Level 2 *(Remembers and Understands)*	Level 3 *(Applies Knowledge)*	Level 4 *(Analyzes and Evaluates)*	Level 5 *(Creates)*
	Lacks understanding and ability to apply knowledge and practice	Understands normal and abnormal development but lacks ability to apply knowledge and practice	Understands normal and abnormal development and demonstrates emerging ability to apply knowledge in practice	Understands normal and abnormal development and demonstrates consistent ability to apply knowledge in practice	Understands normal and abnormal development and demonstrates the ability to make therapeutic decisions with reference to human development and evaluation

Table 28. Data for KPI 3 Point 2

COUN 580/585 Practicum II. E-4 Evaluation of Candidate's Clinical Practice				
KPI 3 Point 2. E-4 CMHC 10/SC 9. Recognition of Normal and Abnormal Development	N	Minimum	Maximum	Mean
	1	5	5	5

Insufficient data. Only the individual who was dual emphasis and took Practicum for each emphasis took one of those practicums after this item was added to the rubric. The item was in the rubric by the time the cohort completed Internship II. Because the dual emphasis candidate completed Internship for each emphasis, the Internship/Exit table has an N of 13.

KPI 3 Human Growth and Development Point 3 of 4

Rubric 14. KPI 3 Point 3. Clinical Observation

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 3 Point 3. E-4 CMHC #10/SC #9. Recognition of Normal and Abnormal Development	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
	Lacks understanding and ability to apply knowledge and practice	Understands normal and abnormal development but lacks ability to apply knowledge and practice	Understands normal and abnormal development and demonstrates emerging ability to apply knowledge in practice	Understands normal and abnormal development and demonstrates consistent ability to apply knowledge in practice	Understands normal and abnormal development and demonstrates the ability to make therapeutic decisions with reference to human development and evaluation

Table 29. Data for KPI 3 Point 3

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 3 Point 3. E-4 CMHC 10/SC 9. Recognition of Normal and Abnormal Development	N	Minimum	Maximum	Mean
	13	4	5	4.77

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

KPI 3 Human Growth and Development Point 4 of 4

Comprehensive Final[9]

Chart 13. CPCE Z-Score Distribution of 2019-2020 Completers, Common Core Area 3
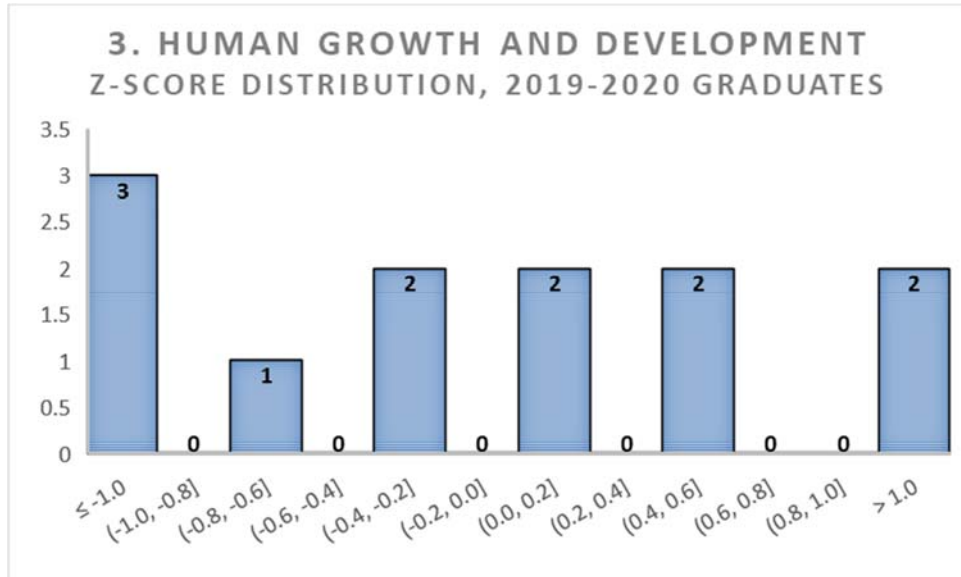
CAREER DEVELOPMENT

KPI 4: Students (candidates) will demonstrate ability to:

• Assess client abilities, interests, values, personality, and other factors that contribute to career development and

• facilitate client skill development for career, educational, and lifework planning and management

Table 30. Summary of Assessment Points for KPI 4

#	KPI Area	Point 1	Point 2
4	Career Development	Final Exam, COUN 516	CPCE: Career Development

KPI 4 Career Development, Point 1 of 2

Rubric 15. KPI 4 Point 1. Course Assessment

KPI 4 Point 1. COUN 516 Career Counseling: Final Exam				
KPI Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 4 Point 1. *Students (candidates) will develop ability to: (1) Assess client abilities, interests, values, personality, and other factors that contribute to career development and (2) facilitate client skill development for career, educational, and lifework planning and management.*	< 112 exam points	112 - 124 exam points	125 - 144 exam points	145 - 150 exam points

Table 31. Data for KPI 4 Point 1

COUN 516 Career Counseling: Final Exam				
KPI 4 point 1. Course Assessment. *Students (candidates) will develop ability to: (1) Assess client abilities, interests, values, personality, and other factors that contribute to career development and (2) facilitate client skill development for career, educational, and lifework planning and management.*	N	Minimum	Maximum	Mean
	11	2	3	2.82

Data Set: KPI_COURSE.sav

KPI 4 Career Development, Point 2 of 2

Comprehensive Final[10]

Chart 14. CPCE Z-Score Distribution of 2019-2020 Completers, Common Core Area 4

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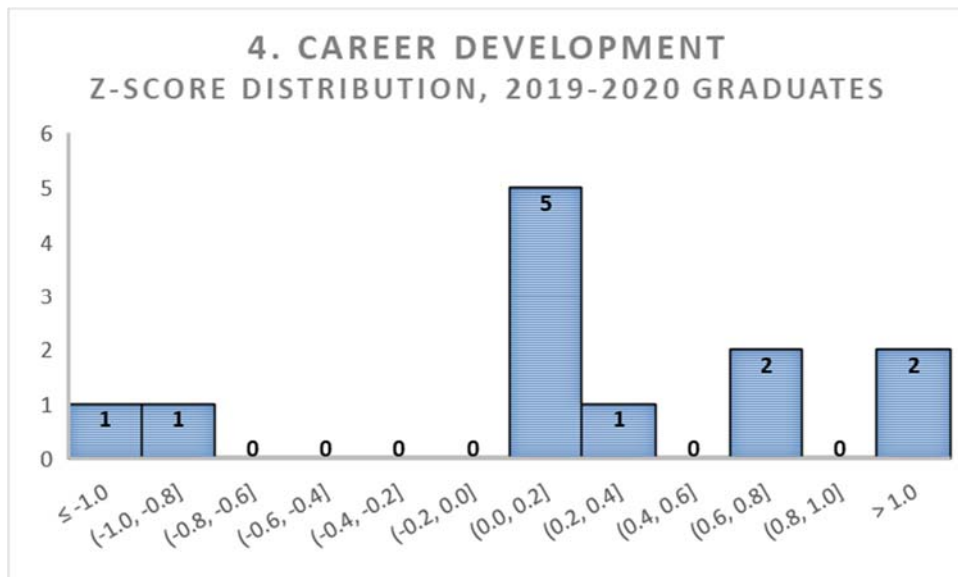
[10] CPCE: Counselor Preparation Comprehensive Examination by the Center for Credentialing and Education. See narrative on page 26.

COUNSELING AND HELPING RELATIONSHIPS

KPI 5: Students will demonstrate competent application of essential interviewing, counseling and case conceptualization skills.

Table 32. Summary of Assessment Points for KPI 5

#	KPI Area	Point 1	Point 2	Point 3	Point 4
5	Counseling and Helping Relationships (a - Case Conceptualization)	Team Case Conceptualization, COUN 556	CMHC E-4 #14, COUN 580; SC E-4 #13, COUN 585	CMHC E-4 #14, COUN 581; SC E-4 #13, COUN 586	CPCE: Counseling and Helping Relationships
	Counseling and Helping Relationships (b - Counseling Skills))	Microskill Analysis 1 & 2, COUN 579	CMHC E-4 #1,2,3,4,6, COUN 580; SC E-4 # 2,3,4,5,6, COUN 585	CMHC E-4 #1,2,3,4,6, COUN 581; SC E-4 # 2,3,4,5,6, COUN 586	

KPI 5 Counseling and Helping Relationships, Point 1a of 4 (Case Conceptualization)

Rubric 16: KPI 5 Point 1a of 4: Course Assessment

COUN 556 Theories and Techniques of Counseling: Team Case Conceptualization				
KPI Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 5 Point 1a. Students will demonstrate case conceptualization skills.	Does not appear able to consider the collective problems presented in a case scenario	Is beginning to demonstrate collective understanding of the presenting problems in a given case scenario	Given a case scenario, demonstrates collective understanding of the presenting problems through an accepted theoretical orientation	Given a case scenario, demonstrates collective understanding of the presenting problems through an accepted theoretical orientation AND formulates an appropriate treatment or counseling plan referenced within that understanding.

Table 33. Data for KPI 5 Point 1a

COUN 556: Theories and Techniques of Counseling: Team Case Conceptualization				
KPI 5 point 1a. *Students will demonstrate case conceptualization skills.*	N	Minimum	Maximum	Mean
	9	2	3	2.22

Data Set: KPI_COURSE.sav

KPI 5 Counseling and Helping Relationships, Point 1b of 4 (Essential Interviewing and Counseling Skills)

Rubric 17. KPI 5 Point 1b. Course Assessment

COUN 579 Practicum I: Microskills Analysis 1 and 2				
KPI Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 5 Point 1b *Students will demonstrate competent application of essential interviewing, counseling, and case conceptualization skills.*	Unable to apply interviewing or counseling skills	Shows beginning skills in interviewing and counseling	Able to apply essential interviewing and counseling skills	Skillfully uses interviewing and counseling skills applicable to the needs of the individual client

Table 34. Data for KPL 5 Point 1b

COUN 579: Clinical Practicum I: Microskills Analysis I & II				
KPI 5 point 1b. *Students will demonstrate competent application of essential interviewing, counseling, and case conceptualization skills.*	N	Minimum	Maximum	Mean
	7	2	3	2.29

Data Set: KPI_COURSE.sav

KPI 5 Counseling and Helping Relationships, Point 2a of 4 (Case Conceptualization)

Rubric 18. KPI 5 Point 2a: Clinical Observation

COUN 580/585 Practicum II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 5 Point 2a. E-4 CMHC #14/ SC #13. Case Conceptualization	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
	Significant problems with case conceptualization, such as misunderstanding key theoretical concepts, mixing theories, or missing significant diversity issues	Inconsistent or incorrect use of theory-specific conceptualization elements. Ignores subtle diversity issues	Case conceptualization narrative uses theory-specific concepts to address salient client issues	Thoughtful and specific case conceptualization narrative that includes discussion of major theory-specific elements; addresses diversity and unique client needs	Thoughtful and specific case conceptualization narrative using theory-specific elements; integrates diversity, trauma, substance abuse, and subtle diversity issues; unique and specific

Table 35. Data for KPI 5 Point 2a

COUN 581/585 Practicum II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 5 point 2a. E-4 CMHC 14/SC 13. Theory-specific Case Conceptualization	N	Minimum	Maximum	Mean
	1	5	5	5

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

Insufficient data. Only one of the 2019-2020 completer cohort was enrolled in Practicum II after this item was added to the E-4.The range and mean are not significant in this case because there was only the one candidate rating.

KPI 5 Counseling and Helping Relationships, Point 2b of 4 (Essential Interviewing and Counseling Skills)

Rubric 19. KPI 5 Point 2b. Clinical Observation

COUN 580/585 Practicum II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 5 Point 2b. Essential Interviewing and Counseling Skills	Level 1 *(Unacceptable)*	Level 2 *(Remembers and Understands)*	Level 3 *(Applies Knowledge)*	Level 4 *(Analyzes and Evaluates)*	Level 5 *(Creates)*
CMHC #1/SC #2. Rapport with Clients /Students	Makes the client(s) /student(s) uncomfortable.	Is warm, caring, respectful, non-judgmental, and genuine.	Demonstrates ability to establish working relationships with clients /students.	Is able to analyze and evaluate the level of rapport established with client(s) /student(s).	Creates meaningful responses to enhance rapport with client(s) /student(s), in a manner consistent with Christian ideals.
CMHC #2/SC #3. Management of Process	Jumps from topic to topic and/or engages in chit-chat.	Conducts relatively smooth session with some side-bar discussions that do not contribute to the therapeutic agenda.	Maintains session focused on the therapeutic agenda.	Is able to analyze and evaluate what is happening at each moment during session.	Provides meaningful responses to enhance or improve what is happening at the moment.
CMHC #3/SC #4. Management of Therapeutic Dialog	Does not respond to client/student statements, but moves to next question. Interrupts client /student.	Provides minimal response to client/student comments.	Acknowledges client/student communication before making next comment.	Analyzes and evaluates client/student comments in order to provide meaningful responses.	Provides creative and meaningful responses for client comments.
CMHC #4/SC #5. Delivery of Content	Candidate's questions, comments, and statements are random and lack purpose.	Candidate's questions, comments, and statements seem to have purpose, but candidate appears to be moralizing, lecturing or preaching.	Candidate's questions, comments, and statements are relatively focused and well delivered.	Candidate analyzes and evaluates own questions, comments, and statements in order to improve delivery of content.	Creates meaningful responses to improve delivery of content.
CMHC #6/SC #6	Therapeutic skills are random and do not function to facilitate a therapeutic relationship.	Therapeutic skills are developing, but candidate feels insecure about using them.	Candidate is beginning to feel more comfortable about using therapeutic skills.	Therapeutic skills are used with confidence, and candidate is able to analyze and evaluate their effectiveness.	Uses therapeutic skills creatively; therapeutic skills are well chosen for the situation.

Table 36. Data for KPI 5 Point 2b

COUN 580/581 Practicum II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 5 Point 2b	N	Minimum	Maximum	Mean
CMHC 1/SC 2. Rapport with Clients (KPI_5a)	13	3	5	4.38
CMHC 2/SC 3. Management of Process (KPI_5b)	13	3	5	3.85
CMHC 3/SC 4. Management of Therapeutic Dialog (KPI_5c)	13	3	5	3.85
CMHC 4/SC 5. Delivery of Content (KPI_5d)	13	3	5	3.85
CMHC 6/SC 6. Therapeutic Skills (KPI_5e)	13	3	5	3.77
Overall average				3.94

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

KPI 5 Counseling and Helping Relationships, Point 3a of 4 (Case Conceptualization)

Rubric 20. KPI 5 Point 3a: Clinical Observation

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 5 Point 3a. E-4 CMHC 14/SC 36. Case Conceptualization	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
	Significant problems with case conceptualization, such as misunderstanding key theoretical concepts, mixing theories, or missing significant diversity issues	Inconsistent or incorrect use of theory-specific conceptualization elements. Ignores subtle diversity issues	Case conceptualization narrative uses theory-specific concepts to address salient client issues	Thoughtful and specific case conceptualization narrative that includes discussion of major theory-specific elements; addresses diversity and unique client needs	Thoughtful and specific case conceptualization narrative using theory-specific elements; integrates diversity, trauma, substance abuse, and subtle diversity issues; unique and specific

Table 37. Data for KPI 5 Point 3a

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 5 point 3a. E-4 CMHC 14/SC 13. Theory-specific Case Conceptualization	N	Minimum	Maximum	Mean
	13	4	5	4.62

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

Levels 4 and 5 are expected at conclusion of Internship II. This range and mean are in line with the expectation.

KPI 5 Counseling and Helping Relationships, Point 3b of 4 (Essential Interviewing and Counseling Skills)

Rubric 21. KPI 5 Point 3b. Clinical Observation

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 5 Point 3b. Essential Interviewing and Counseling Skills	Level 1 *(Unacceptable)*	Level 2 *(Remembers and Understands)*	Level 3 *(Applies Knowledge)*	Level 4 *(Analyzes and Evaluates)*	Level 5 *(Creates)*
CMHC #1/SC #2. Rapport with Clients /Students	Makes the client(s) /student(s) uncomfortable.	Is warm, caring, respectful, non-judgmental, and genuine.	Demonstrates ability to establish working relationships with clients /students.	Is able to analyze and evaluate the level of rapport established with client(s) /student(s).	Creates meaningful responses to enhance rapport with client(s) /student(s), in a manner consistent with Christian ideals.
CMHC #2/SC #3. Management of Process	Jumps from topic to topic and/or engages in chit-chat.	Conducts relatively smooth session with some side-bar discussions that do not contribute to the therapeutic agenda.	Maintains session focused on the therapeutic agenda.	Is able to analyze and evaluate what is happening at each moment during session.	Provides meaningful responses to enhance or improve what is happening at the moment.
CMHC #3/SC #4. Management of Therapeutic Dialog	Does not respond to client/student statements, but moves to next question. Interrupts client /student.	Provides minimal response to client/student comments.	Acknowledges client/student communication before making next comment.	Analyzes and evaluates client/student comments in order to provide meaningful responses.	Provides creative and meaningful responses for client comments.

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice (continued)					
KPI 5 Point 3b. Essential Interviewing and Counseling Skills	Level 1 *(Unacceptable)*	Level 2 *(Remembers and Understands)*	Level 3 *(Applies Knowledge)*	Level 4 *(Analyzes and Evaluates)*	Level 5 *(Creates)*
CMHC #4/SC #5. Delivery of Content	Candidate's questions, comments, and statements are random and lack purpose.	Candidate's questions, comments, and statements seem to have purpose, but candidate appears to be moralizing, lecturing or preaching.	Candidate's questions, comments, and statements are relatively focused and well delivered.	Candidate analyzes and evaluates own questions, comments, and statements in order to improve delivery of content.	Creates meaningful responses to improve delivery of content.
CMHC #6/SC #6	Therapeutic skills are random and do not function to facilitate a therapeutic relationship.	Therapeutic skills are developing, but candidate feels insecure about using them.	Candidate is beginning to feel more comfortable about using therapeutic skills.	Therapeutic skills are used with confidence, and candidate is able to analyze and evaluate their effectiveness.	Uses therapeutic skills creatively; therapeutic skills are well chosen for the situation.

Table 38. Data for KPI 5 Point 3b

COUN 581/586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice				
KPI 5 Point 3b: Essential Counseling and Interviewing Skills	N	Minimum	Maximum	Mean
CMHC 1/SC 2. Rapport with Clients (KPI_5a)	13	4	5	4.92
CMHC 2/SC 3. Management of Process (KPI_5b)	13	4	5	4.69
CMHC 3/SC 4. Management of Therapeutic Dialog (KPI_5c)	13	4	4	4.77
CMHC 4/SC 5. Delivery of Content (KPI_5d)	13	4	5	4.62
CMHC 6/SC 6. Therapeutic Skills (KPI_5e)	13	4	5	4.77
Summary for KPI 5 Point 3b				4.75

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

KPI 5 Counseling and Helping Relationships, Point 4 of 4

Comprehensive Final[11]

Chart 15. CPCE Z-Score Distribution of 2019-2020 Completers, Common Core Area 5
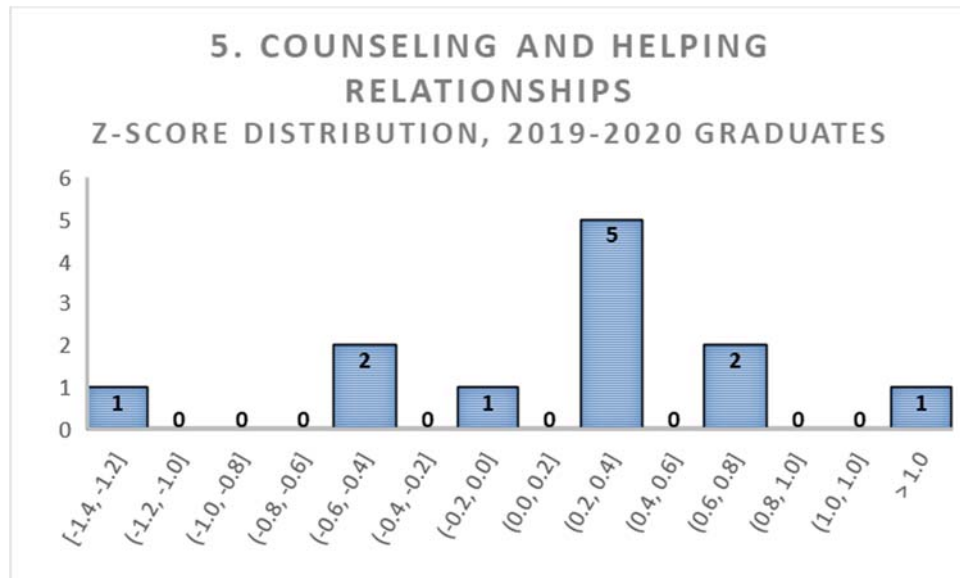
Data Set: KPI_CPCE.sav

GROUP COUNSELING AND GROUP WORK

KPI 6: The student will demonstrate thorough understanding of theoretical foundations of group counseling and group work.

Table 39. Summary of Assessment Points for KPI 6

#	KPI Area	Point 1	Point 2	Point 3	Point 4
KPI 6	Group Counseling and Group Work	Group Facilitation and Reflective Paper, COUN 553	CMHC E-4 #18, COUN 580; SC E-4 #21, COUN 585	CMHC E-4 #18, COUN 581; SC E-4 #21, COUN 586	CPCE: Group Counseling and Group Work

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[11] CPCE: Counselor Preparation Comprehensive Examination by the Center for Credentialing and Education. See narrative on page 26.

KPI 6 Group Counseling and Group Work, Point 1 of 4

Rubric 22. For KPI 6 Point 1. Course Assessment

COUN 553 Group Counseling and Procedures: Group Proposal and Reflective Paper				
KPI 6 Point 1. *The student will demonstrate thorough understanding of theoretical foundations of group counseling and group work.*	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
	Little or no understanding of the theoretical foundations of group counseling or group work	Demonstrates some understanding of the theoretical foundations of group counseling and/or group work	Demonstrates competent knowledge of theoretical foundations of group counseling and group work	Demonstrates competent knowledge of theoretical foundations of group counseling and group work AND ability to design an appropriate group process within the framework of the theoretical foundations

Table 40. Data for KPI 6 Point 1

COUN 553 Group Counseling and Procedures: Group Proposal and Reflective Paper				
KPI 6 Point 1. *The student will demonstrate thorough understanding of theoretical foundations of group counseling and group work.*	N	Minimum	Maximum	Mean
	12	2	3	2.83

Data Set: KPI_COURSE.sav

KPI 6, Group Counseling and Group Work, Point 2 of 4

Rubric 23. For KPI 6 Point 2: Clinical Observation

COUN 581/COUN 586 Clinical Internship II: E-4 Evaluation of Candidate's Clinical Practice, CMHC 18/SC 21					
KPI 6 Point 2. *Small Groups for Clients'/Students' Identified Needs or Interests*	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
	Does not know how to conduct small groups to respond to clients/students' identified needs or interests.	Has knowledge of how small groups work, but feels inadequate or appears insecure about applying that knowledge in an actual group.	Conducts small groups with clients/students, but guidance and support from site supervisor are still needed in order to ensure effectiveness.	Is able to analyze and evaluate his/her own performance as a small group counselor.	Conducts effective, interactive small groups without much direction from site supervisor.

Table 41. KPI 6 Point 2. COUN 580/585 Practicum II

COUN 580/585 Practicum II. E-4 Evaluation of Candidate's Clinical Practice,				
KPI 6 point 2. CMHC 18/SC 21. *Small Groups for Clients'/Students' Identified Needs or Interests*	N	Minimum	Maximum	Mean
	12	2	5	3.75

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

KPI 6, Group Counseling and Group Work, Point 3 of 4

Rubric 24. For KPI 6 Point 3. Clinical Observation

KPI 6 Point 3. Clinical Observation COUN 581/COUN 586					
E-4 CMHC #18/SC #21	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
Small Groups for Clients'/Students' Identified Needs or Interests	Does not know how to conduct small groups to respond to clients/students' identified needs or interests.	Has knowledge of how small groups work, but feels inadequate or appears insecure about applying that knowledge in an actual group.	Conducts small groups with clients/students, but guidance and support from site supervisor are still needed in order to ensure effectiveness.	Is able to analyze and evaluate his/her own performance as a small group counselor.	Conducts effective, interactive small groups without much direction from site supervisor.

Table 42. Data for KPI 6 Point 3

COUN 581/586 Clinical Internship II. E-4 Evaluation of Candidate's Clinical Practice				
KPI 6 Point 3. CMHC 18/SC 21. *Small Groups for Clients'/Students' Identified Needs or Interests*	N	Minimum	Maximum	Mean
	12	4	5	4.92

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

KPI 6, Group Counseling and Group Work, Point 4 of 4

Comprehensive Final[12]

Chart 16. CPCE Z-Score Distribution of 2019-2020 Completers, Common Core Area 6
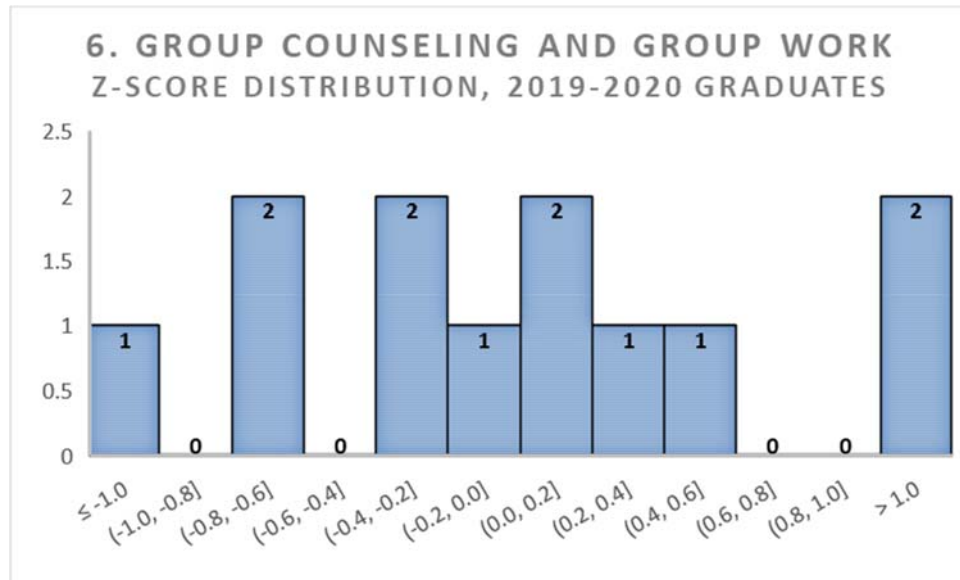
Dataset: KPI_CPCE.sav

ASSESSMENT AND TESTING

KPI 7: The students will understand assessment processes and will be able to evaluate and provide intervention based on IQ and achievement, personality, career, behavioral, and diagnostic assessments.

Table 43. Summary of Assessment Points for KPI 7

#	KPI Area	Point 1	Point 2	Point 3	Point 4
KPI 7	Assessment and Testing	Exams, Midterm and Final, COUN 530	CMHC E-4 #11, COUN 580; SC E-4 #10, COUN 585	CMHC E-4 #11, COUN 581; SC E-4 #10, COUN 586	CPCE: Assessment and Testing

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[12] CPCE: Counselor Preparation Comprehensive Examination by the Center for Credentialing and Education. See narrative on page 26.

KPI 7 Assessment and Testing, Point 1 of 4

Rubric 25. KPI 7 Point 1: Course Assessment

COUN 530 Assessment and Appraisal: Midterms and Final				
KPI Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 7 Point 1. *The students will understand assessment processes and will be able to evaluate and provide intervention based on IQ and achievement, personality, career, behavioral, and diagnostic assessments.*	Unable to identify and/or interpret assessments relevant to the presenting case.	Identifies and interprets relevant assessments; is beginning to align intervention with the assessments.	Demonstrates competency in designing intervention aligned with IQ and achievement, personality, career, behavioral, and/or diagnostic assessments as appropriate to the presenting case.	Consistently implements effective interventions aligned with relevant achievement, personality, career, behavioral, and/or diagnostic assessments as appropriate to the presenting case.

Table 44. Data for KPI 7 Point 1

COUN 530 Assessment and Appraisal: Midterm and Final Exams				
KPI 7 point 1. *The students will understand assessment processes and will be able to evaluate and provide intervention based on IQ and achievement, personality, career, behavioral, and diagnostic assessments.*	N	Minimum	Maximum	Mean
	8	2	3	2.19

Data Set: KPI_COURSE.sav

KPI 7 Assessment and Testing, Point 2 of 4

Rubric 26. For KPI 7 Point 2. Clinical Observation

COUN 580/585 Practicum II: E-4 Evaluation of Candidate's Clinical Practice					
KPI 2 Point 2. E-4 CMHC #11/SC #10. Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
	Candidate does not conduct assessment before setting goals.	Candidate conducts assessment, but assessment may be incomplete.	Does not rush to provide answers or to problem-solve, but conducts thorough assessment before discussing goals.	Analyzes appropriateness of the assessment conducted, and evaluates its accuracy.	Provides appropriate and accurate assessment.

Table 45. Data for KPI 7 Point 2

COUN 580/585 Practicum II. E-4 Evaluation of Candidate's Clinical Practice				
KPI 7 point 2. CMHC 11/SC 10. Assessment	N	Minimum	Maximum	Mean
	13	3	5	3.69

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

Level 3 is expected at conclusion of Practicum II. This range and mean are within the expectation.

KPI 7 Assessment and Testing, Point 3 of 4

Rubric 27. For KPI 7 Point 3. Clinical Observation

COUN 581/586 Clinical Internship II. E-4 Evaluation of Candidate's Clinical Practice					
KPI 7 Point 2. E-4 CMHC 11/SC 10 Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
	(Unacceptable)	(Remembers and Understands)	(Applies Knowledge)	(Analyzes and Evaluates)	(Creates)
	Candidate does not conduct assessment before setting goals.	Candidate conducts assessment, but assessment may be incomplete.	Does not rush to provide answers or to problem-solve, but conducts thorough assessment before discussing goals.	Analyzes appropriateness of the assessment conducted, and evaluates its accuracy.	Provides appropriate and accurate assessment.

Table 46. Data for KPI 7 Point 3

COUN 580/586 Clinical Internship II. E-4 Evaluation of Candidate's Clinical Practice				
KPI 7 point 3. E-4 CMHC 11/SC 10. Assessment	N	Minimum	Maximum	Mean
	13	4	5	4.54

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

Levels 4 and 5 are expected at conclusion of Internship II. This range and mean are within the expectation.

KPI 7 Assessment and Testing, Point 4 of 4

Comprehensive Final[13]

Chart 17. CPCE Z-Score Distribution of 2019-2020 Completers, Common Core Area 7

7. ASSESSMENT AND TESTING
Z-SCORE DISTRIBUTION, 2019-2020 GRADUATES
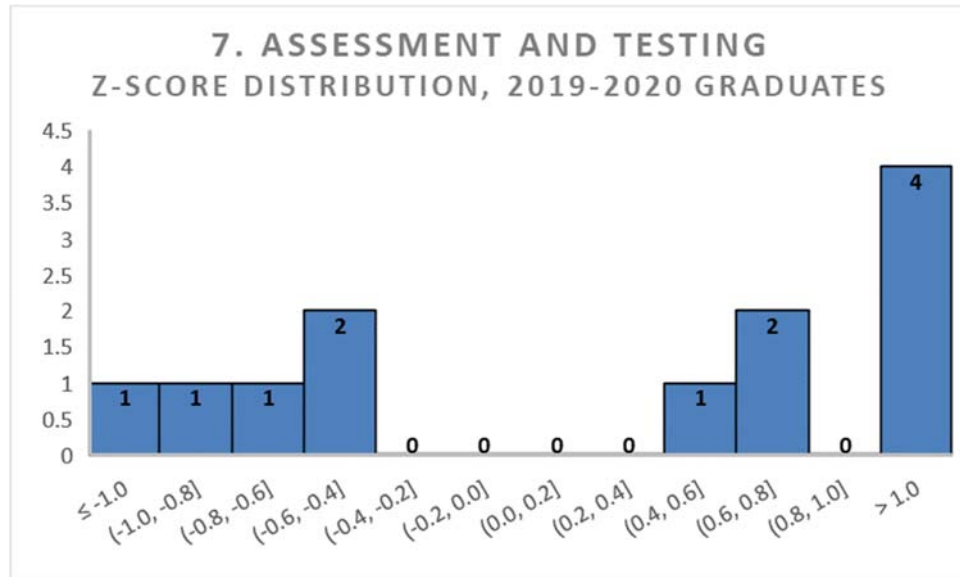
Dataset: KPI_CPCE.sav

RESEARCH AND PROGRAM EVALUATION

KPI 8: The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.

Table 47. Summary of Assessment Points for KPI 8

#	KPI Area	Point 1	Point 2	Point 3
KPI 8	Research and Program Evaluation	Research Proposal, COUN 598	Case Study, COUN 581/586	CPCE: Research and Program Evaluation

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[13] CPCE: Counselor Preparation Comprehensive Examination by the Center for Credentialing and Education. See narrative on page 26.

KPI 8 Research and Program Evaluation, Point 1 of 3

Rubric 28. For KPI 8 Point 1. Course Assessment

COUN 598 Research and Program Evaluation: Research Proposal				
KPI Expectation	Undeveloped (1)	Developing (2)	Meets Expectation (3)	Exceeds Expectation (4)
KPI 8 Point 1. *The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.*	Little or no apparent understanding of the role or conduct of research, needs assessments, or outcome measures as related to counseling interventions and programs.	Shows some understanding of the role and/or conduct of research to support evaluation of counseling interventions and/or programs	Demonstrates competent knowledge of research, needs assessments, and outcome measures as means to support evaluation of counseling interventions and programs.	Demonstrates ability to apply knowledge of needs assessments, establish outcome measures and competently follow accepted research practices in evaluating the effectiveness of interventions and programs.

Table 48. Data for KPI 8 Point 1

COUN 598 Research and Program Evaluation: Research Proposal				
KPI 8 point 1 *The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.*	N	Minimum	Maximum	Mean
	10	2	3	2.3

Data Set: KPI_COURSE.sav

KPI 8 Research and Program Evaluation, Point 2 of 3

Rubric 29. For KPI 8 Point 2: Course Assessment

COUN 581 CMHC/COUN 586 SC Clinical Internship: Case Study				
Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3
KPI 8 Point 2. *The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.*	Little or no apparent understanding of the role or conduct of research, needs assessments, or outcome measures as related to counseling interventions and programs.	Shows some understanding of the role and/or conduct of research to support evaluation of counseling interventions and/or programs	Demonstrates competent knowledge of research, needs assessments, and outcome measures as means to support evaluation of counseling interventions and programs.	Demonstrates ability to apply knowledge of needs assessments, establish outcome measures and competently follow accepted research practices in evaluating the effectiveness of interventions and programs.

Table 49. Data for KPI 8 Point 2

COUN 581 / COUN 586 Clinical Internship CMHC/SC: Case Study				
KPI 8 point 2. *The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.*	N	Minimum	Maximum	Mean
	11	2	3	2.36

Data Set: KPI_COURSE.sav

KPI 8 Research and Program Evaluation, Point 3 of 3

Comprehensive Final [14]

Chart 18. CPCE Z-Score Distribution of 2019-2020 Completers, Common Core Area 8
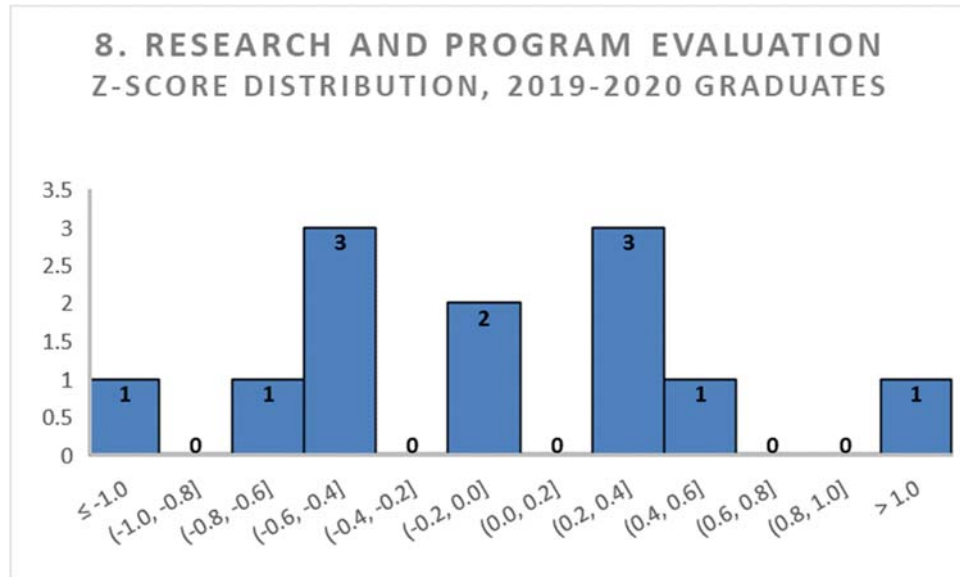
Dataset: KPI_CPCE.sav

Specialty Area: Clinical Mental Health Counseling

KPI 9: Clinical Mental Health Counseling emphasis students will demonstrate competence in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.

Table 50. Summary of Assessment Points for KPI 9

#	KPI Area	Point 1	Point 2	Point 3
KPI 9	Diagnostic Process	2nd Case Report, COUN 521	CMHC E-4 # 5, COUN 580	CMHC E-4 #5, COUN 581

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[14] CPCE: Counselor Preparation Comprehensive Examination by the Center for Credentialing and Education. See narrative on page 26.

KPI 9 Specialty Area Clinical Mental Health Counseling, Point 1 of 3

Rubric 30. For KPI 9 Point 1: Course Assessment

<table>
<tr>
<td colspan="5">COUN 521 Pathology: 2nd Case Report</td>
</tr>
<tr>
<td>KPI Expectation</td>
<td>Undeveloped (0)</td>
<td>Developing (1)</td>
<td>Meets Expectation (2)</td>
<td>Exceeds Expectation (3)</td>
</tr>
<tr>
<td>KPI 9 Point 1. Clinical Mental Health Counseling emphasis students will demonstrate competence in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.</td>
<td>Unable to follow accepted diagnostic process.</td>
<td>Is beginning to use the diagnostic process.</td>
<td>Demonstrates competence in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.</td>
<td>Consistently implements the diagnostic process, including differential diagnosis and use of current diagnostic classification systems.</td>
</tr>
</table>

Table 51. Data for KPI 9 Point 1

COUN 521 Psychopathology: Second Case Report				
KPI 9 Point 1 *Clinical Mental Health Counseling emphasis students will demonstrate competence in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.*	N	Minimum	Maximum	Mean
	1	2	2	2

Dataset: KPI_COURSE.sav

Insufficient N. Only one candidate took COUN 521 after KPI tracking was initiated in Fall 2019. Range and mean are insignificant in this case.

KPI 9 Specialty Area Clinical Mental Health Counseling, Point 2 of 3

Rubric 31. For KPI 9 Point 2

COUN 580 Practicum II: E-4 Evaluation of Candidate's Clinical Practice, Item CMHC 5					
	Level 1	Level 2	Level 3	Level 4	Level 5
KPI 9 Point 2. Diagnostic Process	*(Unacceptable)*	*(Remembers and Understands)*	*(Applies Knowledge)*	*(Analyzes and Evaluates)*	*(Creates)*
	Lacks understanding of DSM diagnoses and lacks skills to apply.	Has a working knowledge of DSM diagnoses but lacks skills to apply knowledge.	Has a working knowledge of DSM diagnoses, and emerging skills for application of knowledge.	Is able to diagnose with supervision and is confident with therapeutic skills for treatment.	Is comfortable with diagnosis and therapeutic treatment.

Table 52. Data for KPI 9 Point 2 of 3

COUN 580 Practicum II: E-4 Evaluation of Candidate's Clinical Practice, Item CMHC #5				
KPI 9 point 2. Diagnostic Process	N	Minimum	Maximum	Mean
	1	5	5	5

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

Insufficient N. Only one candidate took COUN 580 (Practicum II) after this item had been added to the CMHC E-4 in F19. The others had already taken Practicum II. Range and mean are insignificant in this case.

Note: Level 3 is expected by conclusion of Practicum II. Level 4 or 5 is expected at conclusion of Internship II.

KPI 9 Specialty Area Clinical Mental Health Counseling, Point 3 of 3

Rubric 32. Rubric for KPI 9 Point 2. Clinical Observation

COUN 581 Internship II. E-4 Evaluation of Candidate's Clinical Practice					
KPI 9 Point 3 E-4 CMHC #5. *Diagnostic Process*	Level 1 *(Unacceptable)*	Level 2 *(Remembers and Understands)*	Level 3 *(Applies Knowledge)*	Level 4 *(Analyzes and Evaluates)*	Level 5 *(Creates)*
	Lacks understanding of DSM diagnoses and lacks skills to apply.	Has a working knowledge of DSM diagnoses but lacks skills to apply knowledge.	Has a working knowledge of DSM diagnoses, and emerging skills for application of knowledge.	Is able to diagnose with supervision and is confident with therapeutic skills for treatment.	Is comfortable with diagnosis and therapeutic treatment.

Table 53. Data for KPI 9 Point 3

COUN 581 CMHC Practicum II: E-4 CMHC #5				
KPI 9 point 3	N	Minimum	Maximum	Mean
	5	4	5	4.4

Data Set: KPI_2020_E4_CMH_SC_Combined.sav

The N of 5 represents all the CMHC completers of the 2019-2020 cohort, including the one dual emphasis candidate.

Level 3 is expected by conclusion of Practicum II. Levels 4 or 5 are expected at conclusion of Internship II.

The Counselor Preparation Comprehensive Exam (CPCE) addresses only the eight core areas. It does not cover any of the specialty areas, so no comprehensive final scores are available for this KPI.

Specialty Area: School Counseling

KPI 10: School Counseling emphasis students will demonstrate competence in the design and evaluation of a school counseling program

Table 54. Summary of Assessment Points for KPI 10

#	KPI Area	Point 1	Point 2
KPI 10	Design and Evaluation of School Counseling Program	Handbook Assessment, COUN 577	Program Evaluation Assessment, COUN 598

KPI 10 Specialty Area School Counseling, Point 1 of 2

Rubric 33. Rubric for KPI 10 Point 1

COUN 577 Administration of School Counseling Services: Handbook Assessment				
Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 10, point 1. *Student is able to envision and describe an overall school counseling program (Overall portrayal)*	No overall portrayal or description of the school's guidance counseling program OR description of the school guidance program addresses fewer than four components of a program	Written or model graphic description of the school's guidance counseling program, including at least four components to address the school's needs	Model graphic portrays the school's guidance counseling program, including all components to address the schools' needs, and contains brief written explanations for each component	Model graphic portrays the school's guidance counseling program, including all components to address the schools' needs, and includes thorough written explanations for each of the components

COUN 577 Administration of School Counseling Services: Handbook Assessment (continued)				
Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
Student is able to plan an overall school counseling program (Description)	No description of the school's counseling plan OR description addresses fewer than four components expected in a school counseling plan	Written counseling plan including up to four components such as: budget, staffing, physical space, technology, outside referral resources information, vision and mission statements, confidentiality policy, and offerings of services-- classroom guidance lesson presentations, small group, individual, as well as school social work services, career and college guidance services.	A brief description of the school's counseling plan (including all of the components: budget, staffing, physical space, technology, outside referral resources information, vision and mission statements, confidentiality policy, and offerings of services-- classroom guidance lesson presentations, small group, individual, as well as, school social work services, career and college guidance services)	A thorough description of the school's counseling plan (including each of the components of: budget, staffing, physical space, technology, outside referral resources information, vision and mission statements, confidentiality policy, and offerings of services-- classroom guidance lesson presentations, small group, individual, as well as, school social work services, career and college guidance services)
Student is able to describe management systems for the program (Management Systems)	No description of the management systems for the program OR description addresses fewer than three systems	Description of management systems for the program including at least three of the following systems: Advisory Council, school calendar, weekly calendar of counselor time, action plan to include parents	A basic description of management systems for the program (including Advisory Council, school calendar, weekly calendar of counselor time distribution broken down by percentages, and an Action Plan to include parents in the school counseling program)	A thorough description of management systems for the program (including Advisory Council, school calendar, weekly calendar of counselor time distribution broken down by percentages, and an Action Plan to include parents in the school counseling program)

COUN 577 Administration of School Counseling Services: Handbook Assessment (continued)				
Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
Student is able to list and explain the program's delivery system. (Listing and Explanation of Delivery)	No listing or explanation of the program's delivery system, OR listing or explanation of the delivery system without reference to State's required Response to Intervention, special education programs, or a School Crisis Intervention Manual	Listing and brief explanation of the program's delivery system with reference to State's required Response to Intervention policy, special education programs within the school, and a School Crisis Intervention Manual	A listing and explanation of the program's delivery system (including collaboration with the State's required Response to Intervention policy and also special education programs within the school, and a School Crisis Intervention Manual)	A listing and thorough explanation of the program's delivery system (including collaboration with the State's required Response to Intervention policy and also special education programs within the school, and a School Crisis Intervention Manual)
Student is able to list and explain accountability procedures for the program. (Accountability procedures)	No listing or explanation of the program's accountability procedures	Listing and basic explanation of program accountability procedures with reference to the American School Counselor Association's standards and including at least four of the following procedures: surveys from students, staff, and/or parents; pre- and post-tests given during student classroom guidance lessons; counselor work performance evaluation models; self-evaluations completed by counseling staff	A brief explanation of each of the Accountability procedures, based upon the American School Counselor Association's standards: including samples of surveys from students, staff, and parents; pre- and post- tests given during student classroom guidance lessons; counselor work performance evaluation models; self-evaluations completed by counseling staff; and a guide to interpret and communicate these accountability procedures	A thorough explanation of each of the Accountability procedures, based upon the American School Counselor Association's standards: including samples of surveys from students, staff, and parents; pre- and post- tests given during student classroom guidance lessons; counselor work performance evaluation models; self-evaluations completed by counseling staff; and a guide to interpret and communicate these accountability procedures

Table 55. Data for KPI 10 Point 1

COUN 577 Administration of School Counseling Services: Handbook Assessment				
KPI 10 point 1	N[15]	Minimum	Maximum	Mean
	7	3	3	3

Data Set: KPI_COURSE.sav

KPI 10 Specialty Area School Counseling, Point 2 of 2

Rubric 34. Rubric for KPI 10 Point 2. Course Assessment

COUN 598 Research and Program Evaluation: Program Evaluation Assessment				
KPI Expectation	Undeveloped (0)	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
KPI 10 Point 2. *School Counseling emphasis students will demonstrate competence in the design and evaluation of a school counseling program.*	Little or no apparent understanding of how to design or evaluate a school counseling program.	Shows some understanding of how to design and/or evaluate a school counseling program	Demonstrates competent understanding of how to design and evaluate a school counseling program	Demonstrates competent understanding of how to design and evaluate a school counseling program, taking into account the needs and characteristics specific to the school and the student population

Table 56. Data for KPI 10 Point 2

COUN 598 Research & Program Evaluation: Program Evaluation Assessment				
KPI 10 point 2	N[16]	Minimum	Maximum	Mean
	7	2	2	2

Data Set: KPI_COURSE.sav

The Counselor Preparation Comprehensive Exam (CPCE) addresses only the eight core areas. It does not cover any of the specialty areas, so no comprehensive final scores are available for this KPI.

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[15] N of 7 represents all School Counseling candidates of the 2019-2020 completer cohort, but not the dual emphasis candidate. That individual took COUN 577 prior to the implementation of KPI tracking.
[16] N of 7 represents all School Counseling candidates of the 2019-2020 completer cohort, but not the dual emphasis candidate. That individual took COUN 598 prior to the implementation of KPI tracking.

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