

## Assessment Report 2014-2015

The Kansas State University College of Education Unit Assessment System is designed to collect data, analyze findings and make judgments about candidate, program and unit performance and operations. Monitoring is achieved through ongoing assessment of candidates' content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, dispositions, impact on learning and unit operations. Expectations for counseling candidates are based on the standards of the CACREP and KSDE standards.

The conceptual framework is the foundation for all of the programs in the unit. The conceptual framework supports the unit's vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The conceptual framework serves as a guide for content and assessments in courses and field-based experiences in this program. Originating with the unit's 1992 knowledge base for professional practice and influenced by Charlotte Danielson's Framework for Teaching (1996, 2007), the unit's conceptual framework reflects current research, state and national standards, and advice from professionals in the field of practice. The counselor education programs work to uphold the college's mission statement as described below.

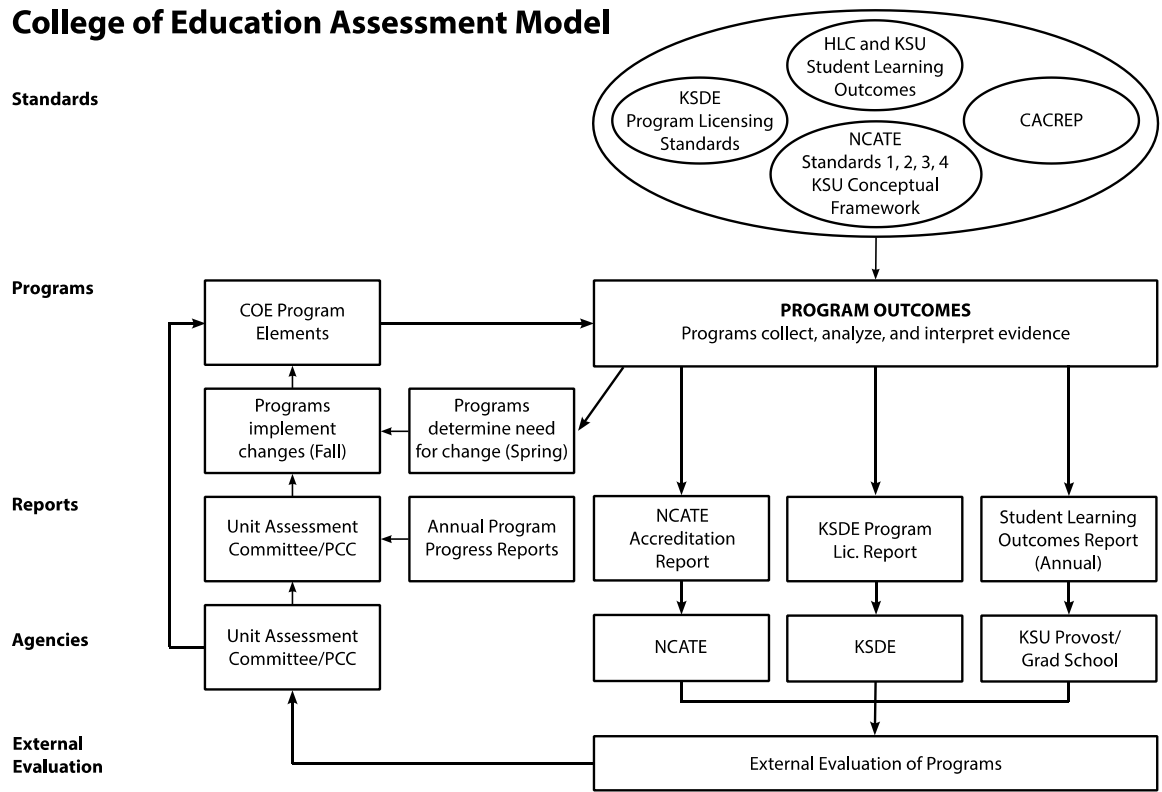
Our mission is fulfilled through:

- Delivery of exemplary instruction to students at the undergraduate and graduate levels;
- Production, interpretation, and dissemination of sound and useful research and scholarship;
- Leadership, collaboration, and service within the profession; and
- Promotion, understanding, and celebration of diversity.

The conceptual framework includes 13 standards and nine dispositions organized into four categories of professional practice. The four categories of the conceptual framework are (1) Perspectives and Preparation, (2) Learning Environment, (3) Instructional Practices, and (4) Professionalism. Furthermore, Category 1 has four subcomponents: (a) Foundations of Education, (b) Students and Learning, (c) Content and Pedagogy, and (d) Planning. All course syllabi for courses required in this program organize their course goals within the four categories of the unit's conceptual framework.

## College of Education Assessment Model

### College of Education Assessment Model



**Demographics and Diversity- Diversity of Candidates in Professional Education** Kansas State University College of Education

During 2013-2015 the master’s and PhD programs averaged 50 students in the master’s program and 14 in the doctoral program. Although, select semesters appear to reflect higher enrollments, students graduated as new students were beginning. School Counseling master’s candidates must demonstrate social diversity and multicultural competencies, which is a part of the CACREP (Council for the Accreditation of Counseling and Related Programs) Kansas State Department of Education accreditation process. Candidates’ knowledge is assessed based on content assessments (e.g., PRAXIS, EDCEP 877 final exam). Knowledge and application of diversity and multicultural competencies are assessed on the master’s comprehensive examination. Candidates’ multicultural knowledge, skills, and awareness related to counseling are assessed based on the Multicultural Counseling Competencies Portfolio, which is a required assessment when candidates complete EDCEP 951. As part of this portfolio, candidates demonstrate a plan to show multicultural competencies in school and work settings and the ability to apply multicultural helping skills. Also, school counseling candidates are evaluated on their ability to address differences in working with students as part of the internship experience. Throughout the master’s program, students collect artifacts and evidence of mastery of multicultural competencies for inclusion their program portfolios.

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution %	Candidates in M.S. in School Counseling n (%)	Candidates in PhD in Counselor Education & Supervision n (%)
<b>Hispanic/Latino of any race</b>	76 (5.2%)	53 (6.5%)	1,419 (6.3%)	11.2%	1 (2%)	0
<b>For individuals who are non-Hispanic/ Latino only</b>						
<b>American Indian or Alaska Native</b>	6 (0.4%)	3 (0.4%)	94 (0.4%)	1.2%	0	0
<b>Asian</b>	21 (1.4%)	15 (1.9%)	381 (1.7%)	2.7%	0	1 (6.7%)
<b>Black or African American</b>	34 (2.3%)	54 (6.6%)	954 (4.2%)	6.2%	3 (7%)	1 (6.7%)
<b>Native Hawaiian or Other Pacific Islander</b>	0	2 (0.2%)	36 (0.2%)	0.1%	0	0

<b>White</b>	1,281 (86.8%)	653 (80.3%)	18,549 (82.4%)	77.1%	37 (90%)	12 (80%)
<b>Two or more races</b>	37 (2.5%)	19 (2.3%)	695 (3.1%)	2.7%	0	1 (6.7%)
<b>Race/Ethnicity Unknown</b>	20 (1.4%)	14 (1.7%)	391 (1.7%)	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>1475</b>	<b>813</b>	<b>22,519</b>		<b>41</b>	<b>15</b>
<b>Male</b>	367 (24.9%)	268 (33%)	11,417 (50.7%)	49.8%	7 (17%)	4 (26%)
<b>Female</b>	1108 (75.1%)	545 (67%)	11,102 (49.3%)	50.2%	34 (83%)	11 (73%)
<b>TOTAL</b>	<b>1475</b>	<b>813</b>	<b>22,519</b>	<b>Kansas</b>	<b>41</b>	<b>15</b>

Candidates in Initial Programs: These figures include students in pre-professional and professional education in fall 2014.

Candidates in Advanced Programs: These figures include unique students enrolled in courses in fall 2014 in graduate certificate programs, master's programs, and doctoral programs in education. The figures do not include 64 non-resident aliens.

All Students in the Institution: These figures do not include 2,247 non-resident aliens.

Candidates in the M.S. in School Counseling and the Ph.D. in Counselor Education and Supervision programs are continually and systematically assessed. These evaluations include assessments of students' academic performance, professional development and personal development. The process for master's students is discussed on page 30 in the [Counselor Education Handbook](#). Multiple data points using [Key Assessments](#) are used in the assessment process for master's students as discussed on page 30 in the [Counselor Education Handbook](#). [Key Assessments](#) and a discussion of the results used in the counseling program are listed below, discussed in the [M.S. in School Counseling Program Evaluation Report](#) and correlated in two matrices, the [CACREP. KSDE.KSU Standards Matrix](#) and the [CACREP School Counselor Standards and Courses Matrix](#).

- [Key Assessment](#) 1. Praxis II Data Aligned w Standards
- a. Scores w Means Fall 2013-Summer 2105
  - b. Praxis 2012-2014 ETS Exam Data

- [Key Assessment](#) 2. Counseling Portfolio
- a. Portfolio Scoring Guide w Means-F 13
  - b. Portfolio Scoring Guide w Means-Sp14
  - c. Portfolio Scoring Guide w Means-F 14
  - d. Portfolio Scoring Guide w Means-Sp15

- [Key Assessment](#) 3. Counseling Internship Evaluation and Data Table

- [Key Assessment](#) 4. Evaluation of K-12 Student Learning Project
- [Key Assessment](#) 5. Course Grades with Grade Criteria and Standards Correlations
- [Key Assessment](#) 6. Comprehensive Exam Data Table and Standard Alignment
- [Key Assessment](#) 7. Appraisal Data Analysis Scoring Guide and Data Table
- [Key Assessment](#) 8. Consultation Field Experience Project Data Table
- 9. MS Graduate Dispositions Inventory Means, F 14-Sum 2015
- 10. Self-Efficacy/Competencies Scale (formative assessment)
- 11. Counseling Practicum Evaluation Instrument (formative assessment)

If a student, M.S. or Ph.D., begins to experience academic difficulty or demonstrate concerning dispositions, a faculty member(s) would implement the Department Retention Policy in the [Counselor Education Handbook](#), page 14. If the matter is not resolved and the student wishes to pursue recourse, KSU Graduate School policies and procedures are included in [Counselor Education Handbook](#), pages 14-16, and on the Graduate School webpage. The counselor disposition scale is completed by candidates for self-reflection at the beginning of their program, the middle of their program (generally Practicum) and again during their final semester of the program (generally Internship). Faculty members meet and discuss issues or concerns regarding dispositions and behaviors. The program and CACREP Standards and Department Retention Policy, in the [Counselor Education Handbook](#), page 14, are referenced in the dispositional standards. Addressing students of concern and grievance department and graduate school policies and procedures are consistent for masters and doctoral students. If a student's GPA in the program is less than a 3.0, the Graduate School places the student on academic probation. Academic probation policies for master's students are included in the [Graduate Handbook](#), Chapter 2, *The Master's Student*, Section F. 2. Policies and procedures for dismissal and reinstatement of doctoral students are located in Chapter 3, *The Doctoral Student*, Section G. The policies are also included in the [Counselor Education Handbook](#). The chart below describes the formative and summative assessments administered in the program.

Program assessment, student assessment faculty evaluation and course evaluations are conducted each semester for the purpose of continuous improvement. The assessment, timeline, and the program faculty responsible for the assessment are listed in the table.

<b>Time-Line</b>	<b>Assessment</b>	<b>Faculty Responsible for Assessment</b>
<b>Assessment of Student Learning</b>		
Fall & Spring semesters of Practicum	Counselor Self-Efficacy Scale	Practicum and Principles Professor
Fall & Spring semesters of Practicum	Counselor Competencies Scale	Practicum Professor

Fall & Spring semesters of Practicum	Dispositional Standards Inventory	Practicum Professor
Ongoing process throughout the Program	Key Assessments: Student grades, performance evaluations, rubrics, case studies/simulations, portfolio & content tests	Faculty
First counseling core course student enrolls, Practicum, and Internship	Portfolio-Submitted multiple times throughout program, summative evaluation during <b>final semester</b>	Course Instructors and Faculty Advisors
Final semester or immediately following program completion	<b>Praxis II-Final Semester</b>	Candidates and Faculty Advisors
Practicum	Performance Evaluation (twice during semester)	Practicum Professor
Internship	Performance Evaluation- <b>Final 2 semesters</b>	Internship Professor
Fall and Spring	Benchmark Reviews-PhD	Advisor and Committee
Fall and Spring	Site Supervisor Evaluation of Interns	Internship Professor & Site Supervisor
Fall and Spring	Student Evaluation of Internship Sites	Internship Professor & Site Supervisor
Ongoing	Retention Plan for Students Experiencing Academic, Personal/Social/Career/Emotional Challenges	Counselor Education Faculty

Annually in November & April	Comprehensive Exams for Master's Candidates and Preliminary Exams for PhD Candidates <b>Final semester of coursework</b> Dissertation Defense-Completion of Dissertation Process-PhD	Department Chair and Advisor
<b>Program Evaluation</b>		
Alternate Years	Program Alumni Survey	Counselor Education Coordinator
Every Three Years	Program, data, & syllabi review by Advisory Committee	Counselor Education Coordinator
Alternate Years	Program Employer (Principal) Survey	Counselor Education Coordinator
Alternate Years	Site Supervisor Survey	Counselor Education Coordinator
Annual	College Employer Survey	Director of Assessment
Ongoing	Course Evaluations Completed by Students in every course	Students complete evaluation & Department Chair & Faculty review during merit process
Biannually	Meetings of Counselor Education faculty to review, discuss and plan curriculum	Counselor Education Coordinator
Every Three Years	Advisory Committee review of program evaluation, student data, & syllabi	Department Chair, Counselor Education Coordinator and members of Advisory Committee
Monthly	Academic & Program discussions during department meetings	Department Chair

Annual

Annual College Follow-up Survey

Director of Assessment

Ongoing

Evaluation of Intern Site Supervisors

Professor and Interns

Advanced programs, including the M.S. school counselor program and the PhD in Counselor Education and Supervision program, recognize the foundation established in the initial programs and then build on that foundation by focusing on knowledge, performances, and dispositions specific to their respective fields of professional preparation.

### Counselor Education Program Assessment Plan

During 1 <sup>st</sup> Sem of Program	During Practicum	During 2 <sup>nd</sup> Internship
*Dispositional Standards Inventory *Assessment of KSU/KSDE/CACREP Standards in content coursework  Evaluation of student grades, dispositions, skills through rubrics, case studies/simulations and content tests are ongoing throughout the program.	*Dispositional Standards Inventory Skills Evaluation *Self-Efficacy Scale *Counselor Competency Scale Administered during enrollment in Practicum in Counseling *Assessment of KSU/KSDE/CACREP Standards in content coursework *Benchmark Review (PhD)	Upon successful completion of practicum students are admitted to internship. *Assessment of KSU/KSDE/CACREP Standards in content coursework *Internship Skills Evaluation (MS & PhD) *Internship Skills Evaluation Completed by Site Supervisor (MS & PhD) *Intern Completes Evaluation on Site Supervisor & Site *Dispositional Standards Inventory *Comprehensive Exam *Portfolio Evaluation *Praxis II *Course grades (MS & PhD) *Preliminary Exams (PhD) *Dissertation Defense (PhD)  3.25 GPA Required for Licensure



## Completion Rates for Programs

Master's in School Counseling Program: Fall 2013-Spring 2015: 35 Graduated  
PhD in Counselor Education and Supervision: Spring 2013-Fall 2014: 3 Graduated  
99.9 % of M.S. graduates are working as professional school counselors  
100% of PhD graduates are working in the counseling profession.

Enrollment and completion data for previous 4 years are as follows:

Academic Year	# Candidates Enrolled in Program	# of Program Completers	Master's /Doctoral
2011-12	32 MS, 13 PhD	13	12 MS, 1 PhD
2012-13	42 MS, 10 PhD	13	11 MS, 2 PhD
2013-14	50 MS, 12 PhD	11	10 MS, 1 PhD
2014-15	46 MS, 15 PhD	15	13 MS, 2 PhD

## Master of Science (M.S.) in School Counseling

The Master of Science (M.S.) in School Counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The program is a 48-hour program designed to prepare dynamic, professional school counselors that are integral to the total educational program. School counselors are prepared to support students' achievement and learning and their academic, career, and personal/emotional development. There are two options for licensure as a professional school counselor in Kansas. One option is for individuals who have a professional teaching license; the second option, the parallel pathway, is for individuals who do not have a professional teaching license. The parallel pathway option requires additional field experiences in schools and activities to enhance a candidates' understanding of the school culture.

The counselor education program's mission is to contribute to client development and learning, counseling students, and theory-driven and research-guided practice through general education, content area studies, and professional studies. The program provides a coherently structured set of courses and experiences for professional education and counseling. Furthermore, it emphasizes the need to recognize the contributions of diversity, technology, assessment, theory, and research to professional practice.

Curricular experiences include human growth and development; social and cultural foundations; helping relationships; group work; career and lifestyle development; appraisal; research and program evaluation; professional orientation; foundations and contextual dimensions of school counseling; and knowledge, skills and clinical education and preparation for the practice of school counseling. The counselor education mission statement is consistent with the unit's mission and vision statements and also the unit's conceptual framework.

The Kansas State University College of Education Unit Assessment System is designed to collect data, analyze findings, and make judgments about candidate, program, and unit performance and operations. Monitoring is achieved through ongoing assessment of candidates' content knowledge, pedagogical content

knowledge, professional and pedagogical knowledge and skills, dispositions, impact on P-12 student learning, and unit operations. Expectations for candidates and the unit are based on the unit's conceptual framework, the content standards of the KSDE, and NCATE standards.

Data are collected annually and aggregated and disaggregated for program and unit review. The assembly of data occurs under the supervision of the Director of Assessment and the Unit Assessment Committee, a subcommittee of the Program Coordinating Council. Data are forwarded to programs in the fall semester. The faculty members in the program analyze the data and identify strengths and weaknesses that need to be addressed and then report to the Unit Assessment Committee in the spring semester. Based on assessment data, programs and departments may make changes within their courses and field experiences. However, review and approval by college and university academic affairs committees is required for changes such as (1) changing course titles or the catalog description of course content, (2) changing program requirements, (3) changing entry or exit requirements, (4) adding new courses, and (5) deleting courses.

The school counselor program has many unique assessments as candidates advance through the program. These assessments include (1) an electronic portfolio, (2) a counseling internship assessment, (3) an evaluation of student learning project, (4) course grades, (5) a comprehensive exam, (6) an appraisal report, and (7) a consultation project and paper. Each of these is described in more detail in Section 4 of this report. Each of these assessments is aligned to one or more of the KSDE School Counselor Standards. Furthermore, all of these assessments are tied to program objectives, which are connected to the unit's conceptual framework. As noted above, faculty examine the data from these assessments annually to assess student achievement and evaluate program effectiveness.

The criteria for admission, retention, and exit from the school counselor program are reported within the following framework for the transition points in the program.

### **ADMISSION TO THE PROGRAM**

1. A completed online Graduate School application
2. Official transcripts showing completion of the bachelor's degree
3. Undergraduate grade point average (GPA) of 3.0 or higher in the last two years
4. Statement of goals and professional experience
5. Three letters of recommendation
6. A professional resume or vitae
7. An interview
8. English language proficiency

### **ADMISSION TO THE PRACTICUM**

(The practicum is EDCEP 877 Practicum in Counseling.)

1. Completion of 18- 24 credit hours of required coursework, including EDCEP 823 Counseling Theory, by the end of the semester in which EDCEP 877 is completed.
2. Candidates who will be using the Parallel Pathway/Direct Entry application for licensure will begin the process of completing the Parallel Pathway criteria, including earning 70 clock hours of K-12 school field experiences.

### **ADMISSION TO THE INTERNSHIP**

(The internship is EDCEP 887 Counseling Internship. Six credit hours completed over two semesters are required.)

1. Successful completion of EDCEP 877 Practicum in Counseling

2. Successful completion of 75% of the coursework in the program

### **Provisional License**

Candidates with a Professional Teaching License are eligible to apply for a Provisional license in School Counseling if 50% of the program coursework is completed and if the candidate has a counseling position.

### **PROGRAM COMPLETION REQUIREMENTS**

1. Successful completion of all required coursework in the program
2. Successful completion of six credits of EDCEP 887 Counseling Internship
3. Overall GPA of 3.25 in graduate work (required for licensure)
4. Successful completion of the School Counseling M.S. comprehensive examination
5. Successful completion of the School Counseling Electronic Portfolio

Preparation for Initial License (not required for program completion)

1. Successful completion of the Praxis Professional School Counselor exam
2. Submit application for Initial School Counselor License

### **PROFESSIONAL LICENSURE**

1. Successfully complete the one-year performance assessment
2. Submit application for the Professional School Counselor Professional License

There are 12 credits of clinical and field experience requirements in the program, including the following:

- EDCEP 858 Group Processes (3 credits)
- EDCEP 877 Practicum in Counseling (3 credits)
- EDCEP 887 Counseling Internship - elementary and secondary level (6 credits total)

### **EDCEP 858 Group Processes**

This course is designed to acquaint candidates with group procedures as basic tools in counseling, guidance, and other academic services. This is a clinical experience conducted on campus. It is intended that the candidate will gain a fundamental understanding of the dynamics which function in groups. This understanding will enable the candidate to recognize the dynamics of groups and be able to ascertain their influence on group process -- facilitation or debilitation. In addition, the candidate is expected to demonstrate skills in leading a group activity and in functioning as a group member.

### **EDCEP 877 Practicum in Counseling**

This field-based practicum is a developmental counseling skills course addressing influences on and skill development in the helping and counseling processes such as personal characteristics, theoretical orientations, verbal and nonverbal behaviors, appropriate interventions, and ethical considerations. The course includes counseling students in individual and group sessions, research applications, case conceptualization, evaluation, simulation, and supervised individual and group sessions in the field.

CACREP requires that candidates complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. This includes 40 clock hours of direct service, generally providing counseling to clients. Ten of the 40 hours must be group counseling or classroom

counseling lessons demonstrating appropriate counseling skills. Other hours are accumulated with group (1 1/2 hours per week) and individual supervision (1 hour per week), weekly classroom instruction, and enhancement activities outside of class (minimum of 1 hour per week).

### **EDCEP 887 Counseling Internship**

This field-based internship consists of 600 clock hours under weekly supervision of a licensed school counselor and a counseling program faculty member. The candidate attends class for group supervision, in addition to regular individual or triadic supervision with faculty. Candidates provide at least 240 clock hours of direct service in the school setting per semester, including activities such as individual counseling, group work, developmental classroom counseling, and consultation. The candidate earns a total of six credit hours of internship over two semesters. Candidates are required to have liability insurance coverage.

## **ASSESSMENTS IN M.S. IN SCHOOL COUNSELING PROGRAM**

### **PRAXIS**

Before September 2012, the Praxis exam was titled the Professional School Guidance and Counseling test. Starting September 2012, the Praxis exam was redesigned and retitled to be the Professional School Counselor Test. "The Praxis II Professional School Counselor Test is intended primarily for persons who are completing master's-level programs for counselors and intend to be employed as professional school counselors. The test measures entry-level standards for knowledge, skills and abilities believed required to be a competent professional school counselor (ETS, 2014). The exam has 120 multiple choice questions and is administered in a two-hour time period. Students are required to take the test for licensure in Kansas. The test measures knowledge and skills required of the professional school counselor in relation to those developmental areas that constitute most of the work of the counselor. The test is designed to measure counselor functions and skills related to the primary and secondary school levels. Several questions are applicable across school levels; other questions are especially applicable to the elementary school level, the middle-school or junior high school level, or the high school level.

The content of the test is focused on questions that relate to the following four major categories which are correlated to American School Counselor Association (ASCA) National Model program areas:

1. Foundations: Focuses on the history and role of the professional counselor, knowledge about human development, and ethical and legal principles.
2. Delivery of Services: Focuses on individual, group, classroom counseling lessons, school-wide interventions, and consultation and collaboration.
3. Management: Focuses on appropriate methods and activities for developing and maintaining a comprehensive counseling program.
4. Accountability: Focuses on program evaluation, research, and assessment.

Test questions assess a candidate's knowledge of research-based counseling practices and the ability to apply knowledge and principles to school-based cases. Candidates are assessed on responses requiring the ability to analyze situations involving counseling students, classroom lessons, and engagement with school and community issues. (Educational Testing Service, <http://www.ets.org/>).

### **DATA SUMMARY**

From September 2007 to August 2014, 98% of the school counselor candidates (56/57) passed the Praxis exam. Furthermore, the median scores for our candidates were well above the minimum passing scores set by the state of Kansas. From September 2007 to August 2012 when test code 0420 was used (with a passing score of 600), the mean score of our candidates was 692 (which is 92 points above the minimum passing score). From September 2012 to August 2014 when the new test code 0421/5421 was used (with a passing score of 156), the mean score for our candidates was 174 (which is 18 points above the minimum passing score). From Sept 2014 to Sept. 2015, 100% of the candidates that have taken the Praxis have passed the exam. In addition, the subscores indicated that our candidates had a higher average percentage of correct answers in all test categories than the state-wide and the national averages.

## Professional School Counselor Praxis Results

(test code 0421 – paper delivered) (test code 5421 – computer delivered)

Year	# Taking Test	Average Performance Range	Median Score	# Passing	% Passing
9/1/07 - 8/31/08	10*	670-710	690	10	100%
9/1/08 - 8/31/09	6*	650-740	700	6	100%
9/1/09 - 8/31/10	5*	690-710	710	5	100%
9/1/10 – 8/31/11	5*	680-710	690	5	100%
9/1/11 – 8/31/12	9*	650-690	670	8	89%
9/1/12 – 8/31/13	13	170-182	174	13	100%
9/1/13 – 8/31/14	9		176	9	100%
9/1/14 – 7/1/15	16	172-186		16	100%

Note: The passing score on this test is 156. Before 9/01/12, a different version of this test was used (0420) with a passing score of 600. This table includes only examinees who indicated that they received relevant education from K-State.

## Dispositional Standards for Professional School Counselors

Throughout the program knowledge, skills, and dispositions are taught, modeled, and integrated into course content. Students self-assess their dispositions during Practicum, which is half way into the program, and during the final semester of Internship. If at any point during the program a student demonstrates dispositions not consistent with program standards, ASCA or ACA ethical standards, the advisor will meet with the student to address the issues. If needed, the student can meet with his/her committee to discuss the issues and then if the situation is not resolved, the issues will be addressed according to the Department Retention Plan.

## Graduate Disposition Summary, Fall 2014-2015

**1. Professional Behavior and Ethics: Demonstrates continuous reflection, self-evaluation and personal/professional growth and development.**

#	Answer	Response	%
1	1, More Advanced	20	100%
2	2, Basic	0	0%
3	3, Developing	0	0%
	Total	20	100%

**2. Professional Behavior and Ethics: Demonstrates a developing professional identity and philosophy that includes ethical practice.**

#	Answer	Response	%
1	1, More Advanced	18	89%
2	2, Basic	2	11%
3	3, Developing	0	0%
	Total	20	100%

**3. Professional Behavior and Ethics: Communicates and behaves in a professional manner with faculty and supervisors. This pertains to attending class on time, attending class within the course attendance policies, completion of assignments, and professional behavior in field experiences.**

#	Answer	Response	%
1	1, More Advanced	20	100%
2	2, Basic	0	0%
3	3, Developing	0	0%
	Total	20	100%

**4. Professional Behavior and Ethics: Protects the legal and ethical rights of students and their families in the school environment.**

#	Answer		Response	%
1	1, More Advanced		19	94%
2	2, Basic		1	6%
3	3, Developing		0	0%
	Total		20	100%

**5. Diversity and Multicultural Awareness: Demonstrates an understanding of the right of all students and families to be treated with equity, dignity, empathy, and respect.**

#	Answer		Response	%
1	1, More Advanced		19	94%
2	2, Basic		1	6%
3	3, Developing		0	0%
	Total		20	100%

**6. Diversity and Multicultural Awareness: Demonstrates the belief that all children can learn and have differing learning styles.**

#	Answer		Response	%
1	1, More Advanced		20	100%
2	2, Basic		0	0%
3	3, Developing		0	0%
	Total		20	100%

**7. Diversity and Multicultural Awareness: Demonstrates the understanding of the need to advocate for all students.**

#	Answer	Response	%
1	1, More Advanced	20	100%
2	2, Basic	0	0%
3	3, Developing	0	0%
	Total	18	100%

**8. Diversity and Multicultural Awareness: Actively advocates for all students.**

#	Answer	Response	%
1	1, More Advanced	17	83%
2	2, Basic	3	17%
3	3, Developing	0	0%
	Total	20	100%

**9. Theory, Practice and Collaboration: Collaborates effectively with internal and external stakeholders.**

#	Answer	Response	%
1	1, More Advanced	17	83%
2	2, Basic	3	17%
3	3, Developing	0	0%
	Total	20	100%



## 10. Theory, Practice and Collaboration: Demonstrates an understanding that all students deserve assistance with academic, career, social, and emotional development.

#	Answer	Response	%
1	1, More Advanced	20	100%
2	2, Basic	0	0%
3	3, Developing	0	0%
	Total	20	100%

### Comprehensive Exam at Program Completion

**Assessment #6** is a comprehensive exam which candidates complete at the end of their program during their final semester. The purpose of the exam is to assess the content knowledge and skills the candidate has mastered throughout his/her school counselor program. The exam is administered to students on a Friday late in the semester from 9:00 a.m. to 1:00 p.m. Students are provided a computer to complete the exam on Canvas. Items on the exam include objective, essay and case study questions in the areas of counseling, consulting, coordinating, professional issues and research and assessment. The objective items are scored automatically on Canvas as the students respond on the exam, although the scores are not visible to the students until the exam is submitted. The case studies and essay questions are scored by designated faculty members measuring application and integration of theory, ethics and practice. Students must earn a 70% on each section of the exam to pass.

### Comprehensive Exam Data

Category of Standard	KSU/ KSDE Standard #	CACREP II & SC Standards	# of Exam Items Related to Standards	Failing (0-69%)	Passing (70- 100%)	Score
A. Stages of Human Development and Related Human Behavior	3	II. 3. a-h	3	0-2	3	
B. Individual and Group Theories of Counseling, and Counseling Skills and Techniques	4	II. 6a-e SC Standards C.5, D.2	45	0-31	32-45	
C. Assessment and Research Procedures	5	II. 7a-g SC G.1-3, H.1-5	47	0-32	33-47	

D. Career Development and Planning to Assist Students in Their Developmental Stages	6	II.4a-g SC C.1-5, D.1-3	15	0-10	11-15	
E. Consulting, Coordinating, Teaming and Collaborating	7	SC M. 1-7, N. 1-5	6	0-3	4-6	
F. Current Issues and How They Affect Students	9	II. 3.h, 5.g SC G.1-2, H. 1-5, K.1-3. L.1-3	5	0-3	4-5	
G. Lifelong Professional Development	10	SC O.1-5, P.1-2	2	0-1	2	

Candidates must score 70% or higher in each section of the exam. Candidates must pass each section of the exam to pass this assessment.

### **CATEGORY DESCRIPTION**

There are several content categories for the test questions:

- A. Stages of human development and related human behavior
- B. Individual and group theories of counseling, counseling skills and techniques, and ethical practice
- C. Assessment and research procedures
- D. Career development and planning to assist students in their developmental stages
- E. Consulting, coordination, teaming and collaborating

Questions that were addressed in Section F, *Current issues and how they affect students* and Section G, *Lifelong professional development* are now being integrated into other standards.

### **ALIGNMENT WITH STANDARDS**

This assessment aligns with KSU/KSDE School Counselor Standards 1-8. To indicate this alignment, each section of the scoring guide is listed here with a description of the KSDE standard to which it aligns.

- A. Stages of human development and related human behavior.

KSU/KSDE 2, 3, 8

II. 3. a-h

SC E, F, K, L

B. Individual and group theories of counseling, counseling skills and techniques, and ethical practice.

KSU/KSDE 1-8

II. 6a-f

SC C.1-6, D.1-5

C. Assessment and research procedures

KSU/KSDE 5, 6, 7, 8

II. 7a-g

SC G.1-3, H.1-5, I. 1-5; J. 1-3

D. Career development, and planning to assist students in their developmental stages.

KSU/KSDE 5, 6

II.4a-g

SC C.1-6, D.1-5, K. 1-3; L. 1-3

E. Consulting, coordination, teaming and collaborating.

KSU/KSDE 7

SC M. 1-7, N. 1-5, O. 1-5, P. 1-2

F. Current issues and how they affect students. (This aligns with Standard 9 which addresses understanding how current issues affect students.) Now Being intergraded with other standards

KSU/KSDE 9

II. 3.h, 5.g

SC G.1-2, H. 1-5, K.1-3. L.1-3

G. Lifelong profesional development. (This aligns with Standard 10 which addresses the importance of continual lifelong professional development.) Now Being Intergrated with other standards

KSU/KSDE 10

SC O.1-5, P.1-2

## **DATA SUMMARY**

From Fall 2011 to Summer 2015, 100% (42/42) of the school counselor candidates passed this assessment.

## **EVIDENCE OF MEETING STANDARDS**

Each test category in the Comprehensive Exam at Program Completion aligns well with the concepts in KSU/KSDE School Counselor Standards 1-8, and the candidates had a 100% pass rate from Fall 2011 to Summer 2015 on this assessment. Thus, this provides evidence that the candidates meet Standards 1-8 (previously 1-10).

## **Counseling Internship Assessment**

### **DESCRIPTION**

Assessment #3 is the final assessment of the candidate's internship performance when taking EDCEP 887 Counseling Internship. The internship consists of 600 clock hours under weekly supervision of a licensed school counselor and a counseling program faculty member. The candidate attends class for group supervision, in addition to regular individual or triadic supervision with faculty. Candidates provide at least 120 clock hours of direct service in the school setting over two semesters, including activities such as individual counseling, group work, developmental classroom counseling and consultation. The candidate earns a total of six credit hours of internship over two semesters.

Assessment of the candidate's internship performance takes place in the second internship. When completing the assessment form, the clinical supervisor takes into account and assesses the candidate's site-based experience, individual supervised counseling, internship group experience and counseling activity to impact student learning.

When assessing the candidate's internship performance, the supervisor uses the Key Assessment #3 Scoring Guide, which has the following review categories and **ALIGNMENT WITH STANDARDS:**

A. Individual and group counseling theories, skills, techniques appropriate for social and cultural diversity and ethical practice (KSU/KSDE standards 1, 4, 8) (CACREP B. 1-2; C. 1-6; D. 1-5; F. 1-4)

B. Skills and techniques in implementing activities to promote students' social/emotional, academic and career development (KSU/KSDE standards 6, 4) (CACREP C. 1-6; D. 1-5; F. 1-4; K. 1-3; L. 1-3)

C. Use of technology to assess, analyze and promote students' skills and social/emotional, academic and career development (KSU/KSDE standards 4, 6) (CACREP D. 3; G. 1-3; H. 1-5; N. 1-5)

D. Group and classroom counseling lessons to promote students' social/emotional, academic and career development (KSU/KSDE standard 4) (CACREP C. 1, 5; D. 1, D. 2; K. 1-3; L.1-3)

E. Consulting, collaborating, teaming and coordinating to facilitate positive student interaction (KSU/KSDE standards 2, 7) (CACREP M.1-7; N.1-5; O. 1-5; P. 1-2)

The scoring guide is a rubric with four rating levels: unsatisfactory, emerging, developing, and mastering. The assessment aligns with KSU/KSDE School Counselor Standards 1-8. To indicate this alignment, each section of the scoring guide is listed here with a description of the KSDE standard to which it aligns.

To successfully complete the counseling internship, candidates must understand basic theories, demonstrate appropriate skills, adhering to ethical standards, use technology, assess and analyze data and conduct classroom counseling activities (Standards 1-8); consult, collaborate and coordinate with their supervisor to foster positive student interactions. Data collected from the Counseling Internship Assessment provide evidence for meeting the Standards because candidates are assessed on counseling skills. Evidence for multiple Standards is demonstrated because candidates must collaborate during internship with their supervisor in developing programs that facilitate positive student interactions. This assessment is aligned to Standards 1-8.

## **Electronic Portfolio**

### **DESCRIPTION**

Assessment #2 is an Electronic Portfolio, which is prepared by candidates throughout their program and assessed when they are enrolled in EDCEP 887 Counseling Internship. The portfolio is a well organized collection of experience-based materials and reflections demonstrating the candidate's competencies, interests, skills, and unique strengths. The portfolio is a creative assortment of the professional materials reflecting the work, philosophy, abilities, and attitudes a candidate brings to the profession of counseling. The portfolio is created within the framework of the CACREP Standards and includes content and performance artifacts demonstrating how the candidate's knowledge, skills, and competencies have evolved throughout the program. Candidates are encouraged to demonstrate how diverse activities and insights might have to more meaningful integrated application of learning. Emphasis is placed on candidates providing evidence of skill in the application of theory-driven practices. Constructive feedback on the portfolio is provided throughout the program. Final submission and evaluation of the Electronic Portfolio occurs at the end of the second semester of the Counseling Internship.

The Electronic Portfolio is comprehensive, and it includes the following categories: (1) professional identity, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) helping relationships, (6) group work, (7) assessment, (8) research and program evaluation, (9) collaboration and consultation, (10) leadership, and (11) academic development. The scoring guide for the Electronic Portfolio (Assessment #2) has review categories in these 11 areas. Candidates are rated on a rubric scale (unsatisfactory, basic, or proficient). To pass this assessment, candidates must have a "Basic" rating in each review category.

Approximately one week prior to the candidates' comprehensive exam, candidates in their final semester of the program share the URL to their portfolio with the professor of internship and the coordinator of counselor education program. The electronic portfolios are reviewed and evaluated according to the portfolio rubric by the counselor education faculty (see the Assessment #2 Scoring Guide). At the candidate's request, those in the final semester of the program may share their portfolios with their peers in the internship class.

Portfolios are intended to also be used in the job search and the interview process. The portfolio should reflect a counselor's unique strengths and readiness to assume a professional school counseling position. Because portfolios are electronic, they allow counselors an opportunity to showcase not only their counseling knowledge, dispositions, and skills, but also their technology competencies. Technology expertise is an important characteristic for professional school counselors, and the electronic portfolio provides counselors an excellent way to demonstrate these skills.

## **ALIGNMENT WITH STANDARDS**

Even though the portfolio is organized through the framework of the CACREP Standards, the KSU/KSDE School Counselor standards also directly align to the portfolio.

## **DATA SUMMARY**

From Fall 2011 to Summer 2015, 100% (46/46) of the school counselor candidates passed this assessment with a rating of "Basic" or higher. Furthermore, during those same semesters in most review categories and in most semesters, a majority of the candidates passed at the "Proficient" level.

## EVIDENCE OF MEETING STANDARDS

For this assessment, KSU/KSDE requires an assessment of a clinical experience that demonstrates candidates' knowledge and skills are applied effectively in practice. This Electronic Portfolio is a comprehensive compilation of evidence of the candidate's ability to meet the many roles and responsibilities of a school counselor. Also, the Counseling Electronic Portfolio requirements and assessment criteria align well with the concepts in KSDE School Counselor Standards 1 - 8 and the candidates had a 100% pass rate from Fall 2011 to Summer 2015 on this assessment. This provides evidence that the candidates meet Standards 1-8.

### Assessment #2 Scoring Guide: Electronic Portfolio

<p><b>Category</b> Assessment 2, Scoring Guide: Portfolio CACREP School Counseling Standards Examples and Levels of Demonstrated Proficiency</p>	<p><b>Unsatisfactory 0</b> Performance is evidenced by a poorly developed document with few quality artifacts addressing the standards. The connection and relevance to the artifact are not made.</p>	<p><b>Basic 1 Performance</b> is evidenced by an adequate number of examples with acceptable quality addressing all elements of the standards. Student provides adequate relevance and connection between artifact and standard.</p>	<p><b>Proficient 2</b> Performance is evidenced by multiple high quality examples addressing all elements of the standard. Examples include demonstrations of exemplary skill, knowledge and competencies. Student demonstrates professional relevance of selected artifacts and provides meaningful connection between standard and the artifact.</p>	<p><b>Mean Score</b>  <b>0-2</b></p>
<p><b>Category 1: Professional Identity &amp; Ethics</b> CACREP: II.G.1a-j SC Standards A.1-7, B. 1-2 1. Professional Orientation &amp; Ethical Practice Resume Professional organization involvement Credentials, licenses, certificates Counseling philosophy History &amp;</p>	<p>Limited or no evidence presented; grammar errors and/or misspellings; philosophy poorly developed and written</p>	<p>Resume includes key elements in acceptable format; philosophy adequately developed with theoretical framework; artifacts of professional membership; licenses and/or certificates; evidence of insurance</p>	<p>Resume includes pertinent elements with detail in professional format; philosophy includes theoretical approach to enhance academic achievement; artifacts of memberships in professional organizations, licenses, certificates &amp; other credentials; evidence of insurance.</p>	
<p><b>Category</b> Program Area: School Counselor, Assessment 2, Scoring Guide: Portfolio CACREP Content Area School Counseling Standards Examples and Levels of Demonstrated Proficiency</p>	<p><b>Unsatisfactory 0</b> Performance is evidenced by a poorly developed document with few quality artifacts addressing the standards. The connection and relevance to the artifact are not made.</p>	<p><b>Basic 1</b> Performance is evidenced by an adequate number of examples with acceptable quality addressing all elements of the standards. Student provides adequate relevance and connection between artifact and standard.</p>	<p><b>Proficient 2</b> Performance is evidenced by multiple high quality examples addressing all elements of the standard. Examples include demonstrations of exemplary skill, knowledge and competencies. Student demonstrates professional relevance of selected artifacts and provides meaningful connection between standard and the artifact.</p>	<p><b>Mean Score</b></p>

<p><b>Category 2: Social &amp; Cultural Diversity</b>  CACREP: II.G.2a-f  Case studies/Treatment plans  Lesson plans  Internship/work experience  Multicultural Research project  Multicultural Portfolio  Counseling case</p>	<p>Limited or no evidence</p>	<p>A minimum of 2 artifacts, including multicultural portfolio, demonstrating knowledge and skill of counseling multicultural students.</p>	<p>Demonstrates with multiple artifacts knowledge &amp; skill to counsel students of multicultural background, advocate for effective policies to enhance academic achievement for all students, encourage behaviors that promote maximum academic performance &amp; optimal wellness; include multicultural portfolio</p>	
<p><b>Category 3: Human Growth &amp; Development</b>  CACREP: II.G.3a-h  SC Standards D.3, F.2, G.1, H.2-3  Effective counseling  Facilitating change  Demonstrates ethical standards</p>	<p>Limited or no evidence</p>	<p>A minimum of 2 artifacts demonstrating theory-based effective counseling strategies and interventions; understanding of developmental behavior &amp; atypical growth &amp; development.</p>	<p>Demonstrates knowledge of learning, individual &amp; family development theories; demonstrates understanding of developmental behavior &amp; atypical growth; initiates data-driven programs &amp; interventions to counsel &amp; support students addressing crisis, trauma &amp; resiliency.</p>	



<b>Category</b> Program Area: School Counselor, Assessment 2, Scoring Guide: Portfolio CACREP Content Area School Counseling Standards Examples and Levels of Demonstrated Proficiency	<b>Unsatisfactory 0</b> Performance is evidenced by a poorly developed document with few quality artifacts addressing the standards. The connection and relevance to the artifact are not made.	<b>Basic 1</b> Performance is evidenced by an adequate number of examples with acceptable quality addressing all elements of the standards. Student provides adequate relevance and connection between artifact and standard.	<b>Proficient 2</b> Performance is evidenced by multiple high quality examples addressing all elements of the standard. Examples include demonstrations of exemplary skill, knowledge and competencies. Student demonstrates professional relevance of selected artifacts and provides meaningful connection between standard and the artifact.	<b>Mean Score</b>
<b>Category 4: Career Development</b> CACREP: II.4a-g SC Standards C.1-5, D.1-3, K.1-3, L.1-3 Uses major career theories Use of technology Utilizes career resources Utilizes Individual Plan of Study Implements postsecondary planning	Limited or no evidence	A minimum of 2 artifacts demonstrating skill in using career theories & decision-making; skill in interpreting career planning assessments; use of technology in college & career ready planning.	Demonstrates knowledge & skill in career development theories & decision-making models; skill in interpreting career planning & decision-making assessment instruments; plans & implements college and career ready interventions; uses technology to increase knowledge & explore career development for all students	

<b>Category</b> Program Area: School Counselor, Assessment 2, Scoring Guide: Portfolio CACREP Content Area School Counseling Standards Examples and Levels of Demonstrated Proficiency	<b>Unsatisfactory 0</b> Performance is evidenced by a poorly developed document with few quality artifacts addressing the standards. The connection and relevance to the artifact are not made.	<b>Basic 1 Performance</b> is evidenced by an adequate number of examples with acceptable quality addressing all elements of the standards. Student provides adequate relevance and connection between artifact and standard.	<b>Proficient 2</b> Performance is evidenced by multiple high quality examples addressing all elements of the standard. Examples include demonstrations of exemplary skill, knowledge and competencies. Student demonstrates professional relevance of selected artifacts and provides meaningful connection between standard and the artifact.	<b>Mean Score</b>
<b>Category 5: Helping Relationships</b> CACREP: II.G.5a-g & 3a-h SC Standards C.1-6, D.1-5 Effective counseling Facilitating change Demonstrates ethical standards Engagement w/military connected Case studies/treatment plans Classroom counseling lesson Classroom counseling lesson plan aligned w/ standards MTSS (RTI) Strategies Crisis plans/counseling	Limited or no evidence	A minimum of 3 artifacts demonstrating skill in effective individual counseling, interventions appropriate for all students; demonstrates an understanding of ethical standards; knowledge and skill of counseling military connected students.	Multiple artifacts demonstrating effective individual counseling skills, intervention stages; skills to address facilitate change; demonstrates an understanding of ethical standards; interventions demonstrating counseling knowledge & skill of military connected students & families; counseling lesson plans aligned with KS Counseling Standards, ASCA Student Standards and other professional standards.	

<b>Category</b> Assessment 2, Scoring Guide:	<b>Unsatisfactory</b> 0 Performance is	<b>Basic 1</b> Performance is evidenced by an	<b>Proficient 2</b> Performance is evidenced by multiple high quality	<b>Mean Score</b>
Portfolio School Counseling Standards Examples and Levels of Demonstrated Proficiency	poorly developed document with few quality artifacts addressing the standards. The connection and relevance to the artifact are not made.	adequate number of examples with acceptable quality addressing all elements of the standards. Student provides adequate relevance and connection between artifact and standard.	examples addressing all elements of the standard. Examples include demonstrations of exemplary skill, knowledge and competencies. Student demonstrates professional relevance of selected artifacts and provides meaningful connection between standard and the artifact.	
<b>Category 6: Group Work</b> CACREP: II. 6a-e SC Standards C.5, D.2 Evidence of group counseling Facilitates psychoeducational small groups or classroom lessons Group counseling lesson plan Case study/treatment plan Research project	Limited or no evidence	A minimum of 2 artifacts demonstrating skill in effective group counseling, psychoeducational groups, classroom counseling lesson with lesson plans correlated to KS Counseling Standards and other state professional standards.	Multiple artifacts demonstrating skill in effective group counseling, psychoeducational groups, classroom counseling lesson with lesson plans correlated to KS Counseling Standards, ASCA Student Standards and other professional standards.	
<b>Category 7: Assessment</b> CACREP: II. 7a-g SC Standards G.1-3, H.1-5 Test administration experience Case studies with assessment of student learning Mock test interpretation Academic intervention data Career assessment administration and interpretation Program needs assessment	Limited or no evidence	Developed evidence of using data & accountability strategies to close the achievement gap; Include data project.	Multiple artifacts demonstrating knowledge & skill in assessing student needs & collecting, analyzing & presenting data; comprehension of analyzing data to identify needs, remove barriers & secure resources to support advocacy; Include data project.	

<b>Category</b> School Counselor, Assessment 2, Scoring Guide: Portfolio CACAREP Standards Examples and Levels of Demonstrated Proficiency	<b>Unsatisfactory 0</b> Performance is evidenced by a poorly developed document with few quality artifacts addressing the standards. The connection and relevance to the artifact are not made.	<b>Basic 1</b> Performance is evidenced by an adequate number of examples with acceptable quality addressing all elements of the standards. Student provides adequate relevance and connection between artifact and standard.	<b>Proficient 2</b> Performance is evidenced by multiple high quality examples addressing all elements of the standard. Examples include demonstrations of exemplary skill, knowledge and competencies. Student demonstrates professional relevance of selected artifacts and provides meaningful connection between standard and the artifact.	<b>Mean Score</b>
<b>Category 8: Research and Program Evaluation</b> CACREP: II. 8a-f SC Standards: I. 1-5, J. 1-3 Research project Needs assessment Program evaluation Demonstrations to address barriers to achievement Demonstrations of data-driven best practices	Limited or no evidence	A minimum of 2 artifacts demonstrating knowledge and skills using data & accountability strategies to close the achievement gap; Include data project.	Multiple artifacts demonstrating knowledge and skills to effect social change, advocate for students, interventions to enhance academic achievement & career success; Include data project.	

<b>Category 9: Collaboration &amp; Consultation</b> SC Standards: M. 1-7, N. 1-5 Consultation project Peer helping strategies Knowledge of networking & referral resources Strategies to promote collaboration	Limited or no evidence	A minimum of 2 artifacts demonstrating knowledge of community resources; skill to consult and collaborate for the purpose of improving student achievement; skill with interventions for effective consultation with teachers, parents, administrators & community members.	Multiple artifacts demonstrating knowledge to school and community resources and work with to improve student achievement & success; counseling & coordination of resources for with families & coordination of programs; skilled interventions for effective consultation with administrators, parents, students & community members.	2
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<b>Category</b> Program Area: School Counselor, Assessment 2, Scoring Guide: Portfolio CACAREP Content Area School Counseling Standards Examples and Levels of Demonstrated Proficiency	<b>Unsatisfactory 0</b> Performance is evidenced by a poorly developed document with few quality artifacts addressing the standards. The connection and relevance to the artifact are not made.	<b>Basic 1</b> Performance is evidenced by an adequate number of examples with acceptable quality addressing all elements of the standards. Student provides adequate relevance and connection between artifact and standard.	<b>Proficient 2</b> Performance is evidenced by multiple high quality examples addressing all elements of the standard. Examples include demonstrations of exemplary skill, knowledge and competencies. Student demonstrates professional relevance of selected artifacts and provides meaningful connection between standard and the artifact.	<b>Mean Score</b>
<b>Category 10: Leadership</b> CACREP SC Standards: O.1-5, P.1-2 Activities include national professional counseling organization Positions in professional organizations Membership &/or leadership positions in state professional organizations	Limited or no evidence	A minimum of 2 artifacts demonstrating leadership; presentations at professional conferences; evidence of professional leadership roles; attendance at multiple professional development conferences.	Multiple artifacts to demonstrate school counselor professional leadership roles; engagement with planning, organizing, coordinating, & presenting programs; membership in professional organizations; attendance at professional conferences.	
<b>Category 11: Academic Development</b> CACREP SC Standards: K.1-3, L.1-3 Academic intervention data project Programs to enhance student academic development Counseling response College & career ready strategies	Limited or no evidence	A minimum of 2 artifacts demonstrating counseling & interventions to enhance academic achievement.	Multiple artifacts demonstrating effective individual counseling skills, intervention stage skills to facilitate change and enhance academic development; evidence of strategies to prepare students to be college and career ready	

**Assessment #2**

**Data Table: Electronic Portfolio**

	Year	N	Unsatisfactory		Basic		Proficient	
			#	%	#	%	#	%
Category 1: Professional Identity CACREP: II.K.1a-h Professional Orientation & Ethical Practice								
	Sp '14-Sp '15	20					6	100%
Category 2: Social & Cultural Diversity								
	Sp '14-Sp '15	20					6	100%
Category 3: Human Growth & Development CACREP: II.K.3a-e								
	Sp '14-Sp '15	20					6	100%
Category 4: Career Development CACREP: II.K.4a-4i								
	Sp '14-Sp '15	20					6	100%
Category 5: Helping Relationships CACREP: II.K.5a-g & 3a-h SC Standards C.K.1-4, D.1-5								
	Sp '14-Sp '15	20					6	100%
Category 6: Group Work CACREP 6a-g.								
	Sp '14-Sp '15	20					6	100%
Category 7: Assessment CACREP: II.K.7a-I								
	Sp '14-Sp '15	20					6	100%
Category 8: Research and Program Evaluation CACREP: II.K.8a-f								
	Sp '14-Sp '15	20			1	5%	19	95%
Category 9: Collaboration and Consultation CACREP SC Standards M. K. 1-7								
	Sp '14-Sp '15	20			1	5%	19	95%
Category 10: Leadership CACREP SC Standards: O. K.1-5, P.S. 1-2								
	Sp '14-Sp '15	20			2	10%	18	90%
Category 11: Academic Development CACREP SC Standards: K.1-3, L.1-3								
	Sp '14-Sp '15	20			2	10%	18	90%

To pass this assessment, candidates must have a score of “Basic” or higher in each review category.

## Site Supervisor Program Survey

### Site Supervisor Program Survey

**1. Which of the following best represents your relationship to the Kansas State University (KSU) Counselor Education program?**

#	Answer	Response	%
4	School Administrator	3	33%
7	Internship Site Supervisor	6	67%
	Total	9	100%

Statistic	Value
Total Responses	9

**2. The KSU Counselor Education program appears to prepare graduates to understand the relationship of the school counseling program to the academic mission of the school.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	4	44%
5	Strongly Agree	5	56%
	Total	9	100%

Statistic	Value
Total Responses	9

**3. The KSU Counselor Education program appears to prepare graduates that demonstrate commitment to personal and professional growth.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	33%
5	Strongly Agree	6	67%
	Total	9	100%

Statistic	Value
Total Responses	9

**4. The KSU Counselor Education program appears to prepare graduates that demonstrate commitment to his/her profession by actively engaging in professional organizations and activities.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	11%
4	Agree	2	22%
5	Strongly Agree	6	67%
	Total	9	100%

Statistic	Value
Total Responses	9

**5. The KSU Counselor Education program appears to prepare graduates that plan interventions that are responsive to students' needs, cultures, knowledge, interest, and academic levels.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	11%
4	Agree		3	33%
5	Strongly Agree		5	56%
	Total		9	100%

Statistic	Value
Total Responses	9

**6. The KSU Counselor Education program appears to prepare graduates that demonstrate knowledge and application of evidence based practices.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		5	56%
5	Strongly Agree		4	44%
	Total		9	100%

Statistic	Value
Total Responses	9

**7. The KSU Counselor Education program appears to prepare graduates that demonstrate knowledge and application of current and emerging technologies.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	6	67%
5	Strongly Agree	3	33%
	Total	9	100%

Statistic	Value
Total Responses	9

**8. Please share what any strengths or recommendations regarding the KSU School Counselor Program. Thank you for your assistance and support of our program!**

Text Response
I am impressed with the graduates from the KSU Counseling program. I fully understand that the role is getting more diverse than ever before and I encourage KSU to continue to work on educating students in areas such as diversity and LGBTQ. Thank you for your efforts to provide our schools with great counselors!
The KSU School Counseling program does an excellent job preparing future graduates for a career path in school counseling.
KSU students understand school counseling programs. As a site supervisor, I could use some training on how to help parallel pathway students to make the transition into the school setting better.
KSU faculty relationships with school counselors.

Statistic	Value
Total Responses	4

**FAST FACTS FOR THE COUNSELING PROGRAMS**

- \*Students are provided with support and encouragement to participate in professional school counseling professional development opportunities.
- \*Many students are employed as professional school counselors PRIOR to program completion.
- \*Approximately 99.9% of students have positions as professional school counselors prior to or within weeks of graduation.
- \*Courses are offered in traditional on-campus, on-line and select video-conference formats. Courses accommodate both part-time and full-time students.
- \*Multiple Graduate Teaching Assistantships and Graduate Research Assistantships are available to students.
- \*Multiple scholarships are available to students in the M.S. in School Counseling program.
- \*Approximately 75% of students complete the program within the expected time rate.
- \*Eight doctoral program applications were received during 2014.



\*100% of recent PhD graduates are working in the profession.

\*Assistantships are available for PhD students.

\*KSU faculty teaching counseling courses include 4 females and 4 males 2 of which are Asian Americans and 1 African American.

## **Ph.D. in Counselor Education and Supervision Program Evaluation Report**

The Evaluation Report includes a summary of the

Alumni Survey

Site Supervisor Evaluations

Counselor Education Alumni Council

Benchmark Reviews

Course/Teaching Evaluations

PhD Preliminary Exams

### **ALUMNI SURVEY**

The Spring 2015 Ph.D. Alumni Survey results indicate quite favorable perceptions toward the program.

Alumni responded at an 80% rate, although with a small *n*, four of five respondents. The complete [Ph.D. Alumni Survey](#) report is attached. The questions in the survey are summarized as follows:

1. The courses and experiences in my program of study were relevant to my career goals and prepared me sufficiently to be a successful researcher in a faculty position.

MEAN: 4.25

2. The program prepared me sufficiently to implement evidence based theories and interventions in professional settings.

MEAN: 4.75

3. I am satisfied that I was well prepared to be an ethical, caring decision maker in my first professional position following graduation.

MEAN: 5.0

4. I am satisfied that I was well prepared to be an effective counselor/college faculty/administrator following graduation.

MEAN: 4.75

5. I am satisfied that I was prepared sufficiently to provide effective and professional supervision to others.

MEAN: 5.0

6. I am satisfied that I had an opportunity to attain an assistantship during my program.

MEAN: 4.75

7. The Kansas State faculty provided and encouraged leadership opportunities for me throughout the program.

MEAN: 4.5

8. The Kansas State faculty treated me with respect.

MEAN: 4.75

9. The program prepared me sufficiently to be a successful instructor in a college classroom.

MEAN: 4.75

10. The program prepared me sufficiently to be a successful researcher in a faculty position.

MEAN: 4.5

## **SITE SUPERVISOR EVALUATION**

Site supervisors for students in the doctoral programs complete a hard copy evaluation at the completion of the candidate's internship. The base of the PhD Site Supervisor Internship Evaluation of Counselor Skills is an 34-point Likert Scale that measures the candidate's clinical skills. Each site then adds items that might be specific to their environment. Because the *n*'s are three or less each semester, a mean of the scores is not meaningful. During the CACREP site visit, a file will be available for each PhD candidate site evaluations. However, even with the variability in the internship experiences of the feedback from those that supervise and collaborate with our candidates is quite meaningful. The settings for our Ph.D. students include K-12 school districts, military base, Boys and Girls Club, University Counseling Center, University Career Center and an Alternative Learning Center. These relationships have been positive for the candidates and the counseling program. One comment shared with us regarding one of the Ph.D. interns was, "I am impressed with the continual support and professional development Rob receives from the K-State program."

The site supervisors provide important feedback for faculty to consider regarding areas for additional instruction in courses. For example, it was recommended from the KSU Counseling Center to provide doctoral candidates additional preparation and instruction in addressing anxiety and stress issues. Topics of specific concern in the Counseling Center were body image and stress for maximum academic and professional achievement.

## **COUNSELOR EDUCATION ALUMNI COUNCIL**

The Counselor Education Alumni Council included a Ph.D. candidate<sup>3</sup> and discussed the doctoral program. Department Chair, Dr. Ken Hughey, visited with the committee regarding the external funding in the department, faculty conference presentations and publications, awards. Faculty were asked to elaborate on research interests and other activities. There were discussions regarding strategies to fund more GTA positions through external sources. Questions were asked about postsecondary positions for the PhD graduates. The response from faculty was that the future is very bright for future counselor educators!

Data were reviewed from employers, past students, and current students. There was meaningful discussion regarding how the curriculum was meeting the student needs (MS and PHD) and CACREP

Standards. Recommendations included more discussion with students at the beginning of the program regarding the programmatic expectations. A more detailed handbook was recommended. Candidates are encouraged to keep an electronic professional portfolio of reflections and files of teaching materials and resources for future use. The doctoral portfolio is not a requirement of our program, however a recommended professional practice.

## **STUDENT REVIEW OF BENCHMARKS**

Beginning in the academic year 2014-2015, the counseling graduate faculty received a benchmark document for each of his/her PhD counseling advisee. The benchmark document includes the academic history and current status of the student. Faculty meet once each semester and discussed the status of each student and strategies to provide additional course or dissertation support, if needed, for candidates. A copy of the [Benchmark](#) document is attached.

## **COURSE/TEACHING EVALUATIONS**

The PhD students completing internship hours in teaching positions, student and course evaluations are collected, in addition to the instructor evaluation. Student evaluations indicated that interns were effective in teaching undergraduate and graduate students. The average for interns in undergraduate course ratings was 3.0. Graduate students rated instruction for interns as high with comments including, “Greg’s role playing examples were great strategies to help us apply the theories.” When teaching undergraduates, evaluation comments often included more requests for actual classroom examples. The intern in this setting worked to enhance his teaching with contextual examples.

## **PhD PRELIMINARY EXAM**

A student must be in good academic standing to take a preliminary examination. The required written preliminary examination may be supplemented by an oral examination as prescribed by the supervisory committee. These are designed to test the student's breadth and depth of knowledge in the proposed field of specialization, as well as the student's ability to explore problems on the boundaries of knowledge. Satisfactory performance in the examination is an indication that the student is prepared to perform independent work toward the doctoral degree and results in the student being classified as a doctoral candidate upon affirmative recommendation by the supervisory committee. The examination may be scheduled after the program of study is filed and at a time deemed appropriate by the supervisory committee. The preliminary examination must be completed at least 7 months before the final oral examination. The sections of the exam are as follows:

### **Counseling**

Scholarly Description of Theories and Techniques Associated with Theories

Legal and Ethical Standards in Counseling

Fit of Theory to Application for All Clients

Comprehensive of best practice theoretical models and interventions in crisis and traumatic situations.

### **Teaching**

**Supervision**

- Theories and approaches
- Fit of theory to application for all clients
- Legal and ethical
- Evaluation of effectiveness

**Diversity in the Profession**

- Fit of theory to application for all clients
- Legal and ethical

**Professional Identity**

- Leadership
- Engagement
- Advocacy

**Research and Scholarship**

- Quantitative research
- Qualitative research
- Instrument design

**Cognate or Area of Specialization**

Varies according to the coursework completed by the student

**WRITTEN PRELIMINARY EXAM SCORING RUBRIC**

	<b>Unacceptable</b>	<b>Basic</b>	<b>Competent</b>	<b>Proficient</b>	<b>Mean</b>
<b>CACREP Standard</b>	<b>Unacceptable demonstration of understanding and application of content</b> 0	<b>Demonstrated limited understanding and application of content</b> 1	<b>Demonstrated understanding and application of content supported with evidence and research base; Written with adequate organization, style and grammar</b> 2	<b>Demonstrated understanding and application of content supported with evidence and research base; Cited professional and credible references; Written with adequate organization, style and grammar</b> 3	
<b>Supervision</b>					<b>3</b>
<b>Teaching</b>					<b>3</b>
<b>Research &amp; Scholarship</b>					<b>2.5</b>
<b>Counseling</b>					<b>3</b>
<b>Leadership &amp; Advocacy</b>					<b>3</b>

A Program Survey is emailed annually to site supervisors of PhD candidates. Although, the n is small, the feedback is meaningful.

### Site Supervisor Program Survey

**1. The KSU Counselor Education program appears to prepare PhD graduates in Counselor Education and Supervision to demonstrate the knowledge, skills, and practices beyond entry-level in the area of supervision.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**2. The KSU Counselor Education program appears to prepare PhD graduates in Counselor Education and Supervision that demonstrate commitment to personal and professional growth.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**3. The KSU Counselor Education program appears to prepare PhD graduates in Counselor Education and Supervision that demonstrate commitment to his/her profession by actively engaging in advocacy and leadership in community and professional organizations and activities.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**4. The KSU Counselor Education program appears to prepare PhD graduates in Counselor Education and Supervision to demonstrate the knowledge, skills, and practices beyond entry-level in the area of teaching.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**5. The KSU Counselor Education program appears to prepare PhD graduates in Counselor Education and Supervision to demonstrate the knowledge, skills, and practices beyond entry-level in the area of counseling with application of ethical and evidence based practices.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**6. The KSU Counselor Education program appears to prepare PhD graduates in Counselor Education and Supervision who demonstrate knowledge and application of current and emerging technologies in the profession of counseling.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**7. Please share what, if any, strengths or recommendations you might have regarding the KSU Counselor PhD in Counselor Education and Supervision Program. Thank you for your assistance and support!**

Text Response
Faculty support for candidates.
Faculty support for candidate development.

Statistic	Value
Total Responses	2

**The goal of the counselor education programs is to process assessment data to use as feedback for evaluation, decision-making, and possible change or revisions to curricula. Program assessment is viewed as integral to the continuous improvement model.**