

## **PROGRAM OUTCOMES REPORT FOR 2019 - 2020 ACADEMIC YEAR CACREP Vital Statistics Data**

### **Program Graduates for the 2019 - 2020 Academic Year**

***COVID MAY SKEW DATA RESULTS / RESULTS MAY VARY DUE TO DATA COLLECTION DIFFICULTY RELATED TO COVID***

Masters of Clinical Mental Health Counseling (MCMH): 11 Masters of School Counseling (MESc): 6 Total: 17

### **Program Completion Rate for the 2019 – 2020 Academic Year**

**The 17 students who graduated from the Clinical Mental Health Counseling and School Counseling programs during the 2019 – 2020 academic year took an average of 2.71 years to complete their programs;**

### **Program Graduate Job Placement for 2019 - 2020**

The 11 graduates of the Clinical Mental Health were contacted to determine if they were able to secure employment in the profession. All of the students available for contact were actively employed in the profession, suggesting a 100% job placement rate.

The 6 graduates of the School Counseling program were also contacted to determine if they were able to secure employment as a school counselor or counseling. Of this group, all who responded to our inquiry indicating they were working in the field. This data suggests a 100% job placement rate.

Exit surveys forwarded to program graduates indicated employment of Nicholls' Clinical Mental Health and School Counseling graduates at a variety of agencies and schools in the community to include the following : Magnolia Family Services, The Center for Children and Family, Terrebonne Parish School Board, St. John (Assumption Parish), Touchstone, Lighthouse Community Care, East Baton Rouge School Board, CADA, and LSU.

### **Program Enrollment Data**

<b>Semester</b>	<b>Full Time (MESc/MCMH)</b>	<b>Part Time (MESc/MCMH )</b>	<b>FTE</b>	<b>RATIO</b>
<b>Summer 2019</b>	<b>53</b>	<b>5</b>	<b>4.9</b>	<b>1 to 12</b>
<b>Fall 2019</b>	<b>69</b>	<b>29</b>	<b>7.9</b>	<b>1 to 10.5</b>
<b>Spring 2020</b>	<b>75</b>	<b>29</b>	<b>8.3</b>	<b>1 to 10.7</b>

### **PROGRAM EVALUATION FOR 2019 - 2020 ACADEMIC YEAR**

*Following the July, 2016 Board of Directors of the Council of Accreditation of Counseling and Related Educational Programs (CACREP), the board accepted the programs' Interim Report and extended the accreditation status of the Clinical Mental Health and School Counseling Programs through the remainder of the eight-year cycle ending October 31, 2022. Both programs are happy to have received this accreditation and plan to maintain the standards of CACREP as aligned.*

#### **Data Assessment Meetings, Fall, 2019**

**Program Faculty met on Sept 11, 2019 to review the following data:**

#### **Data Review for 2019 - 2020 Academic Year.**

CACREP Meeting Sept 11, 2019

Time 12pm

Attendance :

Jessica Cortez

Chantrelle Varnado-Johnson

Amanda Johns

Agenda:

1. Annual data program review
2. Review Vital Statistics/ Programs Outcomes Report
3. Review P/I form Dr. VJ
4. Review Live Text Evaluation Rubric Dr. Johns
5. Other Business

Action Items:

1. a. Dr. Cortez to review list of faculty data collection assignments on CACREP Moodle, re assess and upload to Moodle. This will include sections of annual program data to review  
b. Date for program data review meeting Sept 18 1230 pm
2. Dr. Johns to email CACREP to confirm graduation rate calculation is being completed correctly
3. a. Dr. VJ to modify forms for P/I to review and accept by end of Fall 2019 semester for Spring 2020  
b. Dr. VJ and Dr Johns to review P/I manuals and combine into one to review and approve for Spring 2020
4. Dr. Knight and Dr. VJ to review Internship rubrics and align before midterm for MESC and MCMH
4. Online courses ( ethics, crisis, marriage and family; intro to school and intro to MCMH stay hybrid; 25 percent shift in course delivery , no sub change form necessary per Kevin at CACREP) Online course offerings voted and accepted on unanimously by those in attendance

#### **DETAILED DATA ASSESSMENT:**

## TREATMENT PLAN RUBRIC

### COUN500

During the 2019-2020 academic year, 11 students were assessed using the Treatment Plan Rubric. For each of the criteria for the assessment, students scored as follows:

Goals	100%
Interventions	100%
Overall Plan	100%
Primary problem behavioral definition/symptom pattern	100%
Secondary problem behavioral definition/symptom pattern*	100%

**\*Not assessed by the total amount of students**

### COUN520

During the 2019-2020 academic year, 17 students were assessed using the Treatment Plan Rubric. For each of the criteria for the assessment, students scored as follows:

Goals	100%
Interventions	100%
Overall Plan	100%
Primary problem behavioral definition/symptom pattern	100%
Secondary problem behavioral definition/symptom pattern	100%

### COUN521

During the 2019-2020 academic year, 9 students were assessed using the Treatment Plan Rubric. For each of the criteria for the assessment, students were score as follows:

Goals	100%
Interventions	100%
Overall Plan	100%
Primary problem behavioral definition/symptom pattern	100%
Secondary problem behavioral definition/symptom pattern	100%

### COUN546

During the 2019-2020 academic year, 13 students were assessed using the Treatment Plan Rubric. For each of the criteria for the assessment, students were score as follows:

Goals	92.31%
Interventions	92.31%
Overall Plan	92.31%
Primary problem behavioral definition/symptom pattern	92.31%
Secondary problem behavioral definition/symptom pattern	92.31%

## COUNSELING CASE CONCEPTUALIZATION RUBRIC

### COUN511

During the 2019-2020 academic year, 7 students were assessed using the Counseling Case Conceptualization Rubric. For each of the criteria for the assessment, students scored as follows:

Background Information	100%
Diversity	100%
Introduction	100%
Overall Conceptualization: Quality of Assessment	100%
Presenting Concern	100%
Symptomatic Behavior	100%
Theoretical Integration	100%

### **COUN520**

During the 2019-2020 academic year, 17 students were assessed using the Counseling Case Conceptualization Rubric. For each of the criteria for the assessment, students scored as follows:

Introduction	100%
Presenting Concern	100%
Symptomatic Behavior	100%
Background Information	100%
Diversity	94.11%
Theoretical Integration	100%
Overall Conceptualization: Quality of Assessment	100%

### **COUN521**

During the 2019-2020 academic year, 9 students were assessed using the Counseling Case Conceptualization Rubric. For each of the criteria for the assessment, students scored as follows:

Introduction	100%
Presenting Concern	100%
Symptomatic Behavior	100%
Background Information*	100%
Diversity*	100%
Theoretical Integration	100%
Overall Conceptualization: Quality of Assessment	100%

**\*Not assessed by the total amount of students**

### **COUN523**

During the 2019-2020 academic year, 5 students were assessed using the Counseling Case Conceptualization Rubric. For each of the criteria for the assessment, students scored as follows:

Introduction	100%
Presenting Concern	100%
Symptomatic Behavior	100%

Background Information	100%
Diversity	100%
Theoretical Integration	100%
Overall Conceptualization: Quality of Assessment	100%

### **COUN527**

During the 2019-2020 academic year, 35 students were assessed using the Counseling Case Conceptualization Rubric. For each of the criteria for the assessment, students scored as follows:

Introduction	100%
Presenting Concern	97.14%
Symptomatic Behavior	97.14%
Background Information	100%
Diversity	100%
Theoretical Integration	97.14%
Overall Conceptualization: Quality of Assessment	97.15%

### **COUN546**

During the 2019-2020 academic year, 12 students were assessed using the Counseling Case Conceptualization Rubric. For each of the criteria for the assessment, students scored as follows:

Introduction	91.67%
Presenting Concern	91.67%
Symptomatic Behavior	91.67%
Background Information	91.67%
Diversity	91.67%
Theoretical Integration	91.66%
Overall Conceptualization: Quality of Assessment	91.67%

**\*There is 1 N/A for all criteria.**

### **COUN551**

During the 2019-2020 academic year, 10 students were assessed using the Counseling Case Conceptualization Rubric. For each of the criteria for the assessment, students were scored as follows:

Introduction	100%
Presenting Concern	100%
Symptomatic Behavior	100%
Background Information	100%
Diversity	100%
Theoretical Integration	100%
Overall Conceptualization: Quality of Assessment	100%

### **PROGRESS NOTE RUBRIC**

### **COUN520**

During the 2019-2020 academic year, 17 students were assessed using the Progress Note Rubric. For each of the criteria for the assessment, students were score as follows:

Case Consultation/Supervision*	100%
Interventions	100%
Plan	100%
Symptoms and Progress Towards Goals	100%

**\*Not assessed by the total amount of students**

### **COUN521**

During the 2019-2020 academic year, 5 students were assessed using the Progress Note Rubric. For each of the criteria for the assessment, students were score as follows:

Case Consultation/Supervision	100%
Interventions	100%
Plan	100%
Symptoms and Progress Towards Goals	100%

### **CLINICAL ASSESSMENT RUBRIC**

#### **COUN505 Clinical Assessment Rubric**

During the 2019-2020 academic year, 34 students were assessed using the Clinical Assessment Rubric. For each of the criteria for the assessment, students scored as follows:

Identification of Client and Significant Others	97.06%
Presenting Problem	97.06%
Mental Status Exam*	96.97%
Diagnosis	94.12%
Medical Issues and Medication Referrals*	92.31%
Risk Assessment	97.05%
Legal/Ethical Action*	96.29%
Case Management; Referrals*	96.30%
Prognosis Modalities and Frequency*	96.97%
Evaluation Perspective*	96.97%
Additional Competency (Optional)*	90%

**\*Not assessed by the total amount of students**

#### **COUN520 Clinical Assessment Rubric**

During the 2019-2020 academic year, 17 students were assessed using the Clinical Assessment Rubric. For each of the criteria for the assessment, students scored as follows:

Identification of Client and Significant Others*	100%
Presenting Problem	100%
Mental Status Exam*	78.57%
Diagnosis*	100%

Medical Issues and Medication Referrals	100%
Risk Assessment	100%
Legal/Ethical Action*	100%
Case Management; Referrals*	100%
Prognosis Modalities and Frequency*	93.33%
Evaluation Perspective*	100%
Additional Competency (Optional)*	100%

**\*Not assessed by the total amount of students**

### **COUN521 Clinical Assessment Rubric**

During the 2019-2020 academic year, 16 students were assessed using the Clinical Assessment Rubric. For each of the criteria for the assessment, students scored as follows:

Identification of Client and Significant Others	100%
Presenting Problem	100%
Mental Status Exam	100%
Diagnosis	100%
Medical Issues and Medication Referrals	100%
Risk Assessment	100%
Legal/Ethical Action	100%
Case Management; Referrals	100%
Prognosis Modalities and Frequency	100%
Evaluation Perspective	100%
Additional Competency (Optional)*	100%

**\*Not assessed by the total amount of students**

### **COUN523 Clinical Assessment Rubric**

During the 2019-2020 academic year, 5 students were assessed using the Clinical Assessment Rubric. For each of the criteria for the assessment, students scored as follows:

Case Management; Referrals*	100%
Diagnosis	100%
Evaluation Perspective	100%
Identification of Client and Significant Others	100%
Legal/Ethical Action*	100%
Medical Issues and Medication Referrals	100%
Mental Status Exam	100%
Presenting Problem	100%
Prognosis Modalities and Frequency	100%
Risk Assessment	100%

**\*Not assessed by the total amount of students**

### **LIVE INTERVIEW RUBRIC**

### **COUN500**

During the 2019-2020 academic year, 25 students were assessed using the Live Interview Rubric. For each of the criteria for the assessment, students scored as follows:

Counseling Relationship	100%
Attention to Client Needs and Diversity	100%
Explain Practice Policies	100%
Consent to Treatment	100%
Client Assessment	100%
Content vs. Process	100%
Time Management	100%
Psychoeducation and Recovery Services	100%

### **LIVE INTERVIEW EVALUATION RUBRIC**

#### **COUN500**

During the 2019-2020 academic year, 25 students were assessed using the Live Interview Evaluation Rubric. For each of the criteria for the assessment, students scored as follows:

Evaluation of Counseling Relationship and Role	100%
Evaluation of Personal Reactions	100%
Rationales for Choice of Theory Assessment and Intervention	100%
Evaluation of Legal and Ethical Issues	100%
Evaluation of Socio-cultural and Equity Issues	100%
Evaluation of Clinical skill	100%
Plan and Priorities	100%
APA format	100%
Quality of Writing	100%

#### **COUN521**

During the 2019-2020 academic year, 9 students were assessed using the Live Interview Rubric. For each of the criteria for the assessment, students scored as follows:

Evaluation of Counseling Relationship and Role	100%
Evaluation of Personal Reactions	100%
Rationales for Choice of Theory Assessment and Intervention	100%
Evaluation of Legal and Ethical Issues	100%
Evaluation of Socio-cultural and Equity Issues	100%
Evaluation of Clinical Skills	100%
Plan and Priorities	100%
APA Format	100%
Quality of Writing	100%

### **PROFESSIONAL DEVELOPMENT PLAN RUBRIC**

#### **COUN549**



During the 2019-2020 academic year, 42 students were assessed with the Professional Development Plan assessment. For each of the criteria for the assessment, students scored as follows:

Advocacy and Promoting Equity	97.62%
APA Format	100%
Develop Specialty	100%
Hours	97.62%
Job/Vita	100%
Monitor Personal Issues	100%
Pre-license Status and/or Credentials	100%
Quality of Writing	97.62%
Self Care	100%

### **SCHOOL COUNSELING CURRICULUM AND LESSON PLAN RUBRIC**

#### **COUN501 School Counseling Curriculum and Lesson Plan Rubric**

During the 2019-2020 academic year, 10 students were assessed using the School Counseling Curriculum and Lesson Plan Rubric. For each of the criteria for the assessment, students scored as follows:

Description of school/school system mission statement and improvement plan	100%
Assessing Needs through consultation with stakeholders. Description of how needs assessment was chosen	100%
Collaborate with stakeholders in identification of problem areas which will be addressed (e.g. bullying test-taking skills etc.; and critical indicator of student success (grades attendance referrals retention etc.)	100%
Literature review and rationale for lesson plans to address problem areas. Collaboration with stakeholders in developing lessons	100%
Assessment Plan: 1. Measuring effectiveness 2. Collaborating and sharing with stakeholders 3. Program evaluation	100%
Summary of intended benefits of program	100%
Writing style: organization grammar sentence structure spelling APA style	100%

#### **COUN501 School Counseling Classroom or Small Group Lesson Plans Rubric**

During the 2019-2020 academic year, 10 students were assessed using the School Counseling Classroom or Small Group Lesson Plans Rubric. For each of the criteria for the assessment, students scored as follows:

Lesson Plan elements addressed	100%
Goals and objectives are realistic measurable and stated as student outcomes. Goals objectives and ASCA/LA standards are aligned	100%
Activities: Meaningful effective and diverse learning activities	100%
Evaluation Plan	100%
References Appendix	100%

Writing style: organization grammar sentence structure spelling	100%
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## PRACTICUM PERFORMANCE EVALUATION

### COUN521

During the 2019-2020 academic year, 35 students were assessed using the Practicum Performance Evaluation assessment. For each of the criteria for the assessment, students scored as follows:

Ability to apply new information in clinical setting	97.14%
Actively seek supervision on a weekly basis - Take an active role in the supervision process	100%
Arrive on time consistently - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Attendance at all client counseling and staffing appointments as well as 3 assigned client hours*	100%
Attendance for all assigned clinic hours (3 hours/week)*	100%
Awareness and sensitivity to ethical issues - Demonstrate appropriate ethical awareness and conduct	100%
Build rapport and respect with clients - Demonstrate appropriate process skills with clients*	100%
Communicates effectively with practicum students/staff - Interact with practicum students and related staff appropriately	100%
Comprehend the client's issues - Demonstrate acceptable conceptualization skills with clients	100%
Consult supervisors and/or other practicum students about ethical issues if necessary – Demonstrate appropriate ethical awareness and conduct	100%
Convey competence to the client - Demonstrate appropriate process skills with clients	97.14%
Convey warmth and caring to the client - Demonstrate appropriate personalization skills with clients	100%
Exhibit the behaviors and attitudes of a competent and professional counselor - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Identify relationship among conceptual themes as expressed by the client - Demonstrate acceptable conceptualization skills with clients	100%
Inform supervisor and make arrangements for absences - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Initiates interactions with practicum students/staff - Interact with practicum students and related staff appropriately	100%
Is sensitive and responsive to client's needs - Demonstrate appropriate process skills with clients	97.14%
Keep control of the therapy session - Demonstrate appropriate process skills with clients*	97.06%

Knowledge of ethical guidelines of NSU Psychology Training Clinic - Demonstrate appropriate ethical awareness and conduct	100%
Receptive to feedback and suggestions from supervisors - Take an active role in the supervision process	100%
Receptive to learning when new information is offered	100%
Reliably complete requested or assigned tasks on time - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Resist being threatened by or defensive with client - Demonstrate appropriate personalization skills with clients*	100%
Respond to important developments in the session - Demonstrate appropriate process skills with clients	97.15%
Responsive to norms about clothing language etc. on site - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Successfully implement suggestions from supervisors - Take an active role in the supervision process	97.14%
Willing to explore personal strengths and weaknesses - Take an active role in the supervision process	100%
Written and verbal reports are presented in professional manner - Interact with practicum students and related staff appropriately	100%

**\*Not assessed by the total amount of students**

### **COUN523**

During the 2019-2020 academic year, 7 students were assessed using the Practicum Performance Evaluation assessment. For each of the criteria for the assessment, students scored as follows:

Ability to apply new information in clinical setting	100%
Actively seek supervision on a weekly basis - Take an active role in the supervision process	100%
Arrive on time consistently - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Attendance at all client counseling and staffing appointments as well as 3 assigned client hours*	100%
Attendance for all assigned clinic hours (3 hours/week)*	100%
Awareness and sensitivity to ethical issues - Demonstrate appropriate ethical awareness and conduct	100%
Build rapport and respect with clients - Demonstrate appropriate process skills with clients	100%
Communicates effectively with practicum students/staff - Interact with practicum students and related staff appropriately	100%
Comprehend the client's issues - Demonstrate acceptable conceptualization skills with clients*	100%
Consult supervisors and/or other practicum students about ethical issues if necessary – Demonstrate appropriate ethical awareness and conduct	100%

Convey competence to the client - Demonstrate appropriate process skills with clients*	100%
Convey warmth and caring to the client - Demonstrate appropriate personalization skills with clients	100%
Exhibit the behaviors and attitudes of a competent and professional counselor - Demonstrate professional behavior appropriate for a counselor in a mental health clinic*	100%
Identify relationship among conceptual themes as expressed by the client - Demonstrate acceptable conceptualization skills with clients*	100%
Inform supervisor and make arrangements for absences - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Initiates interactions with practicum students/staff - Interact with practicum students and related staff appropriately	100%
Is sensitive and responsive to client's needs - Demonstrate appropriate process skills with clients*	100%
Keep control of the therapy session - Demonstrate appropriate process skills with clients*	100%
Knowledge of ethical guidelines of NSU Psychology Training Clinic - Demonstrate appropriate ethical awareness and conduct*	100%
Receptive to feedback and suggestions from supervisors - Take an active role in the supervision process	100%
Receptive to learning when new information is offered	100%
Reliably complete requested or assigned tasks on time - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Resist being threatened by or defensive with client - Demonstrate appropriate personalization skills with clients*	100%
Respond to important developments in the session - Demonstrate appropriate process skills with clients*	100%
Responsive to norms about clothing language etc. on site - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	100%
Successfully implement suggestions from supervisors - Take an active role in the supervision process	100%
Willing to explore personal strengths and weaknesses - Take an active role in the supervision process	100%
Written and verbal reports are presented in professional manner - Interact with practicum students and related staff appropriately	100%

**\*Not assessed by the total amount of students**

### **COUN546**

During the 2019-2020 academic year, 17 students were assessed using the Practicum Performance Evaluation assessment. For each of the criteria for the assessment, students scored as follows:

Ability to apply new information in clinical setting	94.12%
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Actively seek supervision on a weekly basis - Take an active role in the supervision process	94.12%
Arrive on time consistently - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	94.12%
Attendance at all client counseling and staffing appointments as well as 3 assigned client hours	94.12%
Attendance for all assigned clinic hours (3 hours/week)	94.12%
Awareness and sensitivity to ethical issues - Demonstrate appropriate ethical awareness and conduct	94.12%
Build rapport and respect with clients - Demonstrate appropriate process skills with clients	94.12%
Communicates effectively with practicum students/staff - Interact with practicum students and related staff appropriately	94.12%
Comprehend the client's issues - Demonstrate acceptable conceptualization skills with clients	94.12%
Consult supervisors and/or other practicum students about ethical issues if necessary – Demonstrate appropriate ethical awareness and conduct	94.12%
Convey competence to the client - Demonstrate appropriate process skills with clients	94.12%
Convey warmth and caring to the client - Demonstrate appropriate personalization skills with clients	94.12%
Exhibit the behaviors and attitudes of a competent and professional counselor - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	94.12%
Identify relationship among conceptual themes as expressed by the client - Demonstrate acceptable conceptualization skills with clients	94.12%
Inform supervisor and make arrangements for absences - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	94.12%
Initiates interactions with practicum students/staff - Interact with practicum students and related staff appropriately	94.12%
Is sensitive and responsive to client's needs - Demonstrate appropriate process skills with clients	94.12%
Keep control of the therapy session - Demonstrate appropriate process skills with clients	94.12%
Knowledge of ethical guidelines of NSU Psychology Training Clinic - Demonstrate appropriate ethical awareness and conduct	94.12%
Receptive to feedback and suggestions from supervisors - Take an active role in the supervision process	94.12%
Receptive to learning when new information is offered	94.12%
Reliably complete requested or assigned tasks on time - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	94.12%
Resist being threatened by or defensive with client - Demonstrate appropriate personalization skills with clients	94.12%

Respond to important developments in the session - Demonstrate appropriate process skills with clients	94.12%
Responsive to norms about clothing language etc. on site - Demonstrate professional behavior appropriate for a counselor in a mental health clinic	94.12%
Successfully implement suggestions from supervisors - Take an active role in the supervision process	94.12%
Willing to explore personal strengths and weaknesses - Take an active role in the supervision process	94.12%
Written and verbal reports are presented in professional manner - Interact with practicum students and related staff appropriately	94.12%

### **INTERN EVALUATION RUBRIC**

#### **COUN534 Intern Evaluation Rubric 19-20**

During the 2019-2020 academic year, 9 students were assessed with the Intern Evaluation Rubric. For each of the criteria for the assessment, students scored as follows:

Assessment skills*	100%
Case conceptualization	100%
Communication skills	100%
Diagnostic skill*	100%
Follows facility procedures	100%
Intervention skills	100%
Knowledge of ethical and legal issues	100%
Knowledge of theories	100%
Receptivity to supervision	100%
Suicide assessment*	100%
Therapeutic alliance building	100%
Treatment planning	100%
Understands issues involving diversity	100%
Understands professional issues (managed care core provider expert witness)*	100%
Use of techniques	100%

**\*Not assessed by the total amount of students**

#### **COUN535 Intern Evaluation Rubric 19-20**

During the 2019-2020 academic year, 6 students were assessed with the Intern Evaluation Rubric. For each of the criteria for the assessment, students scored as follows:

Assessment skills	100%
Case conceptualization	100%
Communication skills	100%
Diagnostic skill	100%
Follows facility procedures	100%
Intervention skills	100%
Knowledge of ethical and legal issues	100%

Knowledge of theories	100%
Receptivity to supervision	100%
Suicide assessment	100%
Therapeutic alliance building	100%
Treatment planning	100%
Understands issues involving diversity	100%
Understands professional issues (managed care core provider expert witness)	100%
Use of techniques	100%

### **COUN546 Intern Evaluation Rubric**

During the 2019-2020 academic year, 6 students were assessed using the Intern Evaluation Rubric. For each of the criteria for the assessment, students scored as follows:

Assessment Skills*	100%
Case Conceptualization	100%
Communication Skills	100%
Diagnostic Skill*	100%
Follows Facility Procedures	100%
Intervention Skills	100%
Knowledge of Ethical and Legal Issues	100%
Knowledge of Theories	100%
Receptivity to Supervision	100%
Suicide Assessment*	100%
Therapeutic Alliance Building	100%
Treatment Planning	100%
Understands Issues Involving Diversity*	100%
Understands Professional Issues (managed care core provider expert witness)	100%
Use of Techniques	100%

**\*Not assessed by the total amount of students**

### **ACTION RESEARCH PROJECT RUBRIC**

#### **COUN535 Action Research Project Rubric Part One 19-20**

During the 2019-2020 academic year, 3 students were assessed with the Action Research Project Rubric. For each of the criteria for the assessment, students scored as follows:

Collaboration with stakeholders in identifying problem areas which will be addressed (e.g., bullying, test-taking skills, etc.) and purpose of unit topic in terms of student learning targets (e.g., grades, attendance, referrals, retention, etc.), Models of school counseling program, Assessments specific to P-12 education, Interventions to promote academic development, Use of developmentally appropriate career counseling interventions and assessments, Use of accountability data to inform decision making, Approaches to increase promotion and graduation rates, Techniques to foster collaboration and teamwork within schools, School counselor roles in consultation with families, P-12 and	100%
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postsecondary school personnel, and community agencies, Design and evaluation of school counseling programs	
Description of school/school system, mission statement, and improvement plan, Models of school counseling program, Interventions to promote college and career readiness, Development of school counseling program mission statements and objectives	100%
Develop an Action Plan which includes stakeholders in the school and/or community, Models of school counseling program, Techniques of personal/social counseling in school settings, Interventions to promote college and career readiness, Legislation and government policy relevant to school counseling, Approaches to increase promotion and graduation rates, Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies, School counselor roles as leaders, advocates, and systems change agents in P-12 schools, Design and evaluation of school counseling programs	100%
Evaluation and Data Collection Plan, Interventions to promote academic development, Use of developmentally appropriate career counseling interventions and assessments, Use of accountability data to inform decision making, Use of data to advocate for programs and students, Design and evaluation of school counseling programs	100%
Goals and National (or LA) Standards for School Counselor, Models of school counseling program	100%
Literature review, Use of developmentally appropriate career counseling interventions and assessments, Use of accountability to inform decision-making, Use of data to advocate for programs and students	100%
Writing style: organization, grammar, sentence structure, and spelling	100%

### **COUN535 Action Research Project Rubric Part Two 19-20**

During the 2019-2020 academic year, 3 students were assessed with the Action Research Project Rubric. For each of the criteria for the assessment, students scored as follows:

Lesson Activities & Evaluations, Use of accountability data to inform decision making, Approaches to increase promotion and graduation rates, Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	100%
Lesson Plans are complete; Goals and objectives are realistic, measurable, and stated as student outcomes. Goals, objectives and ASCA or LA standards are aligned, Models of school counseling program, Interventions to promote college and career readiness, Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	100%
References, Appendix	100%
Results: Overall Unit data collection (summative data from all lessons in unit), analysis, and results. Results presented effectively (e.g., frequencies, percentages, averages, graphs, etc.) Impact on Student Learning Targets and application to	100%



program management, Competencies to advocate for school counseling roles, Use of developmentally appropriate career counseling interventions and assessments, Use of accountability data to inform decision making	
Share results and with stakeholders, Competencies to advocate for school counseling roles, Design and evaluation of school counseling programs	100%
Writing style: organization, grammar, sentence structure, and spelling	100%