Counseling and School Psychology Department Mission Statement

Programs within the Department of Counseling and School Psychology prepare individuals to enter professional roles in school settings. The department is unified by common goals of providing graduate education to prepare our students to be thoughtful, involved, and responsive professionals, particularly in meeting the needs of children, their families, and others in a collaborative and problem-solving fashion. Members of the department collaborate to insure that students develop expected proficiencies in their respective fields of study, consistent with state and national standards. Programs within the department adhere to the highest standards of the professionals in the fields of counseling and school psychology.

Graduates from our programs develop both the knowledge base of their respective professions and interpersonal professional skills to work directly with children, and closely with parents, teachers, administrators, other school specialists, and community professionals, to provide support for learners with many needs. Graduates from our programs value diversity and individual differences, and follow a commitment to lifelong learning and professional development.

Counseling Program Mission Statement

The mission of the UWRF Counseling Program is to prepare school counselors who exhibit excellence in counseling practice and leadership, respect human dignity and cultural diversity in the broadest sense, and commit to lifelong personal and professional growth.

Program Learning Outcomes

Upon graduation from the UWRF counseling program:

- Graduates will be able to identify as professional school counselors through language and behaviors;
- Graduates will be able to implement and advocate for comprehensive school counseling programs;
- Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;
- Graduates will be able to consult, collaborate and establish partnerships with stakeholders;
- Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

The information below responds to the required elements and rubric guidelines for the 2017 Program Prioritization process.

There are multiple direct and indirect student assessments, both formative and summative, that take place during the counseling program. Each of the eight core counseling classes require students to work individually and in groups to complete assignments. Specific course assignments are then used as artifacts to attest to how students meet the DPI Content Standards and CACREP SLOs (see the 2017 Counseling Program Assessment Plan). Out-of-classroom experiences (i.e., Practicum and Internship) yield both site and faculty supervisor evaluations at throughout the semester (see Appendices E, F, G). Additionally, comprehensive evaluations of student progress and learning occur at two primary points: 1) coinciding with Practicum, or as needed based on other assessments, and 2) the comprehensive exam which occurs upon completion of core courses and prior to Internship. Finally, students also complete the Praxis II licensing exam for school counseling, and we track this data, too. More information on all assessments can be found below.

Assessment Activities in Report Cycle

External Accreditation and Recommendations for Improvement:

In 2016, the UWRF Counseling Program was awarded full, eight-year accreditation from the Council for Accreditation of Counseling and Related Education Programs (CACREP). The site team reviewed our self-study materials, and out of over 200 standards, they had one recommendation as follows:

Standard AA.3: Formal studies of site supervisor and program graduate employers that assess their perceptions and evaluations of major aspects of the program.
**Site visitors’ response:** Develop a formal systematic method of gathering and reviewing program feedback from site supervisors and employers that assesses their perceptions and evaluations of major aspects of the program and ultimately informs programmatic changes.

**UWRF Counseling Program Response:**

**Employer Program Survey:** Since completion of the self-study we implemented an employer survey that examines graduates’ performance related to the Program Learning Outcomes. This survey was initiated in fall 2015 and provided feedback on our 2013-2014 graduates (as a program we determined that we would survey employers after one year of experience by our students in our school). A copy of this survey is attached (see Appendix A). These materials were available and reviewed by the site team. We will continue to collect data once a year (fall of each year). Specific survey response data may be found in Appendix B.

**Site Supervisor Program Survey:** Our program has a strong stakeholder group comprised of site supervisors, current students, graduates, and other vested partners of the program. The forty members of this group are provided monthly updates and meet once a semester. In the past we have relied upon them for feedback regarding the program. Since the site team visit, we have created a formal site supervisor evaluation of the program related to the Program Learning Outcomes. A copy of the site supervisor program survey is attached (see Appendix B). We piloted this survey with the twenty three stakeholders in attendance at our fall 2015 meeting. Since 2015, the survey has been sent out at the end of each semester. Results may be found in Appendix C.

As has been successful in the past, we will continue to collect less formal feedback from our stakeholder group and blend this with our formal survey results to provide feedback to inform programmatic changes.

The UWRF Counseling Program’s response to the CACREP Board resulted in all standards being met and full accreditation.

The UWRF Counseling Program also met DPI Continuous review in 2015, 2016, and 2017.

**Assessment Cycle:**
This report covers the assessment cycles in academic years 2014-2015, 2015-2016, and 2016-2017. The Counseling Program admits students each fall and spring semesters, so the assessment process is continual and ongoing for program faculty each year.

**Program Learning Outcomes and Timeline for Assessment:**

The Counseling Program learning outcomes are as follows:

Upon graduation from the UWRF counseling program:

- Graduates will be able to identify as professional school counselors through language and behaviors;
- Graduates will be able to implement and advocate for comprehensive school counseling programs;
- Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;
- Graduates will be able to consult, collaborate and establish partnerships with stakeholders;
- Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

Program learning outcomes are introduced, reinforced, enhanced and assessed throughout the program within each of the eight core counseling courses, plus Practicum and Internship out-of-classroom experiences (see Appendix H). Further, site supervisors for Practicum and Internship provide feedback on student performance related to the program learning objectives at the end of every semester (see Appendix B). The Exit Survey (see Appendix D) is sent to students immediately after graduation and when official grades have been posted. Graduates are asked about their self-perceptions of meeting the learning outcomes. Finally, the Employer Program Survey (see Appendix A) solicits feedback from external stakeholders about graduate performance in relation to program learning outcomes. This survey is sent out every fall semester using the Employment Survey data from the previous year.
Comprehensive Assessment across Modes of Delivery, Locations, and Course Timeframes:
The mode of delivery for all core counseling courses in the Counseling Program is face-to-face. Courses mirror each other in expectations for readings, individual, and group assignments. Each class has a final exam that follows a similar format across courses, and which prepares students for the comprehensive exam. Out-of-classroom experiences, Practicum and Internship, are each 3 credits. Both Practicum and Internship must occur with licensed school counselors. Both courses utilize the same hour logs, case study format, and other course expectations. These courses both require site supervisor and university supervisor evaluations of the student (see Appendices E, F, G). These classes follow national accreditation guidelines for supervision hours.

One exception to this is the summer offering of COUN 612: Lifespan Human Development. This course maintains the same rigor of expectation and SLO as the spring semester offering, but 3 out of the 7 weeks of class are online.

Engagement with Internal Stakeholders:
Program and Department faculty (COUN and SPSY), and the Counseling Program stakeholder group (i.e., advisory council) form the immediate internal stakeholders. Department faculty meet bi-weekly to review curriculum and assessment that overlaps both programs, such as for the SPSY 795: Research and Program Evaluation course. Program faculty meet weekly, and meeting minutes record assessment-related discussions and may be viewed upon request. At key points of the semester, the program meeting is used to:

- Conduct a mid-semester review of students (see Appendix J). Each semester all students enrolled in classes are reviewed by faculty. Faculty evaluates each student in their classes using a rubric. Information regarding general student progress is compared across courses. If there is a concern, the faculty member can complete a Comprehensive Evaluation Tool: Rating Scale (see Appendix K) and then schedule a meeting with the student. The evaluation is reviewed, plans for improvement are made, and the student retains a copy of the information.
- Complete the Comprehensive Evaluation Tool: Rating Scale (see Appendix K). During Practicum, or as needed based on other assessments above, a rating scale is utilized to evaluate each student’s comprehensive program performance, and is kept in the student’s file. This assessment provides an early point of data collection and feedback to every student in the program, since the Practicum occurs in the 2nd or 3rd semesters (out of five or more). Regardless of score, advisers meet with each student to review the scale and provide feedback.
- Review and score comprehensive examinations. Students who have completed all eight core counseling classes (COUN 610, 612, 615, 620, 732, 753, 770, SPSY 622) and Practicum are eligible to take the comprehensive examination. Successful completion of this pass/fail exam allows students to enter Internship. Exam questions are open-ended discussion questions focusing on topics related to all core classes. Students must respond to 2 questions during a 3 hour period of time. Information regarding comprehensive exam expectations, grading rubric, and an example question are provided to students prior to the exam (see Appendix L). Due to the need to protect exam integrity a copy of potential questions is not included in the assessment plan. Questions may be reviewed by making arrangements with the program director.
- To use the comprehensive data to engage the stakeholder group. The stakeholder group meets once a semester to review program progress and provide input as to future direction. Stakeholder members receive electronic program updates once a month, and meet the end of the fall and spring semester. Examples of monthly updates, or agendas for semester meetings can be provided to assessment team members by the program director upon request.
- Using the results from program assessment data, accreditation requirements, and stakeholder input, Counseling Program faculty conducted a comprehensive review of program curriculum during the summer of 2017. This resulted in updates to core counseling courses.

Engagement with External Stakeholders:
The learning outcomes for the counseling program are based upon best practices for training school counselors from two separate sources. The Wisconsin Department of Public Instruction (DPI) authorizes the UWRF program, as part of the DPI continuous review process, to train and approve counseling students to be licensed in Wisconsin. The DPI requires that programs include training focused upon Counseling Content Standards. The Counseling Program Assessment Plan provides information on how the Content Standards, as sub-outcomes, support the Counseling Program learning outcomes, as well as the courses that primarily align with these standards, and the course artifact(s)
Counseling Program learning outcomes are also aligned with the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accrediting body for counseling programs. In 2016, the UWRF counseling program achieved full CACREP accreditation through 2024. Primary Program learning outcomes are tied to CACREP Student Learning Outcomes (SLOs). The Counseling Program Assessment Plan provides information on how the SLOs, as sub-outcomes, support the Counseling Program learning outcomes, as well as the courses that primarily align with these standards, and the course artifacts (assignments) that most directly relate to CACREP SLOs.

Every October, the Counseling Program surveys employers of program graduates on their performance related to the Program Learning Outcomes. This survey was initiated in fall 2015 and provided feedback on our 2013-2014 graduates. As a program we determined that we would survey employers after one year of experience by our students in their school. A copy of this survey is attached (see Appendix A). Specific survey response data may be found in Table 6 below.

**Out-of-Classroom Learning Assessment:**
Both the Practicum and Internship out-of-classroom experiences require site supervisors to evaluate students on knowledge, skills, and demeanor (see Appendices E, F, G). For Practicum, the evaluation occurs at the mid-point and end of the semester. During Internship, students are evaluated at the end of their time at each site (elementary, middle, high school). The evaluations are aligned with all program learning outcomes (see Appendix H).

Each October, site supervisors are surveyed to evaluate how well UWRF Counseling Program students are meeting program learning outcomes. Data collected is used to modify the program. See Appendix C. Please note that the included survey has been updated for the next use of this survey in fall 2017, to be more consistent with the UWRF scale.

Additionally, the Practicum and Internship each meet DPI state approval and CACREP national accreditation standards (see Counseling Program Assessment Plan). An expectation for all students is the successful completion of a Portfolio. As required by the DPI, Content and Pupil Service standards are utilized as one measure of student progress within each core class. Students are required to submit a reflection on coursework and field experiences that contributed to their understanding of each standard. Artifacts supplement the reflection. A portfolio template and rubric may be found on our program website: [https://www.uwrf.edu/CSP/PortfolioTemplateandMaterials.cfm](https://www.uwrf.edu/CSP/PortfolioTemplateandMaterials.cfm)

**Changes to Assessments, Learning Outcomes, Curriculum:**
In this assessment cycle, there have been no changes to the Program learning outcomes.

Assessment methods related to coursework and SLOs remained largely unchanged, aside from assignment updates and minor modifications to SLO data analysis. The Employer Program (see Appendix A) and Site Supervisor (see Appendix B) Surveys were added in fall 2015 in response to national CACREP accreditation review.

Two curriculum changes occurred during this assessment cycle:
1. To meet the research methods requirement for DPI and CACREP, students previously completed an online TED 760: Research Methods course. In 2015, students were instead required to take SPSY 795: Research and Program Evaluation for 3 credits, followed in the subsequent semester with a 1-credit independent study. During the independent study, students work in small groups under faculty advisement to partner with practicum sites to conduct a data analysis and presentation to stakeholders.
2. Students who do not have a teaching background were required to take TED 750: Advanced Educational Psychology. Starting in fall 2015, students without a teaching background must instead take SPSY 620: Behavioral Assessment and Intervention, 3 credits.
**Changes in How PLOs link to UWRF Strategic Goals:**

Through mastery and demonstration of the DPI standards and CACREP SLOs, the Counseling Program learning outcomes support the UWRF Strategic Goals. The following updates, underlined and in italics, occurred in this assessment cycle:

**Distinctive Academic Excellence:** For the past 50 years the Counseling Program has successfully trained license eligible Professional School Counselors. Originated as a model training program for elementary school counselors in 1968, the program continues to focus on innovative best practices for training high caliber, well regarded school counselors who meet, and often exceed, the program learning outcomes. *The program is accredited by the Wisconsin DPI and CACREP (full 8 year accreditation 2016-2024).*

The counseling program distinguishes itself from other regional school counseling training programs by focusing on training only school counselors, offering flexibility with late day/evening coursework, and a highly diverse student population (nominated for the BOR program diversity award for last three years).

**Learning outcome(s) related to UWRF Strategic goal one:**

- Graduates will be able to identify as professional school counselors through language and behaviors;
- Graduates will be able to implement and advocate for comprehensive school counseling programs;
- Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;
- Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

**Global Education and Engagement:** The UWRF counseling program, in collaboration with UW-Whitewater and the UWRF School Psychology program, supports direct access for students to international classroom experiences through the WI in Scotland program. Every two years *summer 2018* four graduate courses are offered to students. In addition, we are working with Youngsoo Margolis on potential partnership with Jeju National University in South Korea.

**Learning outcome(s) related to UWRF Strategic goal two:**

- Graduates will be able to consult, collaborate and establish partnerships with stakeholders.

**Innovation and Partnerships:** The heart of the counseling program is the connection between school districts, which support our students’ learning through supervised and coordinated practicum and internship experiences, and the UWRF counseling faculty. Counseling students are required to complete a 100 hour practicum experience within the 2nd or 3rd semester of their program. The primary practicum experience includes a unique collaboration with the River Falls School District to blend school counseling activities in an elementary after-school program. Students are also required to complete a 600 hour internship (200 hours each at elementary, middle, and high school). Each year we collaborate with up to 50 different school counselors to provide students supervised work experiences.

In addition, students in our program are provided opportunities to volunteer with schools at various times during their training program. For example, each spring, counseling students work with Meyer Middle School to provide peer-to-peer training. Students are also encouraged to engage with professional organizations during their training program. Each year students attend, and present at, the Minnesota and Wisconsin School Counselor Association state conferences.

**Learning outcome(s) related to UWRF Strategic goal three:**

- Graduates will be able to identify as professional school counselors through language and behaviors;
- Graduates will be able to implement and advocate for comprehensive school counseling programs;
- Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;
- Graduates will be able to consult, collaborate and establish partnerships with stakeholders;
- Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

**Previous Action Plan Status Report:**

No previous assessment report was filed, therefore there are no updates for related action plans.
**ASSESSMENT ACTIVITY RESULTS**

**a. Direct Assessment Results by Learning Outcome, Including Trends and Significance:**

The Course Map in Appendix H identifies how counseling courses and direct assessments align with program learning outcomes. Further, it shows how learning outcomes are introduced, reinforced, or enhanced. Table 1, below, pulls the direct assessments listed in Appendix H and adds student learning outcome data for the assessment cycle. Please note that the learning outcomes are represented by numbers as followed:

*Upon graduation from the UWRF counseling program:*

1. Graduates will be able to identify as professional school counselors through language and behaviors;
2. Graduates will be able to implement and advocate for comprehensive school counseling programs;
3. Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology;
4. Graduates will be able to consult, collaborate and establish partnerships with stakeholders;
5. Graduates will be able to apply ethical, developmental, and cultural practices in school counseling.

**Table 1: Program Learning Outcomes by Direct Assessment SLO by Semester Offered**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>COUN 610: Introduction to School Counseling</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 3</td>
<td>610: Utilizing the Wisconsin Comprehensive Counseling Model- Part I</td>
<td>19.5/20; 98%</td>
<td>19/20; 95%</td>
<td>19.1/20; 95.5%</td>
<td>18/20; 90%</td>
<td>18.4/20; 92%</td>
<td>18.8/20; 94%</td>
</tr>
<tr>
<td>1, 3, 4</td>
<td>610: This School Counseling Life</td>
<td>28.6/30; 95%</td>
<td>28/30; 93%</td>
<td>28.2/30; 94%</td>
<td>28.2/30; 94%</td>
<td>27.9/30; 93%</td>
<td>27.9/30; 93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>COUN 612: Lifespan &amp; Human Development</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3, 4, 5</td>
<td>612: K-12 Crisis Plan Group Project</td>
<td>34/41; 83%</td>
<td>30.83/40; 77%</td>
<td>18.9/20; 94.5%</td>
<td>38.3/40; 95.9%</td>
<td>17.9/20; 89.5%</td>
<td>36.4/40; 91%</td>
<td>19.5/20; 97.5%</td>
</tr>
<tr>
<td>1, 3, 4, 5</td>
<td>Part 1</td>
<td>21.7/25; 87%</td>
<td>22.95/25; 91.7%</td>
<td>39/41; 95.1%</td>
<td>24.7/25; 98%</td>
<td>39.3/41; 95.9%</td>
<td>24.30/25; 97%</td>
<td>39.3/40; 98%</td>
</tr>
<tr>
<td>1, 3, 4, 5</td>
<td>Part 3</td>
<td>24.7/25;99%</td>
<td>25/25; 100%</td>
<td>29.1/30; 97%</td>
<td>25/25; 100%</td>
<td>29.4/30; 98%</td>
<td>25/25; 100%</td>
<td>29.7/30; 99%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>COUN 614: Practicum</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>University Mid-Term Evaluation Avg. Score</td>
<td>2.94</td>
<td>2.78</td>
<td>2.95</td>
<td>2.98</td>
<td>2.67</td>
<td>2.86</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>University Final Evaluation Avg. Score</td>
<td>3.73</td>
<td>3.39</td>
<td>3.13</td>
<td>3.08</td>
<td>3.17</td>
<td>3.62</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Site Supervisor Mid-Term Evaluation Avg. Score</td>
<td>2.98</td>
<td>3.33</td>
<td>2.72</td>
<td>3.3</td>
<td>2.99</td>
<td>3.04</td>
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<tr>
<td>1, 2, 3, 4, 5</td>
<td>Site Supervisor Final Evaluation Avg. Score</td>
<td>3.41</td>
<td>3.5</td>
<td>3.37</td>
<td>3.58</td>
<td>3.55</td>
<td>3.46</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>COUN 615: Cultural and Ethical Foundations of Counseling</th>
<th>Spring 2015</th>
<th>Spring 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 5</td>
<td>615: Ethical &amp; Legal Analysis</td>
<td>27.2/30; 91%</td>
<td>27.5/30; 92%</td>
<td>28.7/30; 96%</td>
</tr>
<tr>
<td>3</td>
<td>615: School Climate Improvement</td>
<td>62.5/64; 97.8%</td>
<td>63/64.98%</td>
<td>62.2/64; 97%</td>
</tr>
<tr>
<td>1, 5</td>
<td>615: Class Discussion on Ethical Case</td>
<td>19.4/20; 97%</td>
<td>20/20; 100%</td>
<td>20/20; 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>COUN 620: Career Counseling</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>620: Career Development Domain-Center/Curriculum</td>
<td>47.8/50; 96%</td>
<td>47.3/50; 95%</td>
<td>47/50; 94%</td>
</tr>
</tbody>
</table>
The data collected over time illustrates the consistency in student performance across terms and instructors, particularly in COUN 610, 615, 620, 732, 753, and 770. This data is expected, as the Counseling Program continuously works in unison to evaluate curriculum, accreditation standards, and evaluation methods.

COUN 612 was revised in Fall 2013, and each iteration of the course refines the major SLO requirements. For this reason, and different instructors each semester, data reveal slight differences in student performance.

COUN 614: Practicum is a field placement in which students work with area school counselors. Both the site supervisor and university supervisor complete evaluations of the student at the mid-point and end of the semester using a Likert-type scale. Scores are added and averaged, with the expectation that students will show growth over time. This data demonstrates that this is indeed occurring.

COUN 771-772-773: Internship occurs at all three age levels- elementary, middle, and high school. Site supervisors complete an evaluation at the end of each level, and university supervisors evaluate students at the mid-point and end
of the semester. Similar to COUN 614, the expectation is that students demonstrate growth over time, which is represented by the data here.

Finally, SPSY 622 is a course students must take from the School Psychology program. This course has been modified in recent years, reflecting changes in SLO name and student performance.

The significance of this data is that students perform consistently over time and with different instructors. A goal of the University and the Counseling Program is to create a stable and consistent learning environment, which is occurring based on this data. Further, the high level of student performance across courses in this assessment cycle is also reflected in a 100% comprehensive examination pass rate and 100% portfolio completion.

b. Direct Assessment Results by Modes-of-Delivery, Locations, and Course Timeframes:
The Counseling Program offers classes exclusively in a face-to-face mode of delivery. All eight core courses occur on the UWRF main campus in the Wyman Education Building and occur during the full fall or spring semester. One exception to this is a summer offering of COUN 612, which occurs over 7 weeks and uses a mixed-mode approach (3 weeks distance, 4 weeks face-to-face). In Table 1 above, direct assessment data is arranged by term, and illustrate the consistent performance of students across courses, including the summer offering of COUN 612.

c. Out-of-Classroom Experience Assessment Results:
Counseling students are required to take a 100-clock hour Practicum in their 2nd or 3rd semester of the program, and a 600-clock hour Internship at the end of the program. The 600-clock hours for Internship are divided into 200 hours each at an elementary, middle, and high school site. For both field placements, students are directly supervised by licensed school counselors with at least 3 years of experience, and a Counseling Program faculty member.

In COUN 614: Practicum, both the site supervisor and university supervisor complete evaluations of the student at the mid-point and end of the semester using a Likert-type scale (see Appendix E). Scores are added and averaged, with the expectation that students will show growth over time. The data in Table 2 below demonstrates that this is indeed occurring.

In COUN 771-772-773: Internship, site supervisors complete an evaluation (see Appendices F, G) when the student completes their 200 hours at that level, and university supervisors evaluate students at the mid-point and end of the semester. Similar to COUN 614, the expectation is that students demonstrate growth over time, which is represented by the data here.

Table 2: Out-of-Classroom Direct Assessment Data

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 614: Practicum</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Mid-Term Evaluation Avg. Score</td>
<td>2.94</td>
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<td>Site Supervisor Mid-Term Evaluation Avg. Score</td>
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<td>2.99</td>
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<td>3.37</td>
<td>3.58</td>
<td>3.55</td>
<td>3.46</td>
</tr>
<tr>
<td>COUN 771-772-773: Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Semester Evaluations-UWRF</td>
<td>3.18</td>
<td>2.93</td>
<td>3.33</td>
<td>3</td>
<td>3.16</td>
<td>3.19</td>
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<td>Final Evaluations-UWRF</td>
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<td>3.9</td>
<td>3.6</td>
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<tr>
<td>Final Eval: site supervisor elementary Average</td>
<td>3.59</td>
<td>4.1</td>
<td>4.25</td>
<td>4.2</td>
<td>3.27</td>
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<td>Final Eval: site supervisor middle school Average</td>
<td>3.57</td>
<td>3.9</td>
<td>4.06</td>
<td>4</td>
<td>4.31</td>
<td>4.34</td>
</tr>
<tr>
<td>Final Eval: site supervisor high school Average</td>
<td>3.98</td>
<td>4.1</td>
<td>4.15</td>
<td>4.2</td>
<td>3.95</td>
<td>4.23</td>
</tr>
</tbody>
</table>
d. Indirect Student Assessment Results and Significance

The Exit Survey is sent to graduating students at the end of each semester once grades are posted. Data from the survey provides the program with information on effectiveness of instruction, use of textbooks, access to campus resources, courses offerings, and learning outcomes (see Appendix D). In Table 3 below, Exit Survey data submitted as part of the Program Prioritization is included. Data obtained throughout this assessment cycle indicate students strongly agree or agree that they are able to demonstrate the learning outcome. The majority of the exit survey responses since 2013, a year before the current assessment cycle, indicate students either strongly agree or agree that they are able to demonstrate the learning outcomes (see Table 4 below). The significance of this data to the program is that our curriculum is preparing students for work in the schools upon graduation. Students feel ready and equipped with the knowledge and skills to work as school counselors.

Table 3: Exit Survey Data by Program Learning Outcome, Submitted Summer 2017

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Author</td>
<td>Caroline Baker</td>
</tr>
<tr>
<td>Year Data Collected</td>
<td>2016-17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Number (e.g. &quot;1,&quot; etc.)</th>
<th>Outcome Description (i.e. question asked)</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify as a professional school counselor through language and behaviors.</td>
<td>14</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Implement a comprehensive school counseling program.</td>
<td>13</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Advocate for a comprehensive school counseling program.</td>
<td>17</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Support student success by incorporating best practices through research, scholarly literature, and technology.</td>
<td>13</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>Consult, collaborate, and establish partnerships with stakeholders.</td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>Apply ethical practices in school counseling.</td>
<td>16</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>Apply developmental practices in school counseling.</td>
<td>16</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>Apply cultural practices in school counseling.</td>
<td>14</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
</tbody>
</table>

Column totals (it is ok if some cells are blank) 120 52 4 0 0 0 0 176

Percentage of respondents in each category 68.1818 29.55 2.2727 0 0 0 100

Scores for each column 20.4545 7.386 0.4545 0 0 0

Final Score is in cell I39. 28.3
Table 4: Student Self-Assessment since 2013

<table>
<thead>
<tr>
<th>Upon graduation from the UWRF Counseling Program, I am prepared to:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional school counselor through language and behaviors.</td>
<td>40</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Implement a comprehensive school counseling program.</td>
<td>27</td>
<td>31</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>Advocate for a comprehensive school counseling program.</td>
<td>34</td>
<td>30</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Support student success by incorporating best practices through research, scholarly literature, and technology.</td>
<td>30</td>
<td>34</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Consult, collaborate, and establish partnerships with stakeholders.</td>
<td>45</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Apply ethical practices in school counseling.</td>
<td>37</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Apply developmental practices in school counseling.</td>
<td>34</td>
<td>27</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>Apply cultural practices in school counseling.</td>
<td>35</td>
<td>29</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>66</td>
</tr>
</tbody>
</table>

Table 5: Exit Survey Data on Modes of Delivery

<table>
<thead>
<tr>
<th>The counseling program modes of delivery (i.e., face-to-face classes, mixed face-to-face with online classes, distance (online classes), compressed summer classes, education abroad) met my learning expectations.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of assessing student learning and performance were similar in type and frequency across modes of delivery (i.e., face-to-face classes, mixed face-to-face with online classes, distance (online classes), compressed summer classes, education abroad).</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>The Counseling Program upheld high expectations for students across modes of delivery (i.e., face-to-face classes, mixed face-to-face with online classes, distance (online classes), compressed summer classes, education abroad).</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Counseling program syllabi clearly presented course expectations including mode of delivery, assignment details and deadlines, and methods of assessment.</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Other information you would like to share about modes of delivery (i.e., face-to-face classes, mixed face-to-face with online classes, distance (online classes), compressed summer classes, education abroad) during your time in the Counseling Program.</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

The mode of delivery data results above indicate that most students believe the face-to-face instruction and methods of assessment to meet their expectations and needs.
An additional indirect assessment is the out-of-classroom site supervisor survey. At the end of every semester, site supervisors are surveyed to evaluate how well UWRF Counseling Program students are meeting program learning outcomes. Data collected is used to modify the program. See Appendix C for data. Please note that the included survey has been updated for the next use of this survey in fall 2017, to be more consistent with the UWRF scale.

Confirming student self-evaluation, site supervisors overwhelmingly perceive students in Internship to be prepared to demonstrate the program learning outcomes. This confirms the Counseling Program’s curriculum and methods of assessment.

e. Indirect Alumni Assessment Results and Significance to Program and External Stakeholders
Every 7 years the program collects data from alumni as part of the UWRF seven year review process. In addition to this survey the program maintains a counseling listserv through UWRF and a Facebook page, both of which actively engage alumni. As part of the Counseling Program’s 50th anniversary in 2017-2018, alumni will be surveyed during AY 2017-2018 and results will be included in the next assessment cycle.

f. Indirect Professional Assessment Results and Significance to Program
The Counseling Program employment rate since fall 2014 is 89%. The 2016-2017 graduates will be surveyed in late October.

Using the Employment Survey Data from the previous year, a survey is sent to employers to assess graduate performance on counseling program learning outcomes. Data collected provides the program with a snapshot of how the Counseling Program alumni are performing. Please note that the included survey has been updated for the next use of this survey in October 2017, to be more consistent with the UWRF scale. Again, the results from the stakeholders employing our graduates indicate that our students are well-prepared to demonstrate each learning outcome.

Table 6: Employer Assessment of UWRF Counseling Program Alumni since 2015

<table>
<thead>
<tr>
<th>Upon graduation from the UWRF Counseling Program, I am prepared to:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>NA</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional school counselor through language and behaviors.</td>
<td>11</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Implement and advocate for a comprehensive school counseling program.</td>
<td>8</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Support student success by incorporating best practices through research, scholarly literature, and technology.</td>
<td>5</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Consult, collaborate, and establish partnerships with stakeholders.</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Apply ethical, developmental, and cultural practices in school counseling.</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
</tbody>
</table>

**ACTION PLANS**

a. Counseling Program Meeting Expectations
Program learning outcomes were created from state and national accrediting bodies and reflect the knowledge and skills required to work as school counselors in comprehensive school counseling programs. The direct and indirect data collected by the Counseling Program collectively indicate that program expectations are being met strongly. Students demonstrate consistent performance on student learning outcomes in courses. 100% of students in this assessment cycle successfully passed the comprehensive examination and submitted a portfolio to complete the degree requirements. Students, site supervisors, and employers repeatedly indicate that students are prepared with the knowledge and skills to work as school counselors upon graduation. The target action of the Counseling Program is to
CP Assessment Report September 2017

Maintain curriculum and program requirements, through ongoing monitoring and review, to ensure students graduate and are job ready.

b. Maintain PLO/Individual Outcomes

Based on the direct student assessment data in Table 1, the Counseling Program will continue to review curriculum and assessment methods yearly. This has already been implemented during summer 2017 as faculty conducted a comprehensive review of counseling curriculum in comparison with 2016 CACREP standards. Several content topics were discussed for strategic and developmentally appropriate inclusion into the core curriculum. These additions will result in enhanced student preparation and added data for future assessment cycles.

c. Comparability of Learning across Modes-of-Delivery, Location, Course Duration

While data suggest the program is successfully training school counselors in a face-to-face, semester-based format, discussions will be needed to ensure each iteration of a course is similar and consistent. Faculty will work together to review course expectations, official syllabi, and teaching materials to promote greater consistency between instructors.

d. Maintain Out-of-Classroom Learning Experiences

Currently, the out-of-classroom experiences (practicum and internship) fulfill national CACREP accreditation requirements. The current system of student evaluation allows multiple points of contact between site supervisors and program faculty. This provides support to students and enhances their potential for success. Data indicate students are showing growth in skills and knowledge during their field placements. Maintenance of site supervisor communication and monitoring of updated standards will need to occur.

e. Maintain Indirect Student Assessment

The Counseling Program has formed a system of data collection from students and site supervisors to assess how program learning outcomes are being met. The Exit Survey is continuously refined based on data needs, and this will occur in the next assessment cycle. The Site Supervisor survey is new and will also require continuous refinement.

f. Improve Indirect Alumni Assessment

Alumni have been surveyed in the past by the University. The Counseling Program needs to develop a system and survey to gather alumni data. This will occur in AY 2017-2018 as the Counseling Program celebrates their 50th anniversary and alumni lists are actively being updated.

g. Maintain Indirect Professional Assessment and Plan to Enhance Expectations

The Counseling Program is partnering with Career Services to enhance data collection around employment. This will take place in fall 2017. The Employer survey will continue to be used to gather perceptions of graduate performance in relation to the program learning outcomes.

h. Maintain/Improve Process of Assessment

Currently, the Counseling Program successfully utilizes a complex data collection and assessment process. Moving forward, it will be helpful to identify ways to centralize data collection and streamline our system of data review.

i. Action Plan Summary Table

<table>
<thead>
<tr>
<th>SPECIFIC ACTIONS</th>
<th>IMPLEMENTATION TIMEFRAME</th>
<th>ACCOUNTABILITY ASSIGNMENTS</th>
<th>REVIEW SCHEDULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Maintain program requirements, through ongoing monitoring and review of best practice standards</td>
<td>Ongoing</td>
<td>All Program faculty</td>
<td>Yearly during program bi-weekly meetings</td>
</tr>
<tr>
<td>b. Curriculum review</td>
<td>Ongoing</td>
<td>All Program faculty</td>
<td>Yearly, during summer session</td>
</tr>
<tr>
<td>c. Review course expectations, official syllabi, and teaching materials to promote greater consistency between instructors</td>
<td>Ongoing in conjunction with curriculum review</td>
<td>All Program faculty</td>
<td>Yearly and as needed upon changes in instructors</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>d. Maintenance of site supervisor communication and monitoring of updated standards</td>
<td>Every semester</td>
<td>Practicum coordinator; Internship coordinator</td>
<td>Yearly for accreditation standards</td>
</tr>
<tr>
<td>e. Continuous refinement of indirect student assessments</td>
<td>Every semester for the Exit and Site Supervisor Surveys</td>
<td>Faculty member assigned, currently Caroline Baker</td>
<td>Each semester</td>
</tr>
<tr>
<td>f. Update alumni lists and develop system of indirect alumni assessment</td>
<td>Alumni Lists updated fall 2017; alumni survey discussed, drafted, and implemented AY 2017-2018</td>
<td>All Program Faculty</td>
<td>Yearly</td>
</tr>
<tr>
<td>g. Partner with Career Services to enhance graduate employment information</td>
<td>Each fall semester</td>
<td>Program Director</td>
<td>Yearly</td>
</tr>
<tr>
<td>h. Identify centralized data collection and streamline analysis system</td>
<td>Ongoing</td>
<td>All Program Faculty</td>
<td>Yearly as needed</td>
</tr>
</tbody>
</table>
Appendix A

Employer Program Survey

Within the last two years, your school has employed graduates of the UW River Falls counseling program. As an employer of our graduates, this survey is designed to assess your perception and evaluations of major aspects of the UWRF Counseling Graduate program. Thank you for your time and input!

Please respond to the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates of the counseling program identify as professional school counselors through language and behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Graduates of the counseling program implement and advocate for comprehensive school counseling programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Graduates of the counseling program support student success by incorporating best practices through research, scholarly literature, and technology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graduates of the counseling program consult, collaborate, and establish partnerships with stakeholders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Graduates of the counseling program apply ethical, developmental, and cultural practices in school counseling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Please indicate areas our graduates need to improve:

7. Please indicate areas our graduates are particularly strong:

8. Is there any other information you would like to provide?
**Appendix B**

**Site Supervisor Program Survey**

This survey is intended for site supervisors of the UWRF School Counseling Program. This survey is designed to assess major aspects of the UWRF Counseling Program related to the program learning objectives. We are asking you to evaluate how interns displayed the UWRF counseling program learning outcomes during their time at your school. Thank you for your time and input!

Please respond to the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates of the counseling program identify as professional school counselors through language and behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Graduates of the counseling program implement and advocate for comprehensive school counseling programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Graduates of the counseling program support student success by incorporating best practices through research, scholarly literature, and technology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graduates of the counseling program consult, collaborate, and establish partnerships with stakeholders.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Graduates of the counseling program apply ethical, developmental, and cultural practices in school counseling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Please indicate areas our graduates need to improve:

7. Please indicate areas our graduates are particularly strong:

8. Is there any other information you would like to provide?
Appendix C
2016 Site Supervisor Data

Q1 - Interns of the counseling program identify as professional school counselors through language and behaviors.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree nor Disagree</td>
<td>4.76%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>38.10%</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>57.14%</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>21</td>
</tr>
</tbody>
</table>
Q2 - Interns of the counseling program implement and advocate for comprehensive school counseling programs

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>4.76%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree nor Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>57.14%</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>38.10%</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>21</td>
</tr>
</tbody>
</table>
Q3 - Interns of the counseling program support student success by incorporating best practices through research, scholarly literature, and technology.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>4.76%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree nor Disagree</td>
<td>4.76%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>66.67%</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>23.81%</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>21</td>
</tr>
</tbody>
</table>
Q4 - Interns of the counseling program consult, collaborate, and establish partnerships with stakeholders.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree nor Disagree</td>
<td>9.52%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>47.62%</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>42.86%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>21</td>
</tr>
</tbody>
</table>
Q5 - Interns of the counseling program apply ethical, developmental, and cultural practices in school counseling.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree nor Disagree</td>
<td>9.52%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>38.10%</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>52.38%</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>21</td>
</tr>
</tbody>
</table>
Appendix D
Counseling Program Exit Survey

Please choose one option and clearly mark your response.
Q1 If I were starting a graduate counseling program again I would apply to UWRF?
   Yes
   No
Q2 My degree program met my expectations for rigor and depth?
   Yes
   No
Q3 Now that I have completed my degree, I am well prepared for employment?
   Yes
   No

How satisfied were you with the following?
Q4 The graduate admission process
   Not satisfied
   Satisfied
   Extremely Satisfied
Q5 Course scheduling
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q6 The quality of instruction in your academic program
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q7 The availability of your graduate advisor
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q8 The library services
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q9 The University services (e.g., bookstore, registrar, etc.)
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q10 Other (please specify)
________________________________________________________________

Please mark your response clearly.
Q11 My professors encouraged me to participate in professional organizations?
   Yes
   No
Q12 Different scholarly points of view were encouraged?
   Yes
   No
Q13 Faculty held high expectations for my performance?
   Yes
   No
Q14 Faculty members prepared carefully for their courses?
Please mark your response clearly.

Q15 Textbooks required for classes were used on a regular basis?
   Yes
   No

Q16 Other information you would like to share in regard to scholarly excellence? (please specify)
____________________________________________________________________________________
____________________________________________________________________________________

Please respond to the following items about COUN 614: Practicum

Q28 I took COUN 614: Practicum.
   Yes
   No

Q29 The initial coursework in the UWRF Counseling Program prepared me for COUN 614: Practicum.
   Not Satisfied
   Satisfied
   Extremely Satisfied

Q30 The amount of supervision, by university supervisors, was appropriate for COUN 614: Practicum?
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q31 The quality of supervision, by university supervisors, was appropriate for COUN 614: Practicum?
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q32 The COUN 614: Practicum course prepared me for advanced counseling classes.
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q33 The COUN 614: Practicum course prepared me for COUN 771-772-773: Internship.
   Not Satisfied
   Satisfied
   Extremely Satisfied
Q34 Other information you would like to share in regard to your COUN 614: Practicum experience?
________________________________________________________________
________________________________________________________________

Please respond to the following items about COUN 771-772-773: Internship
Q35 The UWRF Counseling Program prepared me for my COUN 771-772-773: Internship experience?
   Yes
   No
Q36 The amount of supervision, by university supervisors, was appropriate for COUN 771-772-773: Internship?
   Yes
   No
Q37 The quality of supervision, by university supervisors, was appropriate for COUN 771-772-773: Internship?
   Yes
   No
Q38 Other information you would like to share in regard to your COUN 771-772-773: Internship experience?
________________________________________________________________
________________________________________________________________

Program Learning Objectives
Q39 Please choose the option that best reflects the extent to which you agree or disagree with the following statements. Upon graduation from the UWRF Counseling Program, I am prepared to:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional school counselor through language and behaviors.</td>
<td></td>
<td></td>
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<tr>
<td>Implement a comprehensive school counseling program.</td>
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<tr>
<td>Advocate for a comprehensive school counseling program.</td>
<td></td>
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<tr>
<td>Support student success by incorporating best practices through research,</td>
<td></td>
<td></td>
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<tr>
<td>scholarly literature, and technology.</td>
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<tr>
<td>Consult, collaborate, and establish partnerships with stakeholders.</td>
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<tr>
<td>Apply ethical practices in school counseling.</td>
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<tr>
<td>Apply developmental practices in school counseling.</td>
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</tbody>
</table>
Apply cultural practices in school counseling.

The next section seeks your feedback about "modes of delivery" of instruction.

Q40 Please choose the option that best reflects the extent to which you agree or disagree with the following statements. "Modes of delivery" refer to the format of classes- Face-to-face/in-person, distance/online, mixed face-to-face and online/hybrid, or education abroad.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Disagree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Counseling Program modes of delivery met my learning expectations.</td>
<td></td>
<td></td>
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<tr>
<td>Methods of assessing student learning and performance were similar in type and frequency across modes of delivery.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Counseling Program upheld high expectations for students across modes of delivery.</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Counseling Program syllabi clearly presented course expectations including mode of delivery, assignment details and deadlines, and methods of assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other information you would like to share about modes of delivery during your time in the Counseling Program:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Appendix E

UNIVERSITY/SITE Supervisor Evaluation Form

Formal completion and review with the student must occur at least twice during the placement time - at the mid-point and end. The original document is placed in the student’s file, and student and site supervisor should maintain a copy. Program Faculty rely on these evaluations to determine the student’s final grade.

Student’s Name: ___________ Supervisor’s Name: _______________ Date: ___________

<table>
<thead>
<tr>
<th>Type of Evaluation (Circle one)</th>
<th>Total Hours Completed to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvement needed- Concern warrants plan for remediation</th>
<th>Focus for growth-Does not merit plan for remediation</th>
<th>Developmentally appropriate</th>
<th>Advanced for developmental stage</th>
<th>Unable to assess-Not enough information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NEI</td>
</tr>
</tbody>
</table>

PROFESSIONAL DÉMEANOR

1. Treats others (e.g., colleagues, clients, staff, faculty) respectfully.
2. Is prepared, reliable, and shows an appropriate work ethic.
3. Completes assigned responsibilities.
4. Responsive to supervision and feedback.
5. Maintains poise under stress.
6. Exhibits ethical behavior and decision-making.
8. Openness to culturally competent learning.
9. Works collaboratively with colleagues.
10. Displays effective communication with others.

COUNSELING SKILLS

1. Level I Skills- Initial Skill Sets
   - Communicates interest and attention in client
   - Demonstrates appropriate “Yes sets” (e.g., nodding head)
   - Sensitive to cultural preferences
   - Sensitive to developmental differences
   - Open body positioning and posture
   1 2 3 4 NEI

2. Level II Skills- Advanced Listening Skills
   - Displays appropriate level of empathy
   - Reflects accurate feelings
   - Restates content
   - Hears underlying feelings and concerns
   - Does not unnecessarily interrupt client
   - Concentrates completely on the client
   1 2 3 4 NEI

3. Level III Skills- Connection and Introduction
   - Utilizes opening that was inviting and set the tone for change
   - Finds common ground with the client
   1 2 3 4 NEI
CP Assessment Report September 2017

- Self-discloses appropriately.

4. Level IV Skills - Minimal Questions/Wrap up
   - Uses furthering responses appropriately (e.g., “tell me more”)  
   - Allows client to lead the conversation  
   - Provides closure to the session, with future focus  
   - Appropriately terminates with a client

5. Utilizes ethical, developmental, & cultural case conceptualization.

COMMENTS:

By signing the document, both student and supervisor acknowledge reviewing the progress, noting areas for growth. Submit the original to your Practicum/University Supervisor; keep copies for your files.

Printed names and signatures of supervisor and student:

_______________________________________________ Date: ________________
Supervisor

_______________________________________________ Date: ________________
The UWRF Counseling Program is grateful to you for your willingness to serve as a site supervisor. The final requirement for students is this formal evaluation. We encourage students to find a time to discuss the completed evaluation form with you, so that they can gain a clear understanding of their strengths and limitations as school counselors.

If you have any questions, concerns or comments about the evaluation process, or your student(s), please contact Mark Gillen (mark.gillen@uwrf.edu) as soon as possible.

### Name of Internship Student

### Name of Site Supervisor

### School Name

### Internship Dates: Spring or Fall (circle one) 20__

### Hours at site: Total: Direct: Indirect:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Not</th>
<th>Needs</th>
<th>Adequate for</th>
<th>Above adequate</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applicable</td>
<td>improvement</td>
<td>beginning counselor</td>
<td>for beginning counselor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>much improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Section I-Counseling and Interpersonal Skills

*Please circle the number that you believe best corresponds with the student’s abilities:*

1. Basic Counseling Skills (e.g., active listening, basic reflections) NA 1 2 3 4 5

2. Advanced Counseling Skills (e.g., cognitive/behavioral and other problem-solving skills) NA 1 2 3 4 5

3. Case Conceptualization (e.g., understands, integrates, and utilizes theory, developmental models, and client(s) concerns) NA 1 2 3 4 5

4. Group Counseling Skills NA 1 2 3 4 5

5. Interpersonal Skills with students NA 1 2 3 4 5

6. Interpersonal Skills with parents, teachers & staff NA 1 2 3 4 5

7. Adheres to Ethical Standards NA 1 2 3 4 5

### Section II-Knowledge

*Please circle the number that you believe best corresponds with the student’s abilities:*

8. Counseling theories NA 1 2 3 4 5
9. Counseling Process
NA 1 2 3 4 5

10. Policies and Procedures of Site
NA 1 2 3 4 5

11. Issues specific to clients served
NA 1 2 3 4 5

12. Understanding of counselor role and responsibilities
NA 1 2 3 4 5

13. Planning of appropriate classroom lessons
NA 1 2 3 4 5

14. Delivery of classroom counseling lessons
NA 1 2 3 4 5

Section III - School Counseling Content Guidelines
Please circle the number that you believe best corresponds with the student’s abilities:

15. Demonstrates an understanding of the psychological and sociological foundations of human development, learning, and behavior.
NA 1 2 3 4 5

16. Demonstrates an ability to develop, organize, administer, evaluate, and promote a comprehensive school counseling program based on national standards and state developmental guidelines.
NA 1 2 3 4 5

17. Demonstrates skills necessary to work with school teams in the promotion of a safe and healthy school climate (e.g. prevention and intervention strategies, conflict resolution, peer mediation, crisis management).
NA 1 2 3 4 5

18. Demonstrates an understanding of how diversity, inclusion, gender and equity impact academic achievement and personal-social and career development.
NA 1 2 3 4 5

19. Demonstrates individual and group counseling skills that facilitate students’ personal/social, academic, and career development throughout their K-12 experience.
NA 1 2 3 4 5

20. Demonstrates an understanding of PK-16 career development theories, practices and programs, including the ability to facilitate student skills development.
NA 1 2 3 4 5
21. Demonstrates knowledge of developmental approaches to assist all students and parents at points of educational transition (e.g. elementary school to middle school)

          NA  1  2  3  4  5

22. Demonstrates an understanding of prescribed policies and procedures (e.g. state and federal laws, institutional rules, regulations and standards, national ethical codes)

          NA  1  2  3  4  5

23. Demonstrates an ability to utilize research, and assessments to improve the school counseling program so as to improve the learning environment of all students.

          NA  1  2  3  4  5

24. Demonstrates an understanding of how technology can be utilized to support students, families and educators in making informed academic, career and personal/social choices.

          NA  1  2  3  4  5

25. Demonstrates an understanding of how to acquire ongoing professional development

          NA  1  2  3  4  5

Please identify areas that you consider to be strengths of the student:

Please identify areas that the student needs to continue to work on:

I certify that I have completed this evaluation and discussed it with the student

_______________________________  __________________
Site Supervisors Signature  Date

I have reviewed this evaluation with my site supervisor  __________________
Student Signature/Date
Appendix G
University of Wisconsin River Falls
Counseling and School Psychology Department
Internship Evaluation Form: University Final Evaluation

<table>
<thead>
<tr>
<th>Name of Internship Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of University Supervisor</td>
<td></td>
</tr>
<tr>
<td>Internship Dates (semester/year)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>Needs significant improvement</td>
<td>Needs some improvement</td>
<td>Appropriate for beginning counselor</td>
<td>More than adequate for beginning</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

**Section I-Counseling and Interpersonal Skills**
Please circle the number that you believe best corresponds with the student’s abilities:

1. Basic Counseling Skills
   (e.g., active listening, basic reflections)
   NA 1 2 3 4 5

2. Advanced Counseling Skills
   (e.g., utilizing theory-based skills and interventions)
   NA 1 2 3 4 5

3. Case Conceptualization
   (e.g., understands, integrates, and utilizes theory, developmental models, and client(s) concerns)
   NA 1 2 3 4 5

4. Group Counseling Skills
   NA 1 2 3 4 5

5. Interpersonal Skills with Clients
   NA 1 2 3 4 5

6. Interpersonal Skills with Colleagues
   NA 1 2 3 4 5

**Section II-Knowledge**
Please circle the number that you believe best corresponds with the student’s abilities:

7. Counseling theories
   NA 1 2 3 4 5

8. Counseling Process
   NA 1 2 3 4 5

9. Policies and Procedures of Site
   NA 1 2 3 4 5

10. Issues specific to clients served
    NA 1 2 3 4 5

11. Understanding of counselor role and responsibilities
    NA 1 2 3 4 5

**Section III-Seminar Progress**

12. Is prepared for supervision sessions, having submitted tapes, case presentations in a timely manner.
13. Applies suggestions to other cases

14. Demonstrates genuine interest in clients.

15. Responds to feedback in an appropriate manner

16. Interacts and provides feedback to other interns and supervisors.

______This student has made satisfactory progress at this point and is recommended for a grade of Satisfactory.

______This student has NOT made satisfactory progress at this point and is being recommended for a grade of Unsatisfactory.

Other comments:

______________________________  ________________________
University Supervisor Signature       Date

I have reviewed this evaluation with my supervisor _____________________________
## Appendix H
### Course Map

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LO 1: Graduates will be able to identify as professional school counselors through language and behaviors</th>
<th>LO 2: Graduates will be able to implement and advocate for comprehensive school counseling programs</th>
<th>LO 3: Graduates will be able to support student success by incorporating best practices through research, scholarly literature, and technology</th>
<th>LO 4: Graduates will be able to consult, collaborate and establish partnerships with stakeholders</th>
<th>LO 5: Graduates will be able to apply ethical, developmental, and cultural practices in school counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 610: Introduction to School Counseling</td>
<td>This School Counseling Life Project; Lab Rubrics (introduced)</td>
<td>Utilizing the Wisconsin Model-Part I (introduced)</td>
<td>This School Counseling Life Project: Utilizing the Wisconsin Model-Part I (introduced)</td>
<td>Discussion Postings (introduced)</td>
<td></td>
</tr>
<tr>
<td>COUN 612: Lifespan Human Development</td>
<td>K-12 Crisis Plan Group Project (reinforced)</td>
<td>K-12 Crisis Plan Group Project (reinforced)</td>
<td>K-12 Crisis Plan Group Project (reinforced)</td>
<td>K-12 Crisis Plan Group Project (reinforced)</td>
<td></td>
</tr>
<tr>
<td>COUN 614: Practicum</td>
<td>Site and University Evaluations (reinforced)</td>
<td>Site and University Evaluations (reinforced)</td>
<td>Site and University Evaluations (reinforced)</td>
<td>Site and University Evaluations (reinforced)</td>
<td></td>
</tr>
<tr>
<td>COUN 615: Cultural and Ethical Foundations</td>
<td>Ethical &amp; Legal Analysis; Class Discussion on Ethical Case (reinforced)</td>
<td>School Climate Improvement (reinforced)</td>
<td>Ethical &amp; Legal Analysis; Class Discussion on Ethical Case (reinforced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPSY 622: Behavioral Assessment and Intervention</td>
<td>Behavior Change Project (Introduced)</td>
<td>Behavior Change Project (reinforced)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 732: Group Counseling</td>
<td>Poster Project (reinforced)</td>
<td>Poster Project (reinforced)</td>
<td>Discussion Posting (reinforced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 753: Counseling Theory and Skills</td>
<td>Tape Sessions; Theory immersion Project (reinforced)</td>
<td></td>
<td>Theory immersion project; Tape Sessions (reinforced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 770: Comprehensive School Counseling Programming</td>
<td>Leadership Project (reinforced)</td>
<td>K-12 School Counseling Program (reinforced)</td>
<td>Best Practices in Classroom Guidance (reinforced)</td>
<td>Field-Based Research Project (reinforced)</td>
<td>D2L Discussion (reinforced)</td>
</tr>
<tr>
<td>COUN 771/772/773-Internship</td>
<td>Site and University Evaluations (enhanced)</td>
<td>Site and University Evaluations (enhanced)</td>
<td>Site and University Evaluations (enhanced)</td>
<td>Site and University Evaluations (enhanced)</td>
<td>Site and University Evaluations (enhanced)</td>
</tr>
</tbody>
</table>
Appendix I
Counseling Program Hiring Survey

1. What is your name?

2. What semester and year did you graduate from the counseling program?
   - Fall 2011 (December)
   - Spring 2012 (May)
   - Summer 2012 (August)

3. What is the best email address(es) with which to reach you?

4. What is the best phone number(s) with which to reach you?

5. What mailing address should we use?

6. Did you obtain a school counseling position?
   - Yes
   - No

7. If yes, you did obtain a school counseling position, what is your school's name, address, and phone number?

8. If yes, you did obtain a school counseling position, what is your official title and grade level?

9. If no, you did not obtain a school counseling position, are you actively still looking for a school counseling position?
   - Yes
   - No

10. If you decided against school counseling, please tell us your reasoning.

11. Is there anything else you would like us to know?
## Appendix J

### Mid semester student evaluations

**Instructor Name:**

**Course Title/Number:**

**Semester/Year:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work is poor or absent. Participation is inadequate.</td>
<td>Student academic work/participation is minimally adequate.</td>
<td>Student is meeting the expectations academically and participation.</td>
<td>Student goes beyond course expectations.</td>
<td>Student displays exceptional academic and professional standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>1-5 evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
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Appendix K
UWRF Counseling Program
Comprehensive Evaluation Tool: Rating Scale
This form is to be completed by students in COUN 610, and available to students in every course. Faculty evaluation of students occurs during the Practicum experience, or as needed.

Student: ________________________________________ Date: ___________________

____ Practicum  ____ Based on Mid-Semester Evaluation/Faculty Concern

<table>
<thead>
<tr>
<th>Improvement needed - Concern</th>
<th>Focus for growth - Does not merit plan for remediation</th>
<th>Developmentally appropriate</th>
<th>Advanced for developmental stage</th>
<th>Unable to assess - Not enough information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NEI</td>
</tr>
</tbody>
</table>

PROFESSIONAL Demeanor

1. Treats others (e.g., colleagues, clients, staff, faculty) respectfully. 1 2 3 4 NEI
2. Is prepared, reliable, and shows an appropriate work ethic. 1 2 3 4 NEI
3. Completes assigned responsibilities. 1 2 3 4 NEI
4. Responsive to supervision and feedback. 1 2 3 4 NEI
5. Maintains poise under stress. 1 2 3 4 NEI
6. Exhibits ethical behavior and decision-making. 1 2 3 4 NEI
7. Engages in self-assessment and reflection. 1 2 3 4 NEI
8. Openness to culturally competent learning. 1 2 3 4 NEI

PROFESSIONAL SKILLS

1. Understand the roles and functions of a counselor. 1 2 3 4 NEI
2. Applies best practices to school counseling work. 1 2 3 4 NEI
3. Demonstrates cultural competence. 1 2 3 4 NEI
4. Self-discloses appropriately. 1 2 3 4 NEI
5. Displays appropriate level of empathy. 1 2 3 4 NEI
6. Responds to and applies clinical feedback. 1 2 3 4 NEI
7. Works collaboratively with colleagues. 1 2 3 4 NEI
8. Utilizes ethical, developmental, & cultural case conceptualization. 1 2 3 4 NEI
9. Effectively implements a variety of therapeutic interventions. 1 2 3 4 NEI
10. Displays effective communication with others. 1 2 3 4 NEI

KNOWLEDGE AND ACADEMIC SKILLS

1. Knowledge of course content. 1 2 3 4 NEI
2. Contributes in class. 1 2 3 4 NEI
3. Writing ability. 1 2 3 4 NEI
4. Research skills, including scholarly literature searches. 1 2 3 4 NEI
5. Critical thinking ability. 1 2 3 4 NEI
6. Ability to analyze/synthesize material. 1 2 3 4 NEI

COMMENTS:
Printed names and signatures of faculty evaluating the student:

_______________________________________________ Date: __________________
_______________________________________________ Date: __________________
_____________________________________________ Date: __________________

(Adapted from Texas A&M University, Counseling Psychology Program)

Signature of student, stating that you have reviewed this form with your adviser:

__________________________________________________ Date: __________________

(Adapted from Texas A&M University, Counseling Psychology Program)
Appendix L

THE UNIVERSITY OF WISCONSIN RIVER FALLS
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES
School Counseling Comprehensive Examination

Instructions
Please read these instructions carefully.

- You have 3 hours to complete 2 of the 4 questions.
- **You choose which 2 questions you wish to answer.**
- Type your responses in one Word document. You do not need to create new documents for each question. Write the question number and respond to the prompts.
- Type your name at the top of your document.
- Save your work frequently to the desktop, not to your jump drive.
- All hard copies of your books, notes, journal articles or other materials may be used during the exam.
- **YOU CAN use any notes/materials/books through flashdrive/Google docs (without communicating with group members)/computer, etc. YOU MAY NOT surf the internet during the exam. If you do, the waves will crash in on you and the exam will end for you!**

Content:
- Please respond to the following items demonstrating your knowledge and understanding to their content inter-relatedness, as well as applying your reasoning.
- Your response must address all parts of the question; specific course concepts from all core classes must be thoroughly and thoughtfully integrated and applied to the questions.
- Citation of material is required, following APA formatting guides as you have done in classes. You will not need to include a reference list.

COMPREHENSIVE EXAM RUBRIC (2013)

- Each question on the comprehensive exam will be evaluated using the rubric below.
- You **must pass both** questions to pass the comprehensive exam.
- If you **fail the exam** you will have to wait until the following semester to retake the entire exam.
- Should you **fail on one question** you will be asked to retake the exam (you choose one question from two) during the current semester.
- If you fail the retake you will have to wait until the following semester to retake the entire exam.

<table>
<thead>
<tr>
<th>FAIL/RETAKE</th>
<th>PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Incomplete response</td>
<td>-Complete response</td>
</tr>
<tr>
<td>-Minimal or vague integration of content from core courses</td>
<td>-All parts of the question answered</td>
</tr>
<tr>
<td>-Minimal evidence of developmentally appropriate mastery of core courses</td>
<td>-Meaningful integration and application of multiple core courses</td>
</tr>
<tr>
<td>-Writing is disjointed and sloppy</td>
<td>-Developmentally appropriate mastery of core course content is evident</td>
</tr>
<tr>
<td>-Many grammatical errors</td>
<td>-Writing is fluid and articulate</td>
</tr>
<tr>
<td>-No to Few citations to support ideas</td>
<td>-Citations are used throughout to support ideas</td>
</tr>
<tr>
<td>-APA formatting is not applied or contains numerous errors</td>
<td>-APA formatting is applied, with few errors</td>
</tr>
</tbody>
</table>

Upon completion of the exam:
- You will upload your response to the **D2L dropbox provided under the course name of Counseling Program- Comprehensive Exam.**
- **Once you submit your work you will not be able to edit or modify it.**
- Be sure you are ready to submit the final version of your work.
- Return the hard copy of the exam questions, and any scratch/planning paper, to Jerry Liddell before exiting the room.
- **DO NOT LOG OFF OF YOUR COMPUTER until you check with Jerry to be sure that your work has been submitted successfully.**
CP Assessment Report September 2017

Issues to consider:
- As always, we expect you to uphold academic honesty principles.
- You may not share your notes or materials with other exam takers.
- You must submit work that is your own.
- You may not save exam questions or your responses in any form.
- Making poor choices in this regard may lead to failure of the exam and/or termination from the program.

Please ask Jerry Liddell if you have questions or trouble uploading your final document.

Please upload your exam to the dropbox. This is a final submission, so make any and all final edits BEFORE uploading. If you need assistance, please follow the steps below, or ask Mr. Jerry Liddell.

1. From the main Dropbox page, select the folder you want to submit an assignment to.
2. Click Add a File.
3. Click Browse to attach the file you want to upload. You can click Add to attach additional files.
4. Click Upload.
5. Click Submit. You must complete this step for it to be entered.