



**PREPARING  
EXEMPLARY  
PRACTITIONERS** | FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY  
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## PROGRAM DATA REPORT

*PROFESSIONAL COUNSELING ED.S.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

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# Goals for Improvement: 2014-2015

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**Directions:** Review progress toward 2014-2015 goals using the 2014-2015 data found in this annual report. Complete the table and consider the results of your efforts as you plan for 2015-2016. Record your progress at [https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1sad6zeDIVqwiP-HF991QZ74ZKAmKlJB8cQrb6TiFxnA/viewform?usp=send_form).

To record 2015-2016 goals, please click here:

[https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYj3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Improve faculty qualifications related to online teaching/qualifications/skills, to be implemented by Fall 2015.				Student Success
Revise curriculum to reflect transition to a 100% online format, to be implemented by Fall 2015.				Academic Success
Engage all program faculty involvement in program assessment, to be implemented by Fall 2014.				Operational Success

# Program Admissions/Production Information

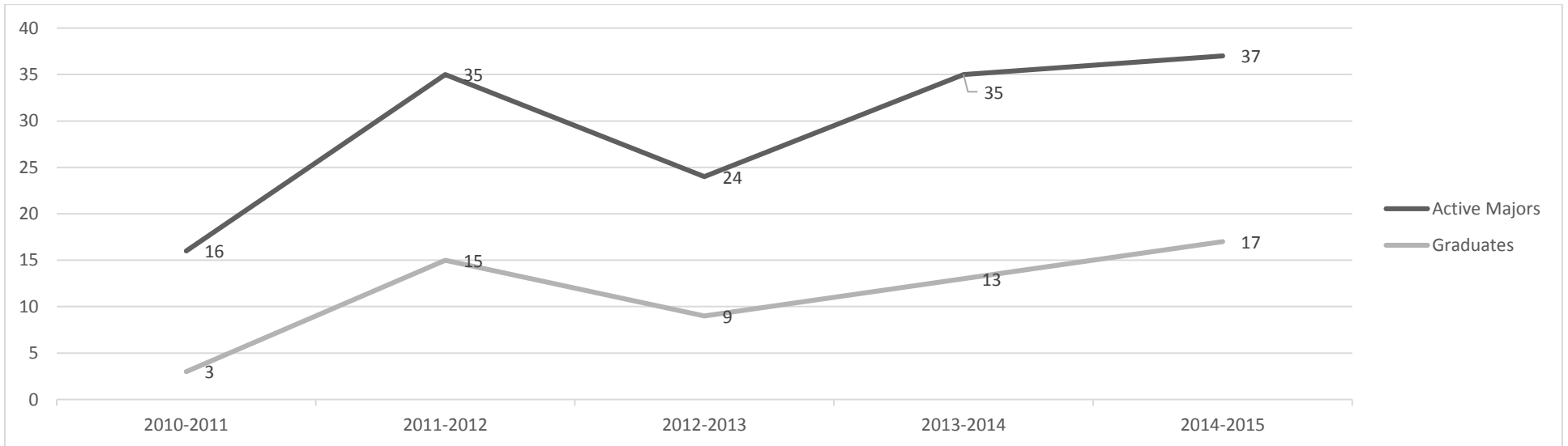
## Percentage of Completed Rubrics

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	28	22	79%

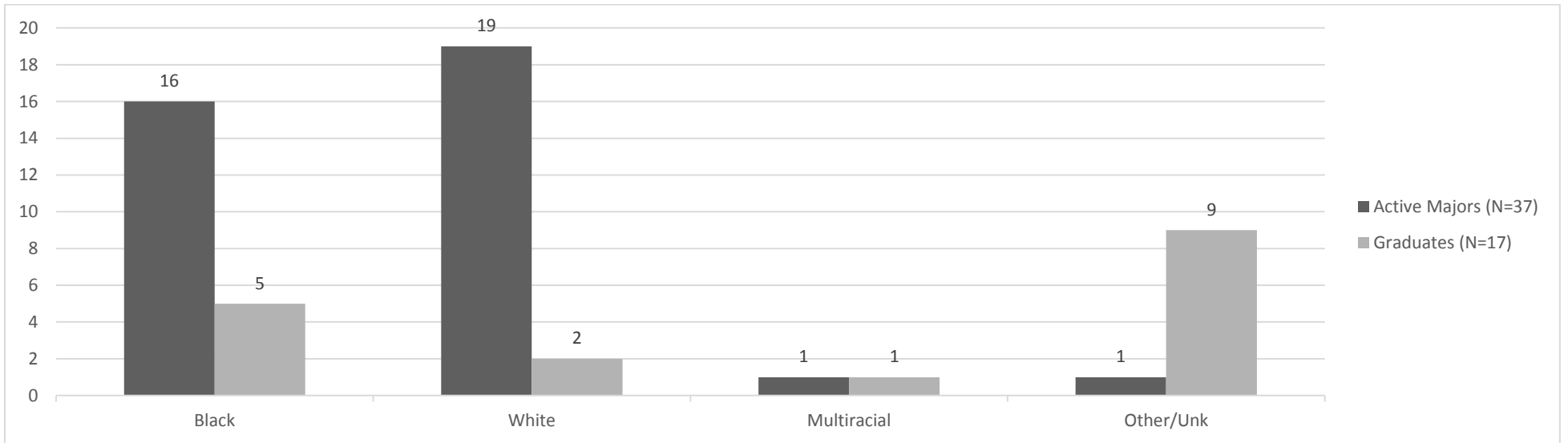
## Admissions and Active Majors

Active Majors Admitted 3+ Years Ago (2011-2012 or prior)	Active Majors Admitted 2 Years Ago (2012-2013)	Active Majors Admitted 1 Year Ago (2013-2014)	Current Active Majors 2014-2015	2014-2015 Cohort Admission GPA
0	1	17	37	TBA

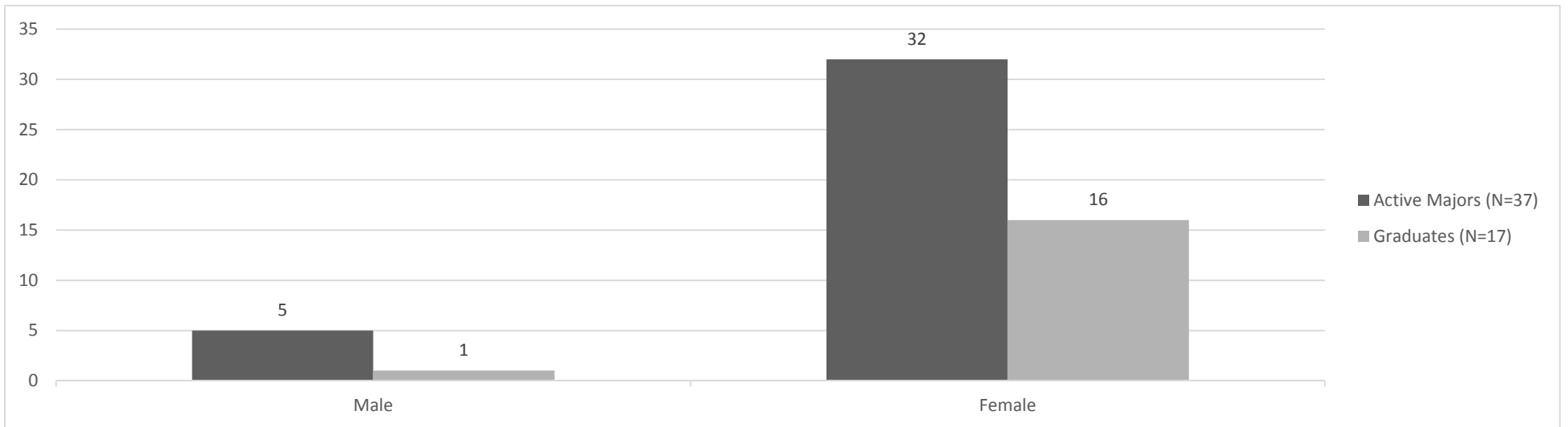
## Active Major & Graduate Trend Data\*



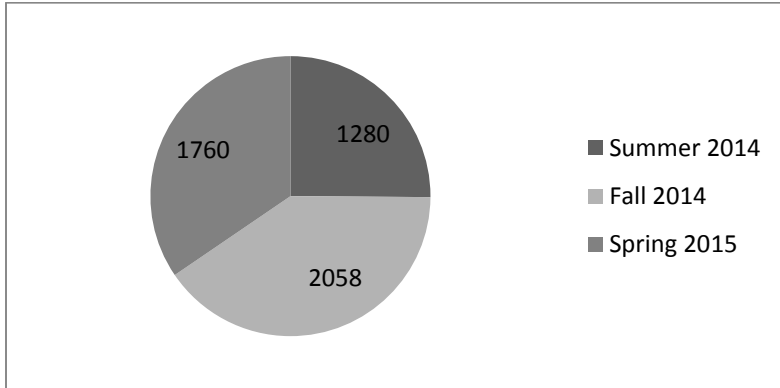
**Race: 2014-2015 Active Majors and Graduates**



**Gender- Active Majors and Graduates**



**Credit Hour Production- All CEPD Graduate Courses (N=5098)**



**Graduation Rates**

	% Graduated in <2 Years	% Graduated in 3-4 Years	No Graduation Date: Still Active	No Graduation Date: No Longer Active
Fall 2010 Cohort (N=8)	63%	13%	0	25%
	% Graduated in <2 Years	No Graduation Date: Still Active	No Graduation Date: No Longer Active	
Fall 2012 Cohort (N=5)	80%	0	0	
	% Graduated in <2 Years	No Graduation Date: Still Active	No Graduation Date: No Longer Active	
Fall 2013 Cohort (N=13)	85%	8%	7%	

**Cohort Race/Gender**

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other
Fall 2010	0	8	2	5	0	1
Fall 2012	1	4	0	2	0	3
Fall 2013	2	11	2	2	1	8

# Assessment Results

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## Learning Outcomes Report

Mean scores are reported for each assessment used for each specified criterion.

<b>Personal Theory Paper Rubric assessed in CEPD 8131</b>	
➤ Outcome 1: Candidate will demonstrate the ability to apply advanced theories of individual and group counseling in practice	
<b>Rubric Criteria</b>	<b>2014-2015 (N=13)</b>
1.1. Comprehensive theoretical orientation application paper (CEPD 8131)	3.0

<b>Supervision Presentation Rubric assessed in CEPD 8141</b>	
➤ Outcome 3: Candidates will demonstrate the ability to provide quality clinical supervision	
<b>Rubric Criteria</b>	<b>2014-2015 (N=7)</b>
3.2 Prepare a class presentation based on one of your supervision sessions that demonstrates the ability to apply the Discrimination Model in counseling supervision.	3.29

<b>Advocacy Paper Rubric assessed in CEPD 8171</b>	
➤ Candidates will demonstrate an understanding of current issues in counseling and supervision.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=0)</b>
3.2 Prepare a class presentation based on one of your supervision sessions that demonstrates the ability to apply the Discrimination Model in counseling supervision.	No Data Collected; 3 student submissions, none assessed