



**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: SCHOOL COUNSELING M.ED.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2014; SPRING 2015

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Goals for Improvement: 2014-2015

---

**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/1q5UB5ZfzV3whBqYi3oCFPiPxTj6tiLFNy\\_FVLmqKpec/viewform?usp=send\\_form](https://docs.google.com/a/westga.edu/forms/d/1q5UB5ZfzV3whBqYi3oCFPiPxTj6tiLFNy_FVLmqKpec/viewform?usp=send_form)

2014-2015 Goals	Progress	Further Action	Data Used to Inform Responses	Strategic Imperative
Modify curriculum related to group work, research, and helping relationships to raise CPCE scores above the national mean by Fall 2015.				Student Success
Improve student success among incoming students who do not satisfy the minimum GRE requirements, to be implemented by Spring admissions 2015.				Student Success
Revise program-level learning outcomes to make them measurable, to be implemented Fall 2015.				Academic Success
Strengthen relationship with school and community supervisors, to be implemented by Fall 2015.				Successful Partnerships

# Program Admissions/Production Information

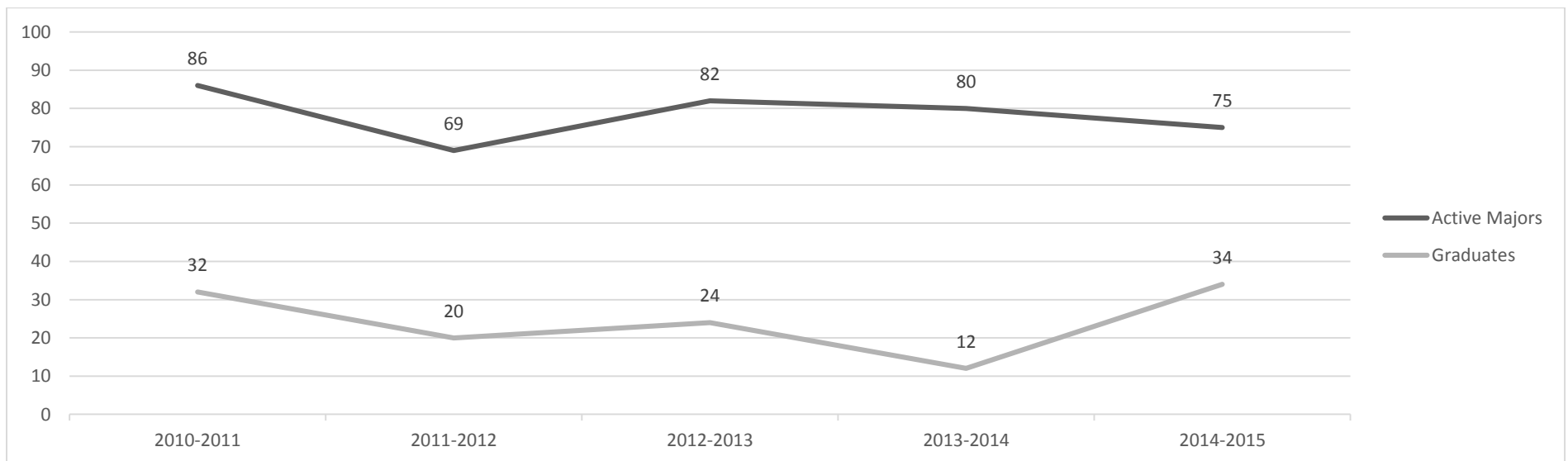
## Percentage of Completed Rubrics

Type of Assignment	Number of Assignments Submitted by Students	Number of Rubrics Scored by Faculty	Percent of Rubrics Scored by Faculty
Course-Based Assignments	161	144	89%

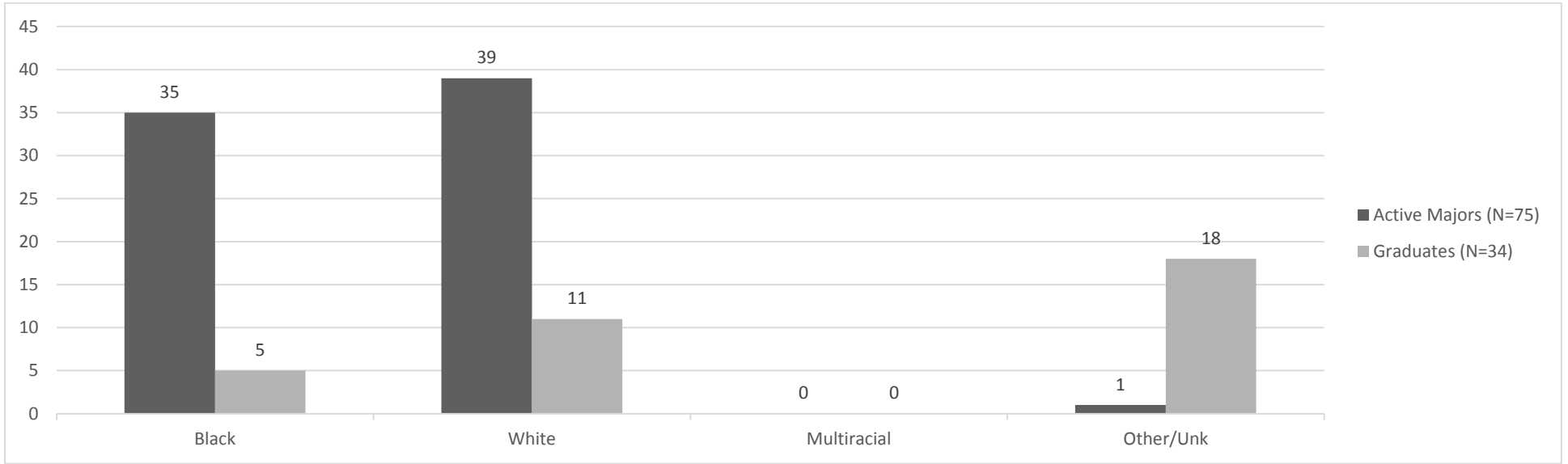
## Admissions and Active Majors

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
8	28	24	75	TBA

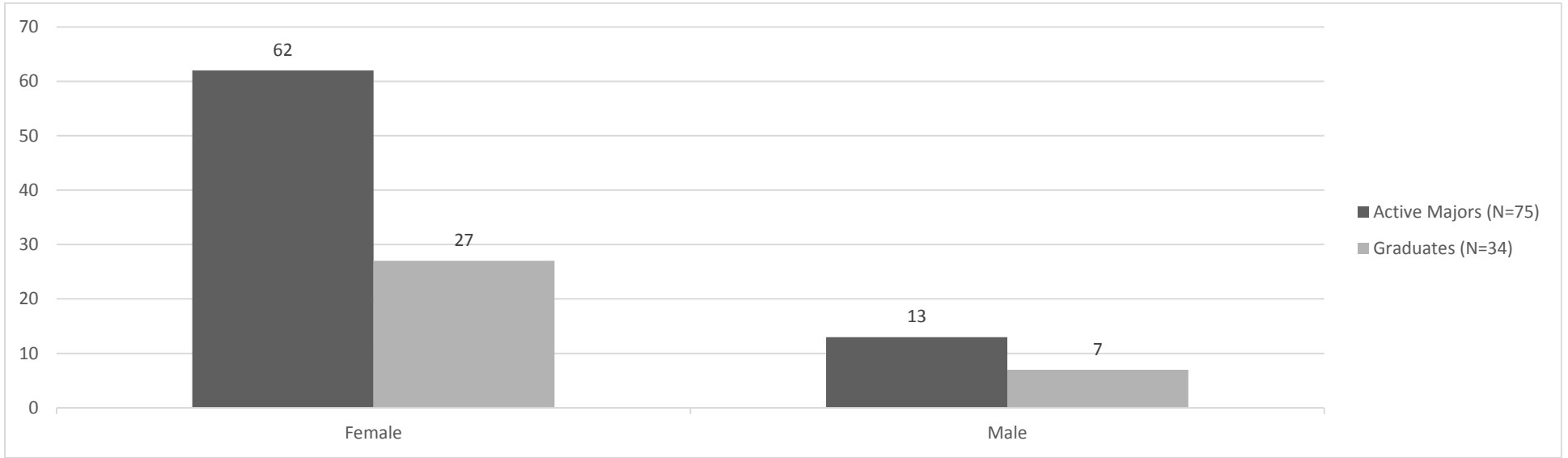
## Active Major & Graduate Trend Data



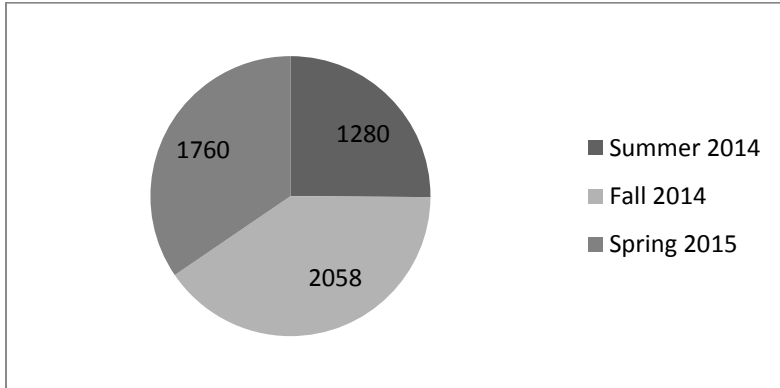
**Race- Active Majors and Graduates**



**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	% Graduated in >5 Years	No Graduation Date: No Longer Active	Graduated with Other Major or Concentration
<b>Fall 2010 Cohort (N=17)</b>	6%	65%	0	18%	12%
	% Graduated in 2 Years	% Graduated in 3-4 Years	No Graduation Date: Still Active	No Graduation Date: No Longer Active	Graduated with Other Major or Concentration
<b>Fall 2012 Cohort (N=19)</b>	0	68%	21%	5%	5%
	% Graduated in 2 Years or less	% Graduated in 3-4 Years	No Graduation Date: Still Active	No Graduation Date: No Longer Active	Graduated with Other Major or Concentration
<b>Fall 2013 Cohort (N=17)</b>	29%	6%	59%	0	6%

### Cohort Race/Gender

Cohort	Male	Female	Black	White	Multiracial	Unknown or Other
Fall 2010	1	16	4	13	0	0
Fall 2012	3	16	6	12	1	0
Fall 2013	2	15	4	12	0	1

## Assessment Results

---

### Learning Outcomes Report

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

<b>Case Approaches Rubric assessed in CEPD 6131</b>	
➤ Outcome 5: Candidates will demonstrate knowledge, skills & dispositions consistent with helping relationships.	
➤ Outcome 7: Candidates demonstrate knowledge, skills & dispositions consistent with assessment.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=11)</b>
Wellness/Prevention	2.91
Counselor Characteristics	3.00
Counseling Theory/Intervention	3.00
Diversity	2.91
Specific Populations	2.27

<b>Psycho-Ed Group Proposal assessed in CEPD 6160</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Candidates will demonstrate knowledge, skills &amp; dispositions consistent with professional orientation &amp; ethical practice.</li> <li>➤ Outcome 5: Candidates will demonstrate knowledge, skills &amp; dispositions consistent with helping relationships.</li> <li>➤ Outcome 6: Candidates will demonstrate knowledge, skills &amp; dispositions consistent with group work.</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=16)</b>
Group Leadership Skills	3.19
Group Dynamics	3.06
Group Leadership Skills	3.21
Assessment	3.00
Assessment	3.00
Diversity	3.00

<b>Professional Identity Project Rubric assessed in CEPD 6180</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 3: Candidate will demonstrate knowledge, skills &amp; dispositions consistent with human growth &amp; development.</li> <li>➤ Outcome 4: Candidate will demonstrate knowledge, skills &amp; dispositions consistent with career development.</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=17)</b>
School counselor identity, history, and certification	3.06
Professional identity	3.12

<b>Classroom Guidance Units Rubric assessed in CEPD 6180</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 3: Candidate will demonstrate knowledge, skills &amp; dispositions consistent with human growth &amp; development.</li> <li>➤ Outcome 4: Candidate will demonstrate knowledge, skills &amp; dispositions consistent with career development.</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=17)</b>
Understanding curriculum across k-12and promoting positive school environment	3.06
Multicultural knowledge	3.06
ASCA Model	3.00
Group counseling both small and large group	3.00
Working with Parents and guardians	3.00

<b>Case Conceptualization and Treatment Plan Rubric assessed in CEPD 7105</b>	
➤ Outcome 3: Candidate will demonstrate knowledge, skills & dispositions consistent with human growth & development.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=6)</b>
Development	3.17
Environment	3.00
Wellness Strategies	3.00
Client Assessment	2.00
Treatment	2.60

<b>Career Guidance Program Plan Rubric assessed in CEPD 7112</b>	
➤ Outcome 2: Candidates will demonstrate knowledge, skills & dispositions consistent with social & cultural diversity.	
➤ Outcome 3: Candidate will demonstrate knowledge, skills & dispositions consistent with human growth & development.	
➤ Outcome 4: Candidate will demonstrate knowledge, skills & dispositions consistent with career development.	
➤ Outcome 7: Candidates demonstrate knowledge, skills & dispositions consistent with assessment.	
<b>Rubric Criteria</b>	<b>2013-2014 (N=9)</b>
Knowledge of Career Theories	3.33
Information Resource Knowledge	3.33
Program Planning and Evaluation	3.00
Diversity	4.00
Program Planning and Evaluation	2.33
Career Assessment	3.67
Diversity	4.00
BLANK CRITERION	2.67

<b>Family Treatment Plan Rubric assessed in CEPD 7134</b>
➤ Outcome 2: Candidates will demonstrate knowledge, skills & dispositions consistent with social & cultural diversity.



<b>Rubric Criteria</b>	<b>2014-2015 (N=3)</b>
Assessment	3.00
Intervention	3.00
Intervention	3.00
Collaboration	3.00
Multicultural Competence	3.00

<b>Multicultural Interview Rubric assessed in CEPD 7138</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 2: Candidates will demonstrate knowledge, skills &amp; dispositions consistent with social &amp; cultural diversity.</li> <li>➤ Outcome 5: Candidates will demonstrate knowledge, skills &amp; dispositions consistent with helping relationships.</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=8)</b>
KNOWLEDGE & UNDERSTANDING	2.75
KNOWLEDGE & UNDERSTANDING	2.50
KNOWLEDGE & UNDERSTANDING	2.63
KNOWLEDGE & UNDERSTANDING	2.88
KNOWLEDGE & UNDERSTANDING	2.50

<b>Professional Disclosure Statement &amp; Video Rubric assessed in CEPD 7141</b>	
<ul style="list-style-type: none"> <li>➤ Outcome1: Candidates will demonstrate knowledge, skills &amp; dispositions consistent with professional orientation &amp; ethical practice.</li> </ul>	
<b>Rubric Criteria</b>	<b>2014-2015 (N=16)</b>
Foundations	2.13
Collaboration	1.81
Foundations	2.44
Foundations	2.13

<b>Ethical Case Study Response Rubric assessed in CEPD 7141</b>	
➤ Outcome1: Candidates will demonstrate knowledge, skills & dispositions consistent with professional orientation & ethical practice.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=16)</b>
BLANK CRITERION	3.44
BLANK CRITERION	2.94

<b>Group Advocacy Plan Rubric assessed in CEPD 7145</b>	
➤ Outcome1: Candidates will demonstrate knowledge, skills & dispositions consistent with professional orientation & ethical practice.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=20)</b>
Addressing Social Barriers	3.70
Leadership Development	3.60
Leadership Development	3.35
Advocacy Development	3.70
Addressing Social Barriers	3.70
Advocacy and Leadership Development	3.65
Advocacy and Leadership Development	3.50

<b>Final Research Proposal Rubric assessed in CEPD 7152</b>	
➤ Outcome 8: Candidates will demonstrate knowledge, skills & dispositions consistent with research & program evaluation.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=4)</b>
Content Knowledge	2.75
Data Analysis	2.00
Data Interpretation and Application	N/A
Professional Relevance	2.75
Content Knowledge	2.50
Program Evaluation	2.00
Program Development	3.00

<b>Crisis Treatment Plan Rubric assessed in CEPD 7153</b>	
➤ Outcome 2: Candidates will demonstrate knowledge, skills & dispositions consistent with social & cultural diversity.	
<b>Rubric Criteria</b>	<b>2014-2015 (N=2)</b>
Emergency Preparedness What do CITs need to know/understand about trauma, disaster, and crisis management?	3.00
Emergency Preparedness	N/A
Emergency Preparedness	2.50
Emergency Preparedness	3.00
Emergency Preparedness	3.00
Response/ Recovery What do CITs need to know to intervene with clients experiencing trauma, disaster, and crisis?	2.00
Response/ Recovery	3.00
Response/ Recovery	3.00