

**Assurance of Student Learning
2019-2020**

College of Education and Behavioral Sciences

Counseling and Student Affairs

College and Career Readiness Certificate 1737

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) consultation and collaboration.

Instrument 1 | Direct: Unit quizzes

Instrument 2 | Direct: Key assessments: final applied projects with video presentations.

Instrument 3 | Indirect: Survey of enrolled students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) program development and evaluation.

Instrument 1 | Direct: Unit quizzes

Instrument 2 | Direct: Key assessments: final applied projects with video presentations.

Instrument 3 | Indirect: Survey of enrolled students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Demonstrate the knowledge, skills, and experience gained in a college and career readiness setting by providing direct and indirect service to students/clients and the organization during a 100-hour practicum experience.

Instrument 1 | Direct: Case presentation 1

Instrument 2 | Direct: Case presentation 2

Instrument 3 | Direct: Site supervisor evaluation of students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

As noted throughout the subsequent pages, there are DIRECT and INDIRECT measures of the Student Learning Outcomes noted above. These measures are both objective and narrative in nature and are conducted over the course of any given student's enrollment in the program. The results provide averages and trends related to the Student Learning Outcomes. A synthesis of both the objective and narrative results note areas of program success, as well as areas of growth. All faculty are involved in making decisions related to the enhancement of the program based upon the results of these measurements.

Student Learning Outcome 1

Student Learning Outcome	Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) consultation and collaboration.																							
Measurement Instrument 1	Direct: Unit quizzes are provided in CNS 501 to assess student comprehension of the material. Each learning unit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed. They must complete each unit quiz to unlock consequent unit materials (adaptive learning through Blackboard). The unit quizzes assessing this learning outcomes for each unit in CNS 501.																							
Criteria for Student Success	<p>Each quiz has 10 questions each randomly pulled from a pool of unit questions; students have 20 minutes to complete the quiz and may only take it once. Weekly unit quiz scores are automatically graded in Blackboard with the two lowest scores automatically dropped to tally the final total adjusted quiz student score. These assess their basic content knowledge on the material as they are strongly encouraged to read the material before attempting to take this quiz. Students may not collaborate or share the information with others but may consult their text and resources if necessary. Up to 5 points are awarded for each unit quiz but their two lowest two quiz grades may be dropped for each class. No student mean quiz score for any content area should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement. The unit quizzes cover the following content areas for CNS 501:</p> <p>Consultation Models & Theories</p> <ul style="list-style-type: none"> • Unit 0: Introduction to the course • Unit 1: A school-based approach to consultation • Unit 2: Promoting change in schools • Unit 3: Consultation models and theories <p>Consultation and Collaboration within the School System</p> <ul style="list-style-type: none"> • Unit 4: Consultation within the schools • Unit 5: Teachers • Unit 6: School counselors and College & Career Readiness Coaches (CCRCs) • Unit 7: Administrators <p>Consulting and Collaborating within the Community</p> <ul style="list-style-type: none"> • Unit 8: Consulting and collaborating within the community • Unit 9: Local and regional businesses • Unit 10: Higher education • Unit 11: Parents, guardians, and families • Unit 12: Mental health professionals • Unit 13: National, regional, and state organizations 																							
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	100%																					
Methods	<p>The student mean scores for each unit quiz and percentages out of 5 points each are listed below (N = 7):</p> <table border="1" data-bbox="525 1169 945 1461"> <thead> <tr> <th>Unit Quiz</th> <th>M</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.21</td> <td>84.3%</td> </tr> <tr> <td>2</td> <td>4.07</td> <td>81.4%</td> </tr> <tr> <td>3</td> <td>3.93</td> <td>78.6%</td> </tr> <tr> <td>4</td> <td>4.71</td> <td>94.3%</td> </tr> <tr> <td>5</td> <td>4.64</td> <td>92.9%</td> </tr> <tr> <td>6</td> <td>4.86</td> <td>97.1%</td> </tr> </tbody> </table>			Unit Quiz	M	%	1	4.21	84.3%	2	4.07	81.4%	3	3.93	78.6%	4	4.71	94.3%	5	4.64	92.9%	6	4.86	97.1%
Unit Quiz	M	%																						
1	4.21	84.3%																						
2	4.07	81.4%																						
3	3.93	78.6%																						
4	4.71	94.3%																						
5	4.64	92.9%																						
6	4.86	97.1%																						

	7	4.29	85.7%
	8	3.93	78.6%
	9	3.93	78.6%
	10	4.79	95.7%
	11	4.14	82.9%
	12	4.57	91.4%
	13	3.79	75.7%
	Total Quiz Adjusted (of 55)	50.07	91.0%
Measurement Instrument 2	Direct: Key assessments: final applied projects and video presentations. These learning outcomes are measured across time, in various courses and are graded upon a 4-point rubric worth a total of 40 points (see Appendix A).		
Criteria for Student Success	Students develop final applied projects for each class that is intended to be an actual consultation/collaboration project that helps them better understand and serve their target population. They begin developing aspects of the project through bi-weekly discussion board posts where they receive peer and instructor feedback. Each project addresses a set of key items they must include as well as a video presentation of their project. Students receive points for providing a well-developed project, articulate presentation, and helpful feedback to others on their final projects. Total student mean scores for each rubric item on the final projects should not be less than 70%. Student mean scores on any rubric item with a 69% or below indicates an area in need of improvement.		
Program Success Target for this Measurement	70%		Percent of Program Achieving Target
			100%
Methods	The student mean scores for each rubric item and percentage out of 4 points each are listed below (N = 7):		
	Rubric Item	M	%
	1 Target population	3.57	89.29%
	2 Target goal	3.71	92.86%
	3 Professionals interviewed & selection	3.43	85.71%
	4 Insights & expertise	4.00	100.00%
	5 Actions you took	3.14	78.57%
	6 Questions you asked	3.00	75.00%
	7 Advice & warnings	3.00	75.00%
	8 Opportunities & challenges	3.14	78.57%
	9 Final thoughts	4.00	100.00%
	10 Feedback to others	3.83	95.83%
	Total mean score (of 40)	33.51	83.79%
Measurement Instrument 3	Indirect: Student Survey – CCR (Appendix C) The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the		

	Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants' opinions related to the strengths, as well as the weaknesses of the program.		
Criteria for Student Success	This measurement does not directly measure student success; however, it measures student <i>perceptions</i> of their success and satisfaction with the program on a 5-point Likert-scale from 1 (highly dissatisfied) to 5 (highly satisfied). Total student mean scores for satisfaction with the program should not be less than 70%. Student mean scores with a 69% or below indicates an area in need of improvement.		
	Satisfaction survey question Please rate your satisfaction with the program. (APR B.4b)	M 5.0	% 100%
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	100%
Methods	The Department distributes its Student Satisfaction Surveys once a year, typically around the end of the spring semester. Results of the survey are discussed among faculty teaching in this program area and the Department Head.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The CCR program commenced in the fall of 2017. We are in the process of developing an empirically based plan for systematically evaluating the program objectives, including ensuring that students will obtain academic course work and experiences necessary to seek related employment in College and Career Readiness. Program Coordinators are also heavily involved in the community (i.e., Chamber of Commerce) and in local school partnerships to obtain feedback related to the CCR efforts within the Bowling Green region. Our decision-making process and actions for program improvement therefore rely both on feedback from our students, as well as constituents within the community. Given the newness of the program, as well as the relatively low enrollment, we have not made significant changes to the program at this time. However, this is not to say that we do not take the feedback we receive seriously. We continue to be in a process to build this program and adjust through student feedback.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Based upon both formal and informal feedback, the following actions have occurred: directives for assignments focus more on applied settings; more in-depth lectures have been developed to supplemental program (and course) content; ongoing consultation with CCRCs in the region to enhance the courses and related content.			

Student Learning Outcome 2

Student Learning Outcome	Demonstrate a comprehensive knowledge and appropriate application of college and career readiness (CCR) program development and evaluation.																				
Measurement Instrument 1	Direct: Unit quizzes are provided in CNS 502 to assess student comprehension of the material. Each learning unit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed. They must complete each unit quiz to unlock consequent unit materials (adaptive learning through Blackboard). The unit quizzes assessing this learning outcomes for each unit in CNS 502.																				
Criteria for Student Success	<p>Each quiz has 10 questions each randomly pulled from a pool of unit questions; students have 20 minutes to complete the quiz and may only take it once. Weekly unit quiz scores are automatically graded in Blackboard with the two lowest scores automatically dropped to tally the final total adjusted quiz student score. These assess their basic content knowledge on the material as they are strongly encouraged to read the material before attempting to take this quiz. Students may not collaborate or share the information with others but may consult their text and resources if necessary. Up to 5 points are awarded for each unit quiz but their two lowest two quiz grades may be dropped for each class. No student mean quiz score for any content area should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement. The unit quizzes cover the following content areas for CNS 502:</p> <p>Introduction to Program Development & Evaluation</p> <ul style="list-style-type: none"> • Unit 0: Introduction to the Course • Unit 1: Understanding Program Development • Unit 2: Preparing for Evaluation • Unit 3: Considering the Why <p>Planning the Evaluation</p> <ul style="list-style-type: none"> • Unit 4: Involving Stakeholders • Unit 5: Clarifying the Program Description • Unit 6: Exploring Evaluation Models • Unit 7: Identifying Data Sources <p>Dealing with the Data</p> <ul style="list-style-type: none"> • Unit 8: Collecting Data • Unit 9: Analyzing Data • Unit 10: Discerning Evaluation and Research <p>Reporting the Findings</p> <ul style="list-style-type: none"> • Unit 11: Presenting the Evaluation Findings • Unit 12: Making Data-Driven Decisions • Unit 13: Evaluation as a Business 																				
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	100%																		
Methods	<p>The student mean scores for each unit quiz and percentages out of 5 points each are listed below (N = 4):</p> <table border="1" data-bbox="867 1235 1230 1468"> <thead> <tr> <th align="center">Unit Quiz</th> <th align="center">M</th> <th align="center">%</th> </tr> </thead> <tbody> <tr> <td align="center">2</td> <td align="center">3.75</td> <td align="center">75.0%</td> </tr> <tr> <td align="center">3</td> <td align="center">4.38</td> <td align="center">87.5%</td> </tr> <tr> <td align="center">4</td> <td align="center">3.50</td> <td align="center">70.0%</td> </tr> <tr> <td align="center">5</td> <td align="center">4.00</td> <td align="center">80.0%</td> </tr> <tr> <td align="center">6</td> <td align="center">4.50</td> <td align="center">90.0%</td> </tr> </tbody> </table>			Unit Quiz	M	%	2	3.75	75.0%	3	4.38	87.5%	4	3.50	70.0%	5	4.00	80.0%	6	4.50	90.0%
Unit Quiz	M	%																			
2	3.75	75.0%																			
3	4.38	87.5%																			
4	3.50	70.0%																			
5	4.00	80.0%																			
6	4.50	90.0%																			

		7	3.75	75.0%
		8	4.63	92.5%
		9	3.75	75.0%
		10	3.63	72.5%
		11	3.88	77.5%
		13	3.63	72.5%
		Total Quiz Adjusted (of 45)	38.13	84.7%
Measurement Instrument 2	Direct: Key assessments: final applied projects and video presentations. These learning outcomes are measured across time, in various courses and are graded upon a 4-point rubric worth a total of 40 points (see Appendix B).			
Criteria for Student Success	Students develop final applied projects for each class that is intended to be an actual program development and evaluation project that helps them better understand and serve their target population. They begin developing aspects of the project through bi-weekly discussion board posts where they receive peer and instructor feedback. Each project addresses a set of key items they must include as well as a video presentation of their project. Students receive points for providing a well-developed project, articulate presentation, and helpful feedback to others on their final projects. Total student mean scores for each rubric item on the final projects should not be less than 70%. Student mean scores on any rubric item with a 69% or below indicated an area in need of improvement.			
Program Success Target for this Measurement	70%	Percent of Program Achieving Target		100%
Methods	The student mean scores for each rubric item and percentage out of 4 points each are listed below (N = 4):			
	Rubric items	M	%	
	1 Data collection	3.75	93.8%	
	2 Data analysis	3.50	87.5%	
	3 Presenting the findings	3.25	81.3%	
	4 Data-driven decisions	4.00	100.0%	
	5 Class presentation	4.00	100.0%	
	6 Feedback to others	4.00	100.0%	
	7 Program description	4.00	100.0%	
	8 Key stakeholders	4.00	100.0%	
	9 Evaluation model	4.00	100.0%	
	10 Data source	3.00	75.0%	
	Total mean score out of 40 points	37.50	90.3%	
Measurement Instrument 3	Indirect: Student Survey – CCR (Appendix C) The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants' opinions related to the strengths, as well as the weaknesses of the program.			
Criteria for Student Success	This measurement does not directly measure student success; however, it measures student <i>perceptions</i> of their success and satisfaction with the scale from 1 (highly dissatisfied) to 5 (highly satisfied). Total student mean scores for satisfaction with the program should not be less than 70%			

69% or below indicates an area in need of improvement.	
Satisfaction survey question Please rate your satisfaction with the program. (APR B.4b)	M % 5.0 100%
Program Success Target for this Measurement	70% Percent of Program Achieving Target 100%
Methods	The Department distributes its Student Satisfaction Surveys once a year, typically around the end of the spring semester. Results of the survey are discussed among faculty teaching in this program area and the Department Head.
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)	
The CCR program commenced in the fall of 2017. We are in the process of developing an empirically based plan for systematically evaluating the program objectives, including ensuring that students will obtain academic course work and experiences necessary to seek related employment in College and Career Readiness. Program Coordinators are also heavily involved in the community (i.e., Chamber of Commerce) and in local school partnerships to obtain feedback related to the CCR efforts within the Bowling Green region. Our decision-making process and actions for program improvement therefore rely both on feedback from our students, as well as constituents within the community. Given the newness of the program, as well as the relatively low enrollment, we have not made significant changes to the program at this time. However, this is not to say that we do not take the feedback we receive seriously. We continue to be in a process to build this program, as well as adjust through student feedback.	
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)	
Based upon both formal and informal feedback, the following actions have occurred: directives for assignments focus more on applied settings; more in-depth lectures have been developed to supplemental program (and course) content; ongoing consultation with CCRCs in the region to enhance the courses and related content.	

Student Learning Outcome 3

Student Learning Outcome	Demonstrate the knowledge, skills, and experience gained in a college and career readiness setting by providing direct and indirect service to students/clients and the organization during a 100-hour practicum experience.		
Measurement Instrument 1	Direct: Case presentation 1. In addition to regular attendance and participation in online supervision to discuss their cases and provide feedback to others, case presentations provide an opportunity for students to provide a summary of their work with an individual client or student. The required case presentation includes a 5-10-minute video clip and completion of the case template provided in the syllabus (Appendix D)		
Criteria for Student Success	Case Presentation 1 focuses on the case intake and notes template; it is graded based on the thoroughness of the intake and notes section as well as the case summary and live online presentation (16 points). No student mean score for any rubric item should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	100%
Methods	Case presentations are manually graded, and students are provided feedback through Blackboard. The student mean scores for each rubric item and percentage out of 4 points each are listed below (N = 1):		
	Rubric Items	M	%
	1 Client Intake - Overall Thoroughness	4.00	100.0%
	2 Case Notes – Overall Thoroughness	4.00	100.0%
	3 Case Notes - Summary	4.00	100.0%
	4 In-class Presentation	4.00	100.0%
	Total mean score (of 16)	16.00	100.0%
Measurement Instrument 2	Direct: Case presentation 2. In addition to regular attendance and participation in online supervision to discuss their cases and provide feedback to others, case presentations provide an opportunity for students to provide a summary of their work with an individual client or student. The required case presentation includes a 5-10-minute video clip and completion of the case template provided in the syllabus (Appendix E).		
Criteria for Student Success	Case 2 focuses on a detailed written description of their work with students to include background information, primary CCR-related concerns, assessment, CCR goals, a description of the video clip, and a self-critique (28 points). No student mean score for any rubric item should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	100%
Methods	Case presentations are manually graded, and students are provided feedback through Blackboard. The student mean scores for each rubric item and percentage out of 4 points each are listed below (N = 1):		
	Rubric Items	M	%
	1 Background Info	4.00	100.0%
	2 CCR-Related Concerns	4.00	100.0%
	3 Assessment	3.00	75.0%
	4 CCR Goals	4.00	100.0%
	5 Video-clip	3.00	75.0%
	6 Self-Critique	4.00	100.0%

	7 Presentation	4.00	100.0%		
	Total mean score (of 28)	26.00	92.9%		
Measurement Instrument 3	Direct: Site supervisor evaluation of student. Site Supervisors complete an evaluation of student performance for each student whom they are supervising. These are completed and discussed with students at the mid and final part of the term (Appendix F).				
Criteria for Student Success	Students are rated in three key areas (Attending, Basic Listening, and CCR-Related Content) on the following evaluation scale from 1-4 (1-Need continued practice: no skill, unhelpful or not well-timed skills; 2-Developing skill: somewhat helpful, missed many opportunities; 3-Well developed: helpful and well-timed skill when performed, but not consistently smooth; 4-Highly developed: helpful, well-timed, and consistently well-performed skill; or NA-Insufficient experience to judge). No student mean score for any of the three key areas (6-9 rubric items each) should be less than 70%. Mean scores of 69% or below indicates an area in need of improvement.				
Program Success Target for this Measurement	70%		Program Success Target for this Measurement	100%	
Methods	Students are evaluated by their site supervisors during the mid and final point in the semester. The first student enrolled in Fall 2019 and include the mean scores for each of the three key areas for the mid-term and final evaluations (N = 1).				
	Evaluation Key Areas	Midterm M	Midterm %	Final M	Final %
	Attending	4.00	100.0%	4.00	100.0%
	Basic Listening	3.80	95.0%	4.00	100.0%
	CCR-Related Content	4.00	100.0%	4.00	100.0%
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.				Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
The CCR program commenced in the fall of 2017. We are in the process of developing an empirically based plan for systematically evaluating the program objectives, including ensuring that students will obtain academic course work and experiences necessary to seek related employment in College and Career Readiness. Program Coordinators are also heavily involved in the community (i.e., Chamber of Commerce) and in local school partnerships in order to obtain feedback related to the CCR efforts within the Bowling Green region. Our decision-making process and actions for program improvement therefore rely both on feedback from our students, as well as constituents within the community. Given the newness of the program, as well as the relatively low enrollment, we have not made significant changes to the program at this time. However, this is not to say that we do not take the feedback we receive seriously. We continue to be in a process to build this program, as well as adjust through student feedback.					
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
Based upon both formal and informal feedback, the following actions have occurred: directives for assignments focus more on applied settings; more in-depth lectures have been developed to supplemental program (and course) content; ongoing consultation with CCRCs in the region to enhance the courses and related content.					

**Appendix A - Student Learning Outcome 1, Measurement 2
CCR Consultation & Collaboration Project Rubric**

Requirement	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
Target population	Limited description of the target population; may be missing components such as how you hope to help them and the challenges you may face.	Some, yet not thorough description of the target population including how you hope to help them and the challenges you may face.	Adequate description of the target population including how you hope to help them and the challenges you may face.	Effective and thorough description of the target population including how you hope to help them and the challenges you may face.
Target goal	Limited or missing description of 3-5 target goals that help you overcome your challenge(s), enhance your current services, and identifies how collaborating can help you meet your goals.	Somewhat provides a list 3-5 target goals that help you overcome your challenge(s), enhance your current services, and identifies how collaborating can help you meet your goals.	Adequate list of 3-5 target goals that help you overcome your challenge(s), enhance your current services, and identifies how collaborating can help you meet your goals.	Effective list of 3-5 target goals that help you overcome your challenge(s), enhance your current services, and identifies how collaborating can help you meet your goals.
Professionals interviewed & selection	Limited or missing description of the professionals interviewed, why you selected them, and how you thought they would benefit your work.	Somewhat describes the professionals interviewed, why you selected them, and how you thought they would benefit your work.	Adequate description of professionals interviewed, why you selected them, and how you thought they would benefit your work.	Thorough description of professionals interviewed, why you selected them, and how you thought they would benefit your work.
Insights & expertise	Limited or missing explanation of what they were able to provide you to help you reach your goals.	Somewhat explains what they were able to provide you to help you reach your goals.	Adequate explanation of what they were able to provide you to help you reach your goals.	Detailed explanation of what they were able to provide you to help you reach your goals.
Actions you took	Limited or missing description of the actions you took to initiate the consultation or collaboration and how you achieved entry.	Somewhat describes the actions you took to initiate the consultation or collaboration and how you achieved entry.	Adequately describes the actions you took to initiate the consultation or collaboration and how you achieved entry.	Effectively describes the actions you took to initiate the consultation or collaboration and how you achieved entry.
Questions you asked	Asked limited or ineffective questions that helped you gain new insights into their work.	Asked 5-8 somewhat helpful questions that helped you gain new insights into their work.	Asked 5-8 adequate questions that helped you gain new insights into their work.	Asked 5-8 effective questions that helped you gain new insights into their work.
Advice & warnings	Limited or ineffective advice and/or warnings from the professionals related to your target population and/or goals.	Provided somewhat helpful advice and/or warnings from the professionals related to your target population and/or goals.	Provided adequate advice and/or warnings from the professionals related to your target population and/or goals.	Provided effective advice and/or warnings from the professionals related to your target population and/or goals.

Requirement	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
Opportunities & challenges	Limited or missing new opportunities or unexpected challenges encountered throughout the process with suggestions for how you would do things differently in the future.	Somewhat described new opportunities or unexpected challenges encountered throughout the process with suggestions for how you would do things differently in the future.	Adequately described new opportunities or unexpected challenges encountered throughout the process with suggestions for how you would do things differently in the future.	Effectively described new opportunities or unexpected challenges encountered throughout the process with suggestions for how you would do things differently in the future.
Final thoughts	Limited or missing final thoughts or key takeaways gained from the consultation/ collaboration.	Somewhat useful final thoughts or key takeaways gained from the consultation/ collaboration.	Adequate final thoughts or key takeaways gained from the consultation/ collaboration.	Very useful final thoughts or key takeaways gained from the consultation/ collaboration.
Feedback to others	Inadequate feedback to others and/or incomplete number of required responses.	Limited feedback to others as required or adequate feedback but incomplete number of required responses.	Adequately helpful and thoughtful feedback to others as required.	Helpful and thoughtful feedback to others as required or to more students than necessary regarding their posts.

**Appendix B - Student Learning Outcome 1, Measurement 2
Program Development and Evaluation Proposal Rubric**

Requirement	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
Program description	Inadequate description of the program description; may be missing components.	Some, yet not thorough description of the program description including the goals, process, importance, challenges, potential for improvement, and obstacles.	Adequate description of the program description including the goals, process, importance, challenges, potential for improvement, and obstacles.	Effective and thorough description of the program description including the goals, process, importance, challenges, potential for improvement, and obstacles.
Key stakeholders	Inadequate description of key stakeholders; may be missing components.	Limited description of key stakeholders including those who receive the benefits of the program and evaluators, how and why they should be involved, and opportunities and challenges you anticipate with them.	Adequate description of key stakeholders including those who receive the benefits of the program and evaluators, how and why they should be involved, and opportunities and challenges you anticipate with them.	Effective description of key stakeholders including those who receive the benefits of the program and evaluators, how and why they should be involved, and opportunities and challenges you anticipate with them.
Evaluation model	Inadequate description of key stakeholders; may be missing components.	Limited description of the evaluation model, the key components related to your program, and how it applies to your evaluation.	Adequate description of the evaluation model, the key components related to your program, and how it applies to your evaluation.	Thorough description of the evaluation model, the key components related to your program, and how it applies to your evaluation.
Data source	Inadequate explanation of data source(s); may be missing components.	Limited explanation of data source(s), why you selected them, how will you gain access to them, and the challenges and benefits of your data source(s).	Adequate explanation of data source(s), why you selected them, how will you gain access to them, and the challenges and benefits of your data source(s).	Detailed explanation of data source(s), why you selected them, how will you gain access to them, and the challenges and benefits of your data source(s).
Data collection	Inadequate identifies data collection procedures; may be missing components.	Limited identification of data collection procedures, copy of the instrument, and how it is the best method to obtaining the eval data.	Adequately identifies data collection procedures, copy of the instrument, and how it is the best method to obtaining the eval data.	Effectively identifies data collection procedures, copy of the instrument, and how it is the best method to obtaining the eval data.
Data analysis	Inadequate description of data analysis plans and procedures; may be missing components.	Limited description data analysis plans and procedures including sample size, statistical software, transcription services, or other support required.	Adequately describes data analysis plans and procedures including sample size, statistical software, transcription services, or other support required.	Effectively describes data analysis plans and procedures including sample size, statistical software, transcription services, or other support required.
Presenting the findings	Inadequate description of delivery of the findings; may be missing components.	Limited description who will receive the results of your evaluation, how they will be communicated, and how your presentation may differ with each group of stakeholders.	Adequately describes who will receive the results of your evaluation, how they will be communicated, and how your presentation may differ with each group of stakeholders.	Effectively describes who will receive the results of your evaluation, how they will be communicated, and how your presentation may differ with each group of stakeholders.

Requirement	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
Data-driven decisions	Inadequate description of key stakeholders; may be missing components.	Limited description the implications you anticipate from your findings and how the results may impact the organization/client/students?	Adequately describes the implications you anticipate from your findings and how the results may impact the organization/client/students?	Effectively describes the implications you anticipate from your findings and how the results may impact the organization/client/students?
Class presentation	Inadequate presentation; may be missing components.	Limited proposal presentation in Mediasite.	Adequate 8-10 minute proposal presentation in Mediasite.	Effective 8-10 minute proposal presentation in Mediasite.
Feedback to others	Inadequate feedback to others and/or incomplete number of required responses.	Limited feedback to others as required or adequate feedback but incomplete number of required responses.	Adequately helpful and thoughtful feedback to others as required.	Helpful and thoughtful feedback to others as required or to more students than necessary regarding their posts.

**Appendix C - Student Learning Outcome 1-2, Measurement 3
Cert in CCR Student Satisfaction Survey ORIGINAL**

Intro

We are interested in your feedback regarding your experiences as a graduate student in the COLLEGE AND CAREER READINESS Graduate Certificate Program housed within the Department of Counseling and Student Affairs. We are also required by WKU's accrediting bodies to collect information about your experience in the program and success thereafter. We will make every effort to consider your feedback and incorporate it into maintaining quality programs. It has been a pleasure working with you throughout your academic career in the Department of Counseling and Student Affairs and we wish you the very best as you engage in your professional career!

End of Block: Introduction

Start of Block: Demographic Questions

Demo **The following questions are meant to gain information related to how we are serving students who represent various demographics.**

Q1 1. List your age.

Q2 2. List the gender with which you identify.

Q3 3. Select your sexual orientation.

- Heterosexual (1)
 - Bisexual (2)
 - Homosexual (3)
 - Asexual (4)
 - Other (5) _____
 - Prefer not to answer. (6)
-

Q4 4. Select your partner status.

▼ Married/Partnered (1) ... Other (6)

Q5 5. Select your ethnicity/race/national origin (mark one):

- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. (1)
 - Black or African American: A person having origins in any of the black racial groups of Africa. (2)
 - Hispanic or Latino/a: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. (3)
 - Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands. (4)
 - White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa. (5)
 - White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa. (6)
 - Blended racial/national heritage: A person who considers herself/himself a part of more than one of the groups listed here. (7)
-

Q6 6. Choose the most appropriate answer that best represents your employment while you were enrolled as a student.

▼ I was not employed. (1) ... I had a graduate assistantship on campus. (4)

End of Block: Demographic Questions

Start of Block: Degree Program Questions

Degree **The following questions are related to your experiences within the program.**

Q7 How many courses have you completed within the program?

1 (1)

2 (2)

3 or more (3)

I have not completed any of the courses yet. (4)

Q9 When did you or do you expect to graduate?

Academic Year (1)

Semester (2)

▼ 2017 (0) ... 2025 ~ Summer, August (35)

Q10 Please list any other graduate degree programs you are enrolled in.

Q15 What resources did you take advantage of while you were a graduate student in the Department of Counseling and Student Affairs (CACREP Section 3.D):

- Technological resources (1)
 - Library services (2)
 - Faculty mentoring (3)
 - Other, please list (4) _____
-

Q16 Please rate your satisfaction with the program. (APR B.4b)

- Highly Satisfied (1)
 - Satisfied (2)
 - Neither satisfied nor dissatisfied (3)
 - Dissatisfied (4)
 - Highly Dissatisfied (5)
-

Q42 Please rate your satisfaction with the program. (APR B.4b)

- Highly satisfied (1)
- Satisfied (2)
- Neither satisfied nor dissatisfied (3)
- Dissatisfied (4)
- Highly dissatisfied (5)

End of Block: Degree Program Questions

Start of Block: Degree Strengths

Q17

The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)

Please check any of the following that you experienced as strengths of the program: *Curriculum and Programming*

Please insert comments next to any of the strengths.

When classes were scheduled (1) _____

Face-to-face classes (2) _____

Hybrid classes (3) _____

On-line classes (4) _____

Structure of class meetings (i.e., group work, demonstrations) (5) _____

Classes offered (6) _____

New Student Orientation (7) _____

Other (8) _____

Q18

The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)

Please check any of the following that you experienced as strengths of the program: **Faculty**

Please insert comments next to any of the strengths.

Knowledge base and expertise of faculty (1) _____

Faculty mentoring/relationship (2) _____

Preparedness of faculty (3) _____

Other (4) _____

Q19 The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)

Please check any of the following that you experienced as strengths of the program: **Personal and Professional Development** Please insert comments next to any of the strengths.

Support from faculty for your personal development (1) _____

Remediation plans (2) _____

How the program helped prepare you for employment (3) _____

Other (4) _____

Q20 The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)
Please check any of the following that you experienced as strengths of the program: *Professional Development Opportunities* Please insert comments next to any of the strengths.

- Student organizations (i.e., CSI, SAGA) (1) _____
- Co-presenting with faculty (2) _____
- Co-writing with faculty (3) _____
- Co-researching with faculty (4) _____
- Graduate Assistant opportunities (5) _____
- Internship sites (6) _____

End of Block: Degree Strengths

Start of Block: Degree Weaknesses

Q21
The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)

Please check any of the following that you experienced as weaknesses of the program: *Curriculum and Programming*

Please insert comments next to any of the weaknesses.

- When classes were scheduled (1) _____
 - Face-to-face classes (2) _____
 - Hybrid classes (3) _____
 - On-line classes (4) _____
 - Structure of class meetings (i.e., group work, demonstrations) (5) _____
 - Classes offered (6) _____
 - New Student Orientation (7) _____
-

Q22

The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)

Please check any of the following that you experienced as weaknesses of the program: *Faculty*

Please insert comments next to any of the weaknesses.

- Knowledge base and expertise of faculty (1) _____
 - Faculty mentoring/relationship (2) _____
 - Preparedness of faculty (3) _____
-

Q23 The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)
Please check any of the following that you experienced as weaknesses of the program: *Personal and Professional Development* Please insert comments next to any of the weaknesses.

Support from faculty for your personal development (1) _____

Remediation plans (2) _____

How the program helped prepare you for employment (3) _____

Q24 The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1)
Please check any of the following that you experienced as weaknesses of the program: *Professional Development Opportunities* Please insert comments next to any of the weaknesses.

Student organizations (i.e., CSI, SAGA) (1) _____

Co-presenting with faculty (2) _____

Co-writing with faculty (3) _____

Co-researching with faculty (4) _____

Graduate Assistant opportunities (5) _____

Internship sites (6) _____

End of Block: Degree Weaknesses

Start of Block: Employment

Q26 Have you gained employment in the field of this program? (APR B.5) Please choose the most appropriate response.

- Full-time employment. Please list employer, city and state. (1) _____
- Part-time employment. Please list employer, city and state. (2) _____
- Have not been hired in the field of my degree. (3)

Skip To: End of Block If Have you gained employment in the field of this program? (APR B.5) Please choose the most appropri... = Have not been hired in the field of my degree.

Q27 If you gained employment, please describe the setting of your employer.

- College or University (1)
 - Community mental health agency (2)
 - Crisis Unit (3)
 - Hospital (4)
 - Private mental health agency (5)
 - K-8 School (6)
 - High School (7)
 - Student Affairs. Please describe specific role or position. (8) _____
 - Other (9) _____
-

Q28 If you gained employment in your respective field, how long after you graduated were you employed?

- Prior to graduation (1)
 - Three months or less (2)
 - Six months or less (3)
 - A year or less (4)
 - More than a year (5)
-

Q29 If you gained employment, where did you secure employment? (APR B.5)

- In Kentucky. Please list city. (1) _____
- Outside of Kentucky. Please list city and state. (2) _____

End of Block: Employment

Start of Block: Block 8

Q37 We are interested in your feedback regarding how we can better recruit and attract underrepresented students to our programs. Please share below.

- 1 (1) _____

End of Block: Block 8

Start of Block: Comments

Q33 Do you have any other comments/suggestions you would like to share to help improve the courses and the Department of Counseling and Student Affairs?

End of Block: Comments

**Appendix D - Student Learning Outcome 3, Measurement 1
Case Presentation 1 Rubric**

Requirement	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
Client Intake – Overall Thoroughness	<input type="checkbox"/> Form not fully completed describing the student’s background relative to their CCR concerns.	<input type="checkbox"/> Form somewhat completed describing the student’s background relative to their CCR concerns.	<input type="checkbox"/> Form completed describing the student’s background relative to their CCR concerns. Additional clarifying comments would be helpful.	<input type="checkbox"/> Form thoroughly completed describing the student’s background relative to their CCR concerns. Includes clarifying comments where helpful.
Case Notes – Overall Thoroughness	<input type="checkbox"/> Incorrect or completely missing case note form	<input type="checkbox"/> Limited completion of case note form	<input type="checkbox"/> Adequately and somewhat finished case note form	<input type="checkbox"/> Thorough case notes form including additional comments and details to elaborate as needed.
Case Notes - Summary	<input type="checkbox"/> Inadequate summary addressing the student’s concerns, assessment, goals, resources, and barriers. Missing several components or clarifying information.	<input type="checkbox"/> Summary addresses some areas of the student’s concerns, assessment, goals, resources, and barriers. Missing a component or clarifying information.	<input type="checkbox"/> Adequate summary addressing all areas of the student’s concerns, assessment, goals, resources, and barriers.	<input type="checkbox"/> Effective and concise summary addressing all areas of the student’s concerns, assessment, goals, resources, and barriers.
In-class Presentation	<input type="checkbox"/> Missing key elements of video segment, details, discussion questions, and/or requests for feedback.	<input type="checkbox"/> Presents overview of the case highlighting video segment with limited details, discussion questions, and/or requests for feedback.	<input type="checkbox"/> Presents basic overview of the case highlighting a 10-minute video segment with key details, effective discussion questions, and requests for feedback.	<input type="checkbox"/> Presents thorough overview of the case highlighting a 10-minute video segment with key details, effective discussion questions, and requests for feedback.

**Appendix E - Student Learning Outcome 3, Measurement 2
Case Presentation 2 Rubric**

Requirement	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
Background Information	<input type="checkbox"/> Inadequately describes the student’s demographic and other relevant background information. No clarifying information.	<input type="checkbox"/> Somewhat describes the student’s demographic and other relevant background information. Limited clarifying comments.	<input type="checkbox"/> Adequately describes the student’s demographic and other relevant background information. Needs additional clarifying comments.	<input type="checkbox"/> Thoroughly describes the student’s demographic and other relevant background information. Includes clarifying comments.
CCR-Related Concerns	<input type="checkbox"/> Inadequate summary addressing the student’s concerns; related symptoms, thoughts, or feelings; and feedback from others t. Missing several components or clarifying information.	<input type="checkbox"/> Summary that somewhat addresses the student’s concerns; related symptoms, thoughts, or feelings; and feedback from others. Missing a component or helpful clarifying information.	<input type="checkbox"/> Adequate summary addressing all areas of the student’s primary and relevant concerns; related symptoms, thoughts, or feelings; and feedback from others about the student.	<input type="checkbox"/> Effective and concise summary addressing all areas of the student’s primary and relevant concerns; related symptoms, thoughts, or feelings; and feedback from others about the student.
Assessment	<input type="checkbox"/> Inadequately describes your impressions of their concerns. Provides no examples or behaviors that support your assessment.	<input type="checkbox"/> Limited description of your impressions of their concerns. Provides few or no examples or behaviors that support your assessment.	<input type="checkbox"/> Adequate description of your impressions of their concerns. Provides limited examples or behaviors that support your assessment.	<input type="checkbox"/> Excellent description of your impressions of their concerns. Provides helpful examples or behaviors that support your assessment.
CCR Goals	<input type="checkbox"/> Inadequate summary of the short and long term goals, their motivation to change, barriers and resources that hinder or support the goals, and anticipated student gains toward those goals. Missing several components or clarifying information.	<input type="checkbox"/> Limited summary of the short and long term goals, their motivation to change, barriers and resources that hinder or support the goals, and anticipated student gains toward those goals. Missing a component or helpful clarifying information.	<input type="checkbox"/> Adequate summary of the short and long term goals, their motivation to change, barriers and resources that hinder or support the goals, and anticipated student gains toward those goals. Provides limited clarifying information.	<input type="checkbox"/> Effective and concise summary of the short and long term goals, their motivation to change, barriers and resources that hinder or support the goals, and anticipated student gains toward those goals.
Video-clip	<input type="checkbox"/> Inadequate description of the video clip, why it was chosen, and limited questions.	<input type="checkbox"/> Limited description of the video clip, why it was chosen, and/or not effective questions.	<input type="checkbox"/> Adequate description of the video clip, why it was chosen, and 3-5 useful questions.	<input type="checkbox"/> Excellent description of the video clip, why it was chosen, and 3-5 useful questions.
Self-Critique	<input type="checkbox"/> Inadequate insight describing lessons learned, areas for improvement, and self-care.	<input type="checkbox"/> Limited insight describing lessons learned, areas for improvement, and self-care.	<input type="checkbox"/> Adequate insight describing lessons learned, areas for improvement, and self-care.	<input type="checkbox"/> Excellent insight describing lessons learned, areas for improvement, and self-care.
Presentation	<input type="checkbox"/> Inadequate presentation, insights, or openness to feedback.	<input type="checkbox"/> Limited presentation, insights, or openness to feedback.	<input type="checkbox"/> Adequate presentation, insights, & open to feedback.	<input type="checkbox"/> Excellent presentation, helpful insights, & open to feedback.

**Appendix F - Student Learning Outcome 3, Measurement 3
CCR Site Supervisor Evaluation**



**Department of Counseling & Student Affairs
Practicum in College & Career Readiness
CCR Site Supervisor Evaluation**

Student's Name _____ **Term & Year** _____
Site Supervisor _____ **Dates of Evaluation** _____

Directions: At mid-term and the conclusion of each semester, please rate the student on the following skills and abilities according to the following scale:

- (1) Need continued practice: no skill, unhelpful or not well-timed skills
- (2) Developing skill: somewhat helpful, missed many opportunities
- (3) Well developed: helpful and well-timed skill when performed, but not consistently smooth
- (4) Highly developed: helpful, well-timed, and consistently well-performed skill
- (NA) Insufficient experience to judge

Attending	1	2	3	4	NA
Body Language & Appearance. Maintain open, relaxed, attentive, confident posture. Wears professional attire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye Contact. Maintain appropriate eye contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocal Tone. Use vocal tone that communicates caring and connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimal Encouragers. Use verbal (e.g., uh huh, okay, right, yes) and nonverbal (e.g., nods, body gestures) skills to let the student* know you heard them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate Silence. Use silence in a helpful way to encourage student to talk and process their thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Tracking. Stay on topic. Repeats key words or phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selective Attending. Selectively attend to key aspects of their communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing. Stay with topic as long as productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation Skills. Notice nonverbal language and gestures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Basic Listening

Encouraging Student/Client to Talk. Use statements (e.g., describe... tell me more..., etc.) to encourage expansion and clarification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection – Basic Empathy. Use statements to attend to <i>expressed</i> emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection – Advanced Empathy. Use statements to identify <i>implied</i> emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paraphrasing (Reflection of Content). Engage in brief, accurate, & clear rephrasing of content expressed to check for accuracy of your interpretation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing. Summarizes at key moments to capture the overall sense of what the student has been expressing over time (content and emotions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenging/Pointing out Discrepancies. Express observations of discrepancies between non-verbals and verbals, plans and behavior, desires and actions (e.g., they say one thing but do another).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CCR-Related Content	1	2	3	4	NA
Identifying Key Content. Identifies primary student CCR concerns and other relevant concerns. Clarifies with the student for accuracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing Themes and Patterns. Identify more overarching patterns of student's thoughts or behaviors that may be related to the CCR concern ("In _____ situations, you regularly do _____ [or think _____ or feel _____] which seems to lead to _____ which causes you problems.")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploring Meaning and Values. Use questions to explore meanings; use statements to highlight key meaning and value words of the student that can allow them to gain helpful insights and clarity about their situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextual Background. Understands the student's background including their demographics, culture, family, and other factors affecting their decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing. Understands what the student presents but is able to step back and develop an insightful assessment of their situation on a larger scope.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal Setting. Helps the student identify realistic and achievable short and long term goals given their concerns, barriers, resources, and motivations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Critique. Ability to honestly explore lessons learned, areas for improvement, personal thoughts or feelings, and self-care practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness to Feedback. Willing to request, hear, and apply feedback to enhance the work with students/clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and Application. Has a solid CCR knowledge with the ability to apply it in individual or group sessions with students, clients, parents, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are the intern's areas of strength?

In what areas does the intern need to continue growing?

What is your plan to help them improve on the areas for needed growth?

Student Counselor Signature _____ Date _____

Site Supervisor Signature _____ Date _____

Site Supervisor Signature _____ Date _____

Intern's signature indicates that they have read the above report and have discussed the content with the site supervisor. It does not necessarily indicate that they agree with the report in part or in whole.

**student refers to the primary clients; however, it can also refer to work with a client, parent, other professionals, etc.*