Academic Progress Template (APT) Report

2023-2024

Academic Degree Program:
School Counseling

Department Head:
Dr. Robin Anderson

Assessment Coordinator/Program Director:
Dr. Michele Kielty

The School Counseling Program requires 60 credit hours for completion of the Master of Education degree. This program enables graduates to become licensed school counselors in elementary, middle, and secondary schools and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as well as the Council for the Accreditation of Educator Preparation (CAEP). Our unique program includes: training in social-emotional learning, including mindfulness-based interventions in schools with experienced faculty; emphasis on trauma-informed care in school settings; addressing the needs of special education populations; inter-professional collaboration training with seven school-based professions; and learning hands-on creative interventions for children and adolescents.

We offer small, experiential classes that rarely involve more than eight to ten students. Our dynamic and student-focused faculty members have been the recipients of national ACES awards, along with numerous other honors at the regional, state, university, college, and department levels. Students receive constant feedback and supervision throughout their training. We place great emphasis on personal and professional growth and the practical application of skills at our school-based community internship sites. School counseling students are placed at all three levels in K-12 settings throughout their practicum and internship experiences.

Our 60-credit hour curriculum fulfills all the coursework, practicum, and internship requirements in order to qualify as a Licensed School Counselor in the Commonwealth of Virginia. Therefore, 100% of the School Counseling graduates automatically qualify for licensure. All graduates were employed upon graduation this year.

This year's version of the APT is the CAEP report that was submitted and it includes data from the past three data cycles. Below is the CAEP report.

Throughout this report a useful document to refer to will be "School Counseling KPI, Timeline and Rubric" which is shown in Appendix A

According to the School Counseling KPI, Timeline and Rubric, a numerical score is attached to each Key Performance Indicator (KPI) that is a part of the School Counseling assessment process. For each KPI, a score of 1-4 is assigned to each student for each assessment of learning and progress. See below for explanation of ratings 1-4.

1= Below Standard
2= Approaching Standard
3= At Standard
4= Exceeds Standard

Standard: A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Applications of data literacy

Data Collected: For this KPI, we collect 1. School Counseling (PSYC 640): School Guidance Lesson with GRIP, Key Assignment #2 and 2. Introduction to Measurement and Statistics (PSYC 600): Program Evaluation Project

Actual Data:
1. School Counseling (PSYC 640): School Guidance Lesson with GRIP, Key Assignment #2

Fall 2021 (Spring 2022 completers)
　　　9/9 students received a score of 3 on this KPI

Fall 2022 (Spring 2023 completers)
　　　8/8 students received a score of 3 on this KPI

Fall 2023 (Spring 2024 completers)
　　　8/8 students received a score of 3 on this KPI

2. Introduction to Measurement and Statistics (PSYC 600): Program Evaluation Project

Summer 2021 (Spring 2022 completers)
　　　9/9 students received a score of 3 on this KPI

Summer 2022 (Spring 2023 completers)
　　　8/8 students received a score of 3 on this KPI

Summer 2023 (Spring 2024 completers)
　　　8/8 students received a score of 3 on this KPI

Standard: A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies

Data Collected: For this KPI, we collect 1. School Counseling (PSYC 640): School Guidance Lesson with GRIP, Key Assignment #2 and 2. Introduction to Measurement and Statistics (PSYC 600): Program Evaluation Project

Actual Data:
1. School Counseling (PSYC 640): School Guidance Lesson with GRIP, Key Assignment #2

Fall 2021 (Spring 2022 completers)
　　　8/8 students received a score of 3 on this KPI

Fall 2022 (Spring 2023 completers)
　　　8/8 students received a score of 3 on this KPI

Fall 2023 (Spring 2024 completers)
    8/8 students received a score of 3 on this KPI

2. Introduction to Measurement and Statistics (PSYC 600): Program Evaluation Project

Summer 2021 (Spring 2022 completers)
    8/8 students received a score of 3 on this KPI

Summer 2022 (Spring 2023 completers)
    8/8 students received a score of 3 on this KPI

Summer 2023 (Spring 2024 completers)
    8/8 students received a score of 3 on this KPI

Standard: A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Employment of data analysis and evidence to develop supportive school environments

Data Collected: For this KPI, we collect 1. School Counseling (PSYC 640): School Guidance Lesson with GRIP, Key Assignment #2 and 2. Introduction to Measurement and Statistics (PSYC 600): Program Evaluation Project and 3. Internship in School Counseling (PSYC 790): Program Evaluation Plan, Key Assignment #3b

Actual Data:
1. School Counseling (PSYC 640): School Guidance Lesson with GRIP, Key Assignment #2

Fall 2021 (Spring 2022 completers)
    9/9 students received a score of 3 on this KPI

Fall 2022 (Spring 2023 completers)
    8/8 students received a score of 3 on this KPI

Fall 2023 (Spring 2024 completers)
    8/8 students received a score of 3 on this KPI

2. Introduction to Measurement and Statistics (PSYC 600): Program Evaluation Project

Summer 2021 (Spring 2022 completers)
    9/9 students received a score of 3 on this KPI

Summer 2022 (Spring 2023 completers)

8/8 students received a score of 3 on this KPI

Summer 2023 (Spring 2024 completers)
        8/8 students received a score of 3 on this KPI

3. Internship in School Counseling (PSYC 790): Program Evaluation Plan, Key Assignment #3b

Spring 2021 (Spring 2021 completers)
        5/5 students received a score of 3 on this KPI

Spring 2022*

Spring 2023*

*we do not have data for these two cycles because we removed the assignment and replaced it with the EdS project when our program changed to an EdS degree by Spring of 2022

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents

Data Collected: For this KPI, we collect 1. Evaluation of Interprofessional Education Seminar 2. Evaluation of Symposium Presentation (see form titled "School Counseling Spring Symposium Evaluation Form")

Actual Data:
1. Evaluation of Interprofessional Education (IPE) Seminar
Spring 2021 (Spring 2021 completers)
        5/5 students participated in the IPE seminar day

Spring 2022 (Spring 2022 completers)
        9/9 participated in the IPE seminar day

Spring 2023 (Spring 2023 completers)
        8/8 participated in the IPE seminar day

The following data was collected and published in 2019; however, recent analyses have not been completed, even though data has been collected by the IPE team.

Interprofessional Education for Pre-Service School-Based Professionals: Faculty and Student Collaboration

Abstract

Interprofessional collaboration is necessary for school-based professionals who provide services for students with disabilities. Most pre-service training, however, takes place in separate programs and does not afford students opportunities to learn effective collaborative techniques. This study examined the effects of a one-day interprofessional learning experience for pre-service school-based professionals. The goals were twofold: 1) increase students' understanding of the core competencies for interprofessional collaborative practice (Interprofessional Education Collaborative, 2016) and 2) provide an opportunity for students to participate in interprofessional collaboration within a simulated school-based context. A mixed method design examined changes in students' knowledge of the IPEC competencies. Students completed a modified version of the Attitudes Toward Health Care Teams Scale (ATHCT) and reflections of learning. Participants demonstrated significant increases in value of team, team efficiency, and shared leadership. Qualitative analysis of students' responses to open-ended survey questions about the day revealed three major themes and two minor themes, which indicated increased understanding of three of the IPEC competencies (i.e., roles/responsibilities, interprofessional communication, and teams and teamwork). The findings suggest that pre-service training programs could use case-based learning to assist students in developing interprofessional collaboration skills.

Keywords

Authors

Julie Strunk, Debi Kipps-Vaughan, Stacey L. Pavelko, Dannette Allen-Bronaugh, Karen Myers, Tammy Gilligan, Michele Kielty, Elizabeth Richardson, and Joseph Tacy

Research Question 1. Research question 1 asked whether participating in the day resulted in changes in student attitudes regarding interprofessional collaboration by examining students' pre- and post-test responses to the revised *ATHCT* survey. There were a total of 26 missing pairs for the Value of Team subscale, 11 missing pairs for the Team Efficiency subscale, and seven missing pairs for the Shared Leadership subscale. Specifically, there were 13 missing data points from eight questions at the pre-test: Q5 ($n = 5$), Q7 ($n = 1$), Q8 ($n = 1$), Q10 ($n = 1$), Q12 ($n = 1$), Q13 ($n = 1$), Q15 ($n = 1$), and Q19 ($n = 2$). At the post-test, there were 31 missing data points from 17 questions: Q1 ($n = 1$), Q4 ($n = 2$), Q5 ($n = 6$), Q6 ($n = 1$), Q7 ($n = 1$), Q8 ($n = 2$), Q9 ($n = 1$), Q10 ($n = 2$), Q11 ($n = 2$), Q12 ($n = 2$), Q13 ($n = 1$), Q16 ($n = 1$), Q17 ($n = 1$), Q18 ($n = 1$), Q19 ($n = 2$), Q20 ($n = 2$), Q21 ($n = 3$). The missing values were replaced using multiple imputation (van Buuren, 2012). Results of a one-way MANOVA revealed a significant main effect for participation in the seminar, $F (3, 200) = 7.814$, $p < .000$, Wilks' $\lambda = .895$, $\eta_p^2 = .105$. Given the significance of the overall test, the univariate main effects were examined. Significant univariate main effects for participation in the seminar were obtained for each of the three subscales: Value of Team, $F (1, 202) = 11.239$, $p = .001$, $\eta_p^2 = .053$, Team Efficiency $F (1, 202) = 21.322$, $p < .0005$, $\eta_p^2 = .095$ and Shared Leadership, $F (1, 202) = 9.616$, $p = .002$, $\eta_p^2 = .045$.

Research Question 2. Research question 2 examined whether students' reflections of their experience indicated increased knowledge of the IPEC (2016) interprofessional competencies. Three major themes and two minor themes emerged, which indicated increased understanding of three of the IPEC competencies, including roles/responsibilities, interprofessional communication, and teams and teamwork. First, 95% (n = 89) indicated an increased understanding of the role of the team and the individual roles of the various disciplines. For example, one student wrote,

> It has reiterated to me how crucial and important it is to have a team to develop the most appropriate plan of care and treatment. I understand now that each team member has a

> critical role in the team process and better understand what the specific roles in each discipline consist of.

Another student also wrote about an increased understanding of the individual role and the roles of other professionals, "It helps me understand where other professionals are coming from. I know better how to approach a situation that needs an interprofessional team, and where my role lies." Yet another student wrote, "This was probably the most impactful interprofessional experience (meeting) I've had. I learned what other professionals can do and what they should do and how they see/value my profession." These responses, while only a few of many examples, exemplify students' perceptions that the day helped them to not only understand the role of their specific profession, but also the roles of the other professionals.

A second major theme that emerged was experiencing teamwork in action. Nearly three-quarters of participants (73%; n = 74) expressed an increased value for teamwork because they experienced teamwork in action. One student wrote (in describing the impact of the day), "I am more of a team member and less of a single player." Similarly, another student also described feeling a greater capacity for teamwork, "It has shown me that I am capable of being a team member, and though I am independent – help is nice." Another student wrote,

> I learned so much about how many professionals go into caring and providing care for students in the school environment. I never really took the time to think about it. I truly believe the best outcome for a child with a disorder, disease, illness, concern, etc., would not be possible without all interdisciplinary teams taking action.

One student succinctly wrote, "The main thought is – 'I don't have to do it alone.'" These responses, again, only a few of many examples, demonstrated how the day helped students in fully understanding and embracing the concept of teamwork.

Finally, 59% (n = 56) of the participants wrote about the importance of communication skills. For example, one participant wrote, "I contributed at times, but also listened intently." Similarly, another student commented, "I provided my knowledge/opinion concerning my profession, but also acted as a listener to learn from other professionals who may have had differing opinions." Some students also reflected on the communication challenges they faced. For example, one student wrote, "Discipline specific language was somewhat of a challenge that we became more aware of throughout the experience and addressed." These responses indicated that students were reflecting not only on their individual communication behaviors, but also on the importance of effective group communication.

Although not reported by a majority of participants, two other themes emerged including feeling an increased confidence in their skills (17%; n = 16) and feeling better prepared for the future (14%; n = 13). For example, one student wrote, "I have gained confidence in my ability to be part of a health professional team." Finally, 10% of students (n = 10) used the words "eye-opening" or "opened my eyes" in their reflections of the day. One student wrote, "This has been a really eye opening experience for me. I had no idea that these different professions worked so closely together and have such a huge impact on client outcomes." Another student wrote, "It has been eye opening to gain perspectives from other professionals. It will help me to be a more well-rounded

2. Evaluation of Symposium Presentation
Spring 2021 (Spring 2021 completers)
     1/5 received a score of 4, Exceeds Standard, on this evaluation form
     4/5 received a score of 3, At Standard, on this evaluation form

Spring 2022 (Spring 2022 completers)
     3/9 received a score of 4, Exceeds Standard, on this evaluation form
     6/9 received a score of 3, At Standard, on this evaluation form

Spring 2023 (Spring 2023 completers)
     3/8 received a score of 4, Exceeds Standard, on this evaluation form
     5/8 received a score of 3, At Standard, on this evaluation form

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Supporting appropriate applications of technology for their field of specialization

Data collected: The question "student appropriately applies technology for the field (i.e. PowerSchool, presentation tools, tele-health platforms)" is included in every supervisor evaluation form submitted for each student for practicum and internship

Spring 2021 (Practicum, supervisor eval) (Spring 2022 completers)
     9/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Spring 2021 (Internship II, supervisor eval) (Spring 2021 completers)
     -4/5 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
     -1/5 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Fall 2021 (Internship I, supervisor eval) (Spring 2022 completers)
     -8/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
     -1/9 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Spring 2022 (Practicum, supervisor eval) (Spring 2023 completers)
     8/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Spring 2022 (Internship II, supervisor eval) (Spring 2022 completers)

-8/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

-1/9 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Fall 2022 (Internship I, supervisor eval) (Spring 2023 completers)
-3/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
-5/8 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Spring 2023 (Practicum, supervisor eval) (Spring 2024 completers)
-8/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Spring 2023 (Internship II, supervisor eval) (Spring 2023 completers)
-3/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
-5/8 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization

Data collected: 1. Practicum in Counseling (PSYC 695): Supervisor Evaluation of Student and 2. Internship in School Counseling (PSYC 790): Ethics Assignment, First Semester of Internship

Spring 2021 (Practicum, supervisor eval) (Spring 2022 completers)
9/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Fall 2021 (Internship I, ethics assignment and supervisor eval) (Spring 2022 completers)
-8/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
-1/9 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

-9/9 students received a score of 3, At Standard, on the KPI associated with ethics assignment

Spring 2022 (Practicum, supervisor eval) (Spring 2023 completers)
- -8/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Fall 2022 (Internship I, ethics assignment and supervisor eval) (Spring 2023 completers)
- --3/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
- -5/8 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

- -8/8 students received a score of 3, At Standard, on the KPI associated with ethics assignment

Spring 2023 (Practicum, supervisor eval) (Spring 2024 completers)
- -8/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Fall 2023 (Internship I, ethics assignment and supervisor eval) (Spring 2024 completers)
- -8/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

- -8/8 students received a score of 3, At Standard, on the KPI associated with ethics assignment

A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.

Data collected: 1. Practicum Final Supervisor Evaluation 2. Internship I Final Supervisor Evaluation 3. Internship II Final Supervisor Evaluation and 4. Employer Survey

Spring 2021 (Practicum, supervisor eval) (Spring 2022 completers)
- 9/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Spring 2021 (Internship II, supervisor eval) (Spring 2021 completers)
- -4/5 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

-1/5 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Fall 2021 (Internship I, supervisor eval) (Spring 2022 completers)
-8/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
-1/9 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Spring 2022 (Practicum, supervisor eval) (Spring 2023 completers)
8/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Spring 2022 (Internship II, supervisor eval) (Spring 2022 completers)
-8/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
-1/9 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Fall 2022 (Internship I, supervisor eval) (Spring 2023 completers)
-3/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
-5/8 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Spring 2023 (Practicum, supervisor eval) (Spring 2024 completers)
-8/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

Spring 2023 (Internship II, supervisor eval) (Spring 2023 completers)
-3/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation
-5/8 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Employer Survey, 2021-2023
We did not collect survey data from employers. Some relevant data may be collected through Virginia Education Assessment Collaborative

A.2.2. The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative,

mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.

Data Collected: 1. Supervisor Training 2. Internship I Final Supervisor Evaluation and 3. Internship II Final Supervisor Evaluation

Supervisor Training
Spring 2021
>-In the Spring of 2021, we had 9 practicum students and 5 internship students. We had 9 practicum supervisors and 5 internship supervisors. As it is required for supervisors to take an online supervisory training to be onboarded into Supervision Assist (a secure platform where students record practicum and internship hours) and it is required that supervisors and students are enrolled in Supervision Assist, taking this training is unavoidable. As such, 14 (100 %) of supervisors completed the supervisor training.

Fall 2021
>-In the Fall of 2021, we had 9 internship students. We had 9 internship supervisors. As it is required for supervisors to take an online supervisory training to be onboarded into Supervision Assist (a secure platform where students record practicum and internship hours) and it is required that supervisors and students are enrolled in Supervision Assist, taking this training is unavoidable. As such, 9 (100%) of supervisors completed the supervisor training.

Spring 2022
>-In the Spring of 2022, we had 8 practicum students and 9 internship students. We had 8 practicum supervisors and 9 internship supervisors. As it is required for supervisors to take an online supervisory training to be onboarded into Supervision Assist (a secure platform where students record practicum and internship hours) and it is required that supervisors and students are enrolled in Supervision Assist, taking this training is unavoidable. As such, 17 (100%) of supervisors completed the supervisor training.

Fall 2022
>-In the Fall of 2022, we had 8 internship students. We 8 internship supervisors. As it is required for supervisors to take an online supervisory training to be onboarded into Supervision Assist (a secure platform where students record practicum and internship hours) and it is required that supervisors and students are enrolled in Supervision Assist, taking this training is unavoidable. As such, 8 (100%) of supervisors completed the supervisor training.

Spring 2023
>-In the Spring of 2023, we had 8 practicum students and 8 internship students. We had 8 practicum supervisors and 8_internship supervisors. As it is required for supervisors to take an online supervisory training to be onboarded into Supervision Assist (a secure

platform where students record practicum and internship hours) and it is required that supervisors and students are enrolled in Supervision Assist, taking this training is unavoidable. As such, 16 (100%) of supervisors completed the supervisor training.

Fall 2023

-In the Fall of 2023, we had 8 internship students. We had 8 internship supervisors. As it is required for supervisors to take an online supervisory 8 to be onboarded into Supervision Assist (a secure platform where students record practicum and internship hours) and it is required that supervisors and students are enrolled in Supervision Assist, taking this training is unavoidable. As such, 8 (100%) of supervisors completed the supervisor training.

Supervisor Evaluations

Spring 2021 (Internship II, supervisor eval) (Spring 2021 completers)

-4/5 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

-1/5 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Fall 2021 (Internship I, supervisor eval) (Spring 2022 completers)

-8/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

-1/9 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Spring 2022 (Internship II, supervisor eval) (Spring 2022 completers)

-8/9 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

-1/9 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Fall 2022 (Internship I, supervisor eval) (Spring 2023 completers)

-3/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

-5/8 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

Spring 2023 (Internship II, supervisor eval) (Spring 2023 completers)

-3/8 students received a score of 3, At Standard, on the KPI associated with supervisor evaluation

-5/8 students received a score of 4, Exceeds Standard, on the KPI associated with supervisor evaluation

A.3.1 The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations for accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

The School Counseling program director and a panel of faculty currently screen and interview applicants during the spring, for fall admission. The program will plan to analyze application data using an educational justice lens to inform its target outcomes. Specifically, applicants, interviewees and those who are accepted will be compared and contrasted to determine whether there are patterns related to diversity for each group.

Data collected: The program will plan to analyze application data using an educational justice lens to inform its target outcomes. Specifically, applicants, interviewees and those who are accepted will be compared and contrasted to determine whether there are patterns related to diversity for each group. In looking at the data, the percentage of diverse applicants remained about the same (approximately 20 %). From year 1 to years 2 and 3, the percentage of diverse applicants who matriculated rose from 50% to 75%. It is possible because we obtained a grant that supports students financially in their internship year that we were mor attractive to students and therefore we were able to retain a slightly larger percentage of those to whom we made admissions offers. The program will need to continue to find creative ways to provide financial support for graduate students to recruit diverse and strong candidates.

2021-2022
   -5/25 applicants were diverse applicants (3 racially/ethnically diverse; 2 male; 1 male *and* racially/ethnically diverse)
   -4/5 diverse applicants were offered admission into the program (3 racially/ethnically diverse; 1 male)
   -2/4 of the diverse applicants who were offered admission matriculated into the program (1 racially/ethnically diverse; 1 male)

2022-2023
   -4/17 applicants were diverse applicants (3 racially/ethnically diverse; 1 male; 2 male *and* racially/ethnically diverse)
   -4/4 diverse applicants were offered admission into the program (3 racially/ethnically diverse; 1 male; 2 male *and* racially/ethnically diverse)
   -3/4 of the diverse applicants who were offered admission matriculated into the program (2 racially/ethnically diverse; 1 male; 2 male *and* racially/ethnically diverse)

2023-2024
   -5/25 applicants were diverse applicants (3 racially/ethnically diverse; 2 male; 2 male *and* racially/ethnically diverse)

-4/5 diverse applicants were offered admission into the program(3 racially/ethnically diverse; 1 male; 2 male **_and_** racially/ethnically diverse)
-3/4 of the diverse applicants who were offered admission matriculated into the program (2 racially/ethnically diverse; 2 male; 1 male **_and_** racially/ethnically diverse)

A.3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, which is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

Data collected: Categorical: 1. Does the program require GRE's as part of the admissions process? 2. Categorical: Are screening rubrics completed as a part of the admissions process? 3. Student Progress Reviews Completed Each Semester

GRE's?
2021-2022   not required
2022-2023   not required
2023-2024   not required

Screening rubrics?
2021-2022   yes, completed (see form titled "School Counseling Applicant Screening Form")
2022-2023   yes, completed
2023-2024   yes, completed

Progress Reviews 2021-2022
      Fall first years (2023 completers)
            -8/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

      Fall second years (2022 completers)
            -7/9 students received a score of 3, At Standard, on the KPI associated with progress reviews
            -2/9 students received a score of 4, Exceeds Standard, on the KPI associated with progress reviews

      Spring first years (2023 completers)
            -8/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

      Spring second years (2022 completers)

-6/9 students received a score of 3, At Standard, on the KPI associated with progress reviews
-3/9 students received a score of 4, Exceeds Standard, on the KPI associated with progress reviews

Progress Reviews 2022-2023
Fall first years (2024 completers)
-8/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

Fall second years (2023 completers)
-7/8 students received a score of 3, At Standard, on the KPI associated with progress reviews
-1/8 students received a score of 4, Exceeds Standard, on the KPI associated with progress reviews

Spring first years (2024 completers)
-8/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

Spring second years (2023 completers)
-4/8 students received a score of 3, At Standard, on the KPI associated with progress reviews
-4/8 students received a score of 4, Exceeds Standard, on the KPI associated with progress reviews

Progress Reviews 2023-2024
Fall first years (2025 completers)
-12/12 students received a score of 3, At Standard, on the KPI associated with progress reviews

Fall second years (2024 completers)
-1/8 students received a score of 2, Approaching Standard, on the KPI associated with progress reviews
-7/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

Spring first years (2025 completers)
-data not gathered yet

Spring second years (2024 completers)
-data not gathered yet

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admission through completion.

Data collected: 1. Comprehensive Exam Results and 2. Student Progress Reviews Completed Each Semester

Comprehensive Exam Results
> Spring 2021 (2022 completers)
>> -4/5 students received a score of 3, At Standard, on the KPI associated with comprehensive exams
>> -1/5 students received a score of 4, Exceeds Standard, on the KPI associated with comprehensive exams

> Spring 2022 (2023 completers)
>> -9/9 students received a score of 3, At Standard, on the KPI associated with comprehensive exams

> Spring 2023 (2024 completers)
>> -8/8 students received a score of 3, At Standard, on the KPI associated with comprehensive exams

Progress Reviews 2021-2022
> Fall first years (2023 completers)
>> -8/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

> Fall second years (2022 completers)
>> -7/9 students received a score of 3, At Standard, on the KPI associated with progress reviews
>> -2/9 students received a score of 4, Exceeds Standard, on the KPI associated with progress reviews

> Spring first years (2023 completers)
>> -8/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

> Spring second years (2022 completers)
>> -6/9 students received a score of 3, At Standard, on the KPI associated with progress reviews
>> -3/9 students received a score of 4, Exceeds Standard, on the KPI associated with progress reviews

Progress Reviews 2022-2023

Fall first years (2024 completers)
-8/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

Fall second years (2023 completers)
-7/8 students received a score of 3, At Standard, on the KPI associated with progress reviews
-1/8 students received a score of 4, Exceeds Standard, on the KPI associated with progress reviews

Spring first years (2024 completers)
-8/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

Spring second years (2023 completers)
-4/8 students received a score of 3, At Standard, on the KPI associated with progress reviews
-4/8 students received a score of 4, Exceeds Standard, on the KPI associated with progress reviews

Progress Reviews 2023-2024
Fall first years (2025 completers)
-12/12 students received a score of 3, At Standard, on the KPI associated with progress reviews

Fall second years (2024 completers)
-1/8 students received a score of 2, Approaching Standard, on the KPI associated with progress reviews
-7/8 students received a score of 3, At Standard, on the KPI associated with progress reviews

Spring first years (2025 completers)
-data not gathered yet

Spring second years (2024 completers)
-data not gathered yet

A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

Data collected: PSYC 600 capstone assignment where a program evaluation plan is designed to be implemented at a school site.

Summer 2021 (2023 completers)
-8/8 students received a score of 3, At Standard, on the KPI associated with this program evaluation assignment

Summer 2022 (2024 completers)
-8/8 students received a score of 3, At Standard, on the KPI associated with this program evaluation assignment

Summer 2023 (2025 completers)
-12/12 students received a score of 3, At Standard, on the KPI associated with this program evaluation assignment

A.4.1.The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

Data collected: This is in process with The Virginia Education Assessment Collaborative

School Counseling KPI, Timeline and Rubric

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Reinforcement	Mastery
KPI 1: *Professional Counseling Orientation and Ethical Practice* Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.	JMU Counseling Program graduates are able to take responsibility for embodying and practicing professional and ethical standards at the degree of mastery. Graduates are able to and hold themselves and colleagues accountable for practicing as ethical professional counselors.	School Counseling (PSYC 640): Midterm	Practicum in Counseling (PSYC 695): Supervisor Evaluation Of Student	Internship in School Counseling (PSYC 790): Ethics Assignment, First Semester of Internship
KPI 2: *Social and Cultural Diversity* Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.	JMU Counseling Program graduates are able to work collaboratively and responsibly with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates are able to recognize their own beliefs and values and embrace attitudes and practices of understanding, respecting, and competently addressing the beliefs and values of others.	Issues and Trends in K-12 Education (PSYC 642): Ability Status, Review of Disability, Assignment 5	Internship in School Counseling (PSYC 790): Supervisor Evaluation Of Student, First and Second Semesters of Internship	Multicultural Perspectives of Intervention (PSYC 749): Cross-Cultural Counseling, Key Assignment #1

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Practice	Mastery
KPI 3: Human Growth and Development Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.	JMU Counseling Program graduates are able to apply developmentally appropriate counseling theories and techniques, which are ethically and culturally relevant, in the best interest of their clients.	Advanced Developmental Psychology (PSYC 614): Research Paper, Key Assignment #3	Counseling Strategies: Brief Counseling and Crisis Intervention (PSYC 710): Apply BASICS Model, Key Assignment #1 Couples and Family Therapy (Psyc 668): Case Conceptualization and Treatment Plan	Internship in School Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2 Internship in School Counseling (PSYC 790): School Counseling Intervention Strategy, Key Assignment #3b

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Practice	Mastery
KPI 4: Career Development Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	JMU Counseling Program graduates are able to provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients' varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends.	Practicum in School Counseling (PSYC 695): Counseling Session Recordings and Analysis, Key Assignment #2	Career Development (PSYC 669): Career Self-Assessment, Key Assignments #2a, 2b, 2c. 2d	Internship in School Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Practice	Mastery
KPI 5: Helping Relationships Establishes and maintains effective counseling relationships.	JMU Counseling Program graduates are able to provide evidence-based counseling service to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.	Counseling Techniques (PSYC 661): Counseling Session and Analysis, Final	Counseling Theories (PSYC 660): Theories Application, Key Assignments #2a, 2b, & 2c Practicum in School Counseling (PSYC 695): Supervisor Evaluation Of Student Counseling Strategies: Brief Counseling and Crisis Intervention (PSYC 710): Suicide Prevention, Key Assignment #3	Internship in School Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2 Couples and Family Therapy (Psyc 668):
KPI 6: Group Counseling and Group Work Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.	JMU Counseling Program graduates are able to provide evidence-based counseling service to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.	Counseling Process (PSYC 664): Assignment 7 (reflecting team)	Group Counseling (PSYC 665): Group Theories Compare and Contrast, Key Assignment #1	Internship in School Counseling (PSYC 790): Leading a Group Requirement

Key Performance Indicators	JMU Counseling Program Objectives & Student Dispositions	Introductory	Reinforcement	Mastery
KPI 7: Assessment and Testing Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.	JMU Counseling Program graduates are able to employ relevant assessments related to clients and programs in their respective workplaces. Program graduates are able to assess clients for serious and foreseeable harm to self or others and/or abuse and neglect.	Introduction to School Counseling (PSYC 640): Applied Suicide Intervention Skills Training (ASIST)	Counseling Strategies: Brief Counseling and Crisis Intervention (PSYC 710): Suicide Prevention, Key Assignment #3	Assessment (PSYC 607) personal assessment project
KPI 8: Research and Program Evaluation Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.	JMU Counseling Program graduates are able to critically evaluate research related to core areas of counseling practice and use data-informed decision-making practices for program evaluation and management.	School Counseling (PSYC 640): School Guidance Lesson with GRIP, Key Assignment #2	Introduction to Measurement and Statistics (PSYC 600): Program Evaluation Project	Internship in School Counseling (PSYC 790): Program Evaluation Plan, Key Assignment #3b
KPI 9: School Counseling Profession Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.	JMU Counseling Program graduates are able to employ trauma-informed and social-emotional learning best-practices with K-12 students. Graduates are able to apply these approaches with children and adolescents in socially and culturally responsive ways that result in positive outcomes related to mental health, social-emotional well-being, career success, and academic achievement.	Practicum in School Counseling (PSYC 695): Counseling Session Recordings and Analysis, Key Assignment #2	Prevention and Intervention in Schools (PSYC 641): Reflections, Key Assignment #1 Comprehensive Exams Required to Pass before Starting Internship	Internship in School Counseling (PSYC 790): Supervisor Evaluation Of Student, First and Second Semesters of Internship

KPI 10. Rural, interdisciplinary service and education: School Counseling students will demonstrate the knowledge and skills necessary to work effectively in rural and medically underserved communities.	JMU School Counseling Program graduates are able to provide evidence-based counseling service, including prevention and treatment, to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients.	**Psyc 695 Counseling Practicum Action Research Project - Reviewed by faculty instructor** **1st spring**	**Psyc 751 EdS Project Proposal -Reviewed by faculty instructor** **2nd summer**	**Psyc 790 EdS Project Final - Reviewed by faculty instructor** **Graduate Psychology Symposium** **2nd f/spring**