

Annual Assessment Report: Rowan University College of Education**Program:** M.A. in Counseling in Educational Settings**Academic Year: 2022-2023**

College Mission: The College of Education's mission is to positively impact and develop local, regional, national, and global education communities by: collaborating with partners in the field to promote learning and the mental and physical health of all learners in all settings, to integrate teaching, research, and service to advance knowledge in the field, and to prepare and support professionals through the development of knowledge, skills, and dispositions with the ultimate goal of ensuring equitable educational opportunities for all learners.

Report Submitted by:**Date:**

To be completed annually by all Programs awarding a bachelor's or master's degree [CUGS, COGS, CAGS, Endorsement may choose to complete the Annual Assessment report]- **submitted electronically to Assistant Dean of College of Education and Jeffrey Bonfield by October 2 of each academic year.**

1. **Make a copy of this in YOUR Program file to complete for your annual program review, analysis, and continuous improvement planning.**
2. **Section A: Complete the Key Performance Indicators Program Column and the Analysis and Interpretation Program Data column.**
3. **Sections B and C: Modifying the tables as needed, address the CAEP Standards and add your specialized program standards, indicate your specific program/student learning outcomes and the ways you determine candidates' proficiencies on key assessments. Using data provided, indicate candidate performance from AY 22-23. Then, develop plans for continuous improvements based on your analysis of the data.**
4. **Though you will have time to discuss the data and your Continuous Improvement Plan with your faculty on Data Day in September, please do not wait until then to begin compiling your Annual Report and Analysis.**

Advanced Program Learning Outcomes

A. Data Presentation, Analysis, Interpretation

Advanced Preparation Learning Outcomes	Target Performance	Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated	Key Performance Indicators- Program 2022-2023 Disaggregated	Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
<p>1. Advanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the specialized content knowledge necessary to impact student achievement and to improve programs, supports, and services at classroom, school, community, and or system levels.</p>				
Praxis II or Specialized Content N/A	90% of candidates will meet NJDOE passing score-if such a test is required	% passing CED Advanced Programs Praxis II and School Leaders Licensure Assessment Scores N/A	Ed.S. School Psychology: Principal: Superintendent: Special Education: N/A	N/A
GPA [at graduation]	Individual candidates will have 3.0 or higher at graduation	CED Advanced 2022-2023 GPA Mean: 3.95 Range: 3.84-4.0	Program Cohort 2022-2023 GPA Mean: 3.8	Academic standards and signature assignment are aligned with students' achievement.

Advanced Preparation Learning Outcomes	Target Performance	Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated				Key Performance Indicators- Program 2022-2023 Disaggregated				Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
Indicator: DFWU rate	DFW rate: candidate DFWU rate will be less than 10%	AY22-23 # courses with DFWU-121 # Students with DFWU 530 Case: 0 DFWU, 0 students, 0 courses >10% DFWU EDLS: 23 courses, 40 students, 0 courses >10% DFWU IIE: 47 courses, 284 students, 4 courses >10% DFWU LLSC: 31 courses, 153 students, 5 courses > 10% DFWU STEAM: 20 courses, 53 students, 5 courses >10% DFWU				Overall DFWU rate for Program Courses with 10% or higher DFWU and # students with DFWU: Courses with 10% or higher DFWU:				N/A
Exit, Alumni, Employer Survey Questions: 1,3 Q1-Specialized Subject Matter Q3-Ethics, Policies, Standards of Practice in your Specialized Area	90% of respondents will score items at well-prepared or sufficiently prepared [3.0 mean or above]	CED Survey	Well-prepared	Sufficient	Mean	Program Survey	Well-prepared	Sufficient	Mean	75% of students are well prepared in their specialized areas. Continuous improvement in this area is aligned with the 60 credit courses that have been added to the program.
Exit Item 1	75%	23.68%	3.7 4	Exit Item 1	66.67%	0	3.33			
Exit Item 3	76.32%	22.37%	3.7 5	Exit Item 3	66.67%	0	3.33			
Alumni Item 1	57%	38%	1.5 7	Alumni Item 1,3	Data not able to be Disaggregated. N-25 Counselor 2 Reading Specialist 0 School Psychologist 1 School Nurse 0					

Developed May 2022

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						Teacher Leader 4 LDTC 1 TOSD 7 Principal 1 Chief School Administrator 0 Bilingual-Bicultural 0 ESL 0 Ed Technologist 0 Other 9	Low response rate to the survey makes it difficult to assess data.
		Alumni Item 3	71%	19%	1.48	Employer Item Data not able to be Disaggregated N-21	
		Employer Item 1	40%	40%	1.80	Counselor 3 Reading Specialist 0	
		Employer Item 3	50%	30%	1.70	School Psychologist 1 School Nurse 1 Teacher Leader 1 LDTC Special Education 2 Principal 3 Chief School Administrator 0 Bilingual-Bicultural 1 ESL 2 Ed Technologist 3 Other 2	

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2. Advanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the ability to use research and data necessary to impact student achievement and to improve programs, supports, and services at classroom, school, community, and/or system levels.										
Exit, Alumni, Employer Survey Questions Exit: 2,6,7,8,9,10 Q2-Data Analysis and Interpretation Q6-Assessment Practices and Data Informed Practices Q7-Instructional Technology Q8-Effectively use and apply data literacy Q9-Use research and understand qualitative and quantitative data	90% of respondents will score items at sufficient or well-prepared [3.0 mean or above]	CED	Well-prepared	Sufficient	Mean	Program	Well-prepared	Sufficient	Mean	Low response rate to the survey makes it difficult to assess data. Survey needs to be incorporated into the programs procedures so that there is a larger pool of responses to better assess the data. Although students, alumni and employers who did respond demonstrates that they are 50% or higher.
		Exit Item 2	72.37%	23.68%	3.74	Exit Item 2	66.67%	0	3.33	
		Exit Item 6	81.58%	17.11%	3.80	Exit Item 6	66.67%	0	3.33	
		Exit Item 7	72.37%	23.68%	3.68	Exit Item 7	66.67%	0	3.33	
		Exit Item 8	59.21%	38.16%	3.57	Exit Item 8	66.67%	33.33%	3.67	
		Exit Item 9	65.79%	31.58%	3.63	Exit Item 9	66.67%	33.33%	3.67	
		Exit Item 10	75%	22.37%	3.72	Exit Item 10	66.67%	33.33%	3.67	

<p>Advanced Preparation Learning Outcomes</p>	<p>Target Performance</p>	<p>Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated</p>				<p>Key Performance Indicators- Program 2022-2023 Disaggregated</p>		<p>Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?</p>			
<p>Q10- use Data analysis and evidence to decision make Alumni Survey Questions: 4,6,7,8,9,10 Employer Survey Questions: 4,6,7,8,9,10 4-Knows how to evaluate the accuracy and sufficiency of data sources. 6-Values the attributes of qualitative and quantitative data. 7-Knows how to use and apply research methods in the field.</p>		<p>Alumni Item</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Mean</p>	<p>Alumni Item</p>	<p>Data not able to be Disaggregated N-25 Counselor 2 Reading Specialist 0 School Psychologist 1 School Nurse 0 Teacher Leader 4 LDTC 1 TOSD 7 Principal 1 Chief School Administrator 0 Bilingual-Bicultural 0 ESL Ed Technologist 0 Other 9</p>	<p>Need pathway for employers to complete survey. This may be a result that employment decisions are made after the school year ends.</p>			
		<p>Alumni Item 4</p>	<p>61.90%</p>	<p>23.81%</p>	<p>1.71</p>	<p>Employer Survey</p>	<p>Data not able to be Disaggregated N-21 Counselor 3 Reading Specialist 0 School Psychologist 1 School Nurse 1</p>				
		<p>Alumni Item 6</p>	<p>66.67%</p>	<p>23.81%</p>	<p>1.43</p>	<p>Alumni Item 7</p>			<p>57.14%</p>	<p>28.57%</p>	<p>1.76</p>
		<p>Alumni Item 8</p>	<p>52.63%</p>	<p>21.05%</p>	<p>1.84</p>	<p>Alumni Item 9</p>			<p>57.89%</p>	<p>21.05%</p>	<p>1.74</p>
		<p>Alumni Item 10</p>	<p>55.56%</p>	<p>27.78%</p>	<p>1.72</p>	<p>Employer Item 4</p>			<p>40%</p>	<p>40%</p>	<p>1.80</p>
		<p>Employer Item 6</p>	<p>50%</p>	<p>30%</p>	<p>1.70</p>	<p>Employer Item 7</p>			<p>30%</p>	<p>50%</p>	<p>1.90</p>
		<p>Employer Item 7</p>	<p>30%</p>	<p>50%</p>	<p>1.90</p>						

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8-Understands qualitative, quantitative, and /or mixed methods research. 9- Extrapolates and applies findings from published research studies. 10- Enacts action research within specialization.		Employer Item 8	30%	50%	1.9 0		Teacher Leader 1 LDTC Special Education 2 Principal 3 Chief School Administrator 0 Bilingual-Bicultural 1 ESL 2 Ed Technologist 3 Other 2			
3. Advanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the professional dispositions necessary to impact student achievement and to improve programs, supports, and services at classroom, school, community, and or system levels.										
Advanced Disposition Assessments 1-25	On Exit administration of	CED ADV Candidate	Proficient	Developing/ Needs Improvement	Me an	Program ADV Candidate	Proficient	Developing/ Needs Improvement	Mean	Students who responded to this section of the survey show a high proficiency in diversity,

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1. Professional Behaviors A. Respect contributions of others B. Demonstrate ethically responsible academic conduct C. Demonstrate ethical personal conduct D. Manage projects/time well E. Assume leadership F. Demonstrate initiative II. Diversity G. Learn and work effectively with those from other cultures H. Demonstrate equitable and inclusive practices	Graduate Disposition Assessment, 85% of candidates will be scored Proficient on each disposition as rated by self with no more than 5 % scoring Needs Improvement or Developing. P-Proficient D- Developing NI-Needs Improvement	I. A	87.57%	8.47% .56%	2.9 0	I. A	100%	0	3.00	This may be a result of the standards required by our program accreditation. These themes are taught in all courses from entry level to exit classes. These results are validated by class assignments and signature assignments required of students. This is also evident in student participation in the counseling honor society.
		B	88%	8.57% 0	2.9 1	B	100%	0	3.00	
		C	87.43%	9.14% 0	2.9 1	C	100%	0	3.00	
		D	82.86%	12.57% 1.14%	2.8 5	D	100%	0	3.00	
		E	76.88%	14.45% .58%	2.8 3	E	50%	50% 0	2.50	
		F	85.06%	10.92% .57%	2.8 8	F	66.67%	33.33% 0	2.67	
		II. G	85.55%	9.83% 0	2.9 0	II. G	100%	0	3.00	
		H	80.81%	13.95% 0	2.8 5	H	100%	0	3.00	
		I	87.21%	7.56% 0	2.9 2	I	100%	0	3.00	

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I. Promote equity, inclusivity, & respect J. Lead/& participate in collaborative activities K. Recognize difference and similarities as opportunities for enrichment L. Respond open-mindedly to different viewpoints, ideas, values III. Communication M. Communicate effectively in writing N. Communicate effectively orally		J	83.14%	11.63% 0	2.8 8	J	100%	0	3.00	The program regularly requires students to collaborate in class assignments, to work in small groups with peers and develop skills that help them communicate with others orally and in writing assignments. Critical discussion questions are required of students using canvas and TK 20.
		K	85.96%	9.94% 0	2.9 0	K	100%	0	3.00	
		L	87.79%	8.14% 0	2.9 2	L	100%	0	3.00	
		III. M	85.47%	10.47% 0	2.8 9	III. M	100%	0	3.00	
		N	78.49%	13.95% .58%	2.8 4	N	100%	0	3.00	
		O	61.40%	11.11% 0	2.8 5	O	50%	0 0	3.00	
		P	87.79%	8.14% 0	2.9 2	P	100%	0	3.00	
		Q	84.8%	10.53% .58%	2.8 8	Q	100%	0	3.00	
		R	86.55%	8.77% .58%	2.9 0	R	100%	0	3.00	

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O. Use social media ethically and effectively P. Use email ethically and effectively Q. Learn from and connect with others R. Receive constructive feedback S. Give / provide constructive feedback IV. Technology T. Technology makes me more effective U. Embrace technology V. Use technology to facilitate learning/my work		S	79.53%	14.62% .58%	2.8 3	S	100%	0	3.00	The use of technology is embedded within our program. Beginning with our ethics in counseling course, there is a continuous thread of ethical behavior using technology. Additionally, students use technology to respond in small group, formats, in and having visitors from out of state, using technology and enhance the knowledge of students in academic, social-emotional, and career.
		IV. T	82.46%	13.45% 0	2.8 6	IV. T	100%	0	3.00	
		U	81.87%	14.62% 0	2.8 5	U	100%	0	3.00	
		V	85.29%	11.18% 0	2.8 8	V	100%	0	3.00	
		W	83.53%	12.94% 0	2.8 7	W	100%	0	3.00	
		X	85.96%	10.53% 0	2.8 9	X	100%	0	3.00	
		Y	82.46%	14.04%	2.8 5	Y	100	0	3.00	

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W. Use technology skills related to my profession. X. Use technology for effective communication. Y. Use technology to accommodate needs of diverse individuals										Students participate in professional development programs via technology, especially for those programs that are out of the region.
Exit Survey Questions: 3, 13, 14, 15, 21, 26-34 Q3-Ethics, Policies, Standards of Practice in Specialized Subject Area Q13-Apply professional dispositions, laws, policies, codes of ethics Q14-Provide support to achieve a positive,	90% of respondents will score items at sufficient or well-prepared [3.0 mean or above]	CED Exit Survey Data	Well-prepared	Sufficient	Mean	Program Exit Survey Data	Well-prepared	Sufficient	Mean	As continuous improvement, a new course has been added to our program in ethics.
		Exit Item 3	76.32%	22.37%	3.75	Exit Item 3	66.67%	0	3.33	
		Exit Item 13	59.21%	38.16%	3.57	Exit Item 13	66.67%	33.33%	3.67	
		Exit Item 14	85.53%	13.16%	3.84	Exit Item 14	66.67%	33.33%	3.67	

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equitable, engaging environment Q15-Build and maintain a positive rapport with colleagues, students, stakeholders, etc. Q21-Collaborate with others Q26-Appreciate individual differences and uniquenesses Q27-Has high expectations for all Q28-Serves as a positive role model Q29-Collaborates with colleagues Q30-Accepts feedback Q31-Builds healthy and appropriate relationships		Exit Item 15	89.47%	9.21%	3.88	Exit Item 15	66.67%	33.33%	3.67	As a smaller program, it is crucial that we maintain close relationships with colleagues. We serve regionally and nationally with colleagues. Modeling appropriate wellness behavior is a part of our program initiative, as a standard for CACREP accreditation.
		Exit Item 21	81.58%	17.11%	3.80	Exit Item 21	66.67%	33.33%	3.67	
		CED	Strong / Competent	Beginning/ Weak	Mean	Program	Strong / Competent	Beginning Weak	Mean	
		Exit Item 26	97.37% 1.32%	1.32% 0	3.96	Exit Item 26	100%	0	4.00	
		Exit Item 27	89.47% 10.53%	0 0	3.89	Exit Item 27	100%	0	4.00	
		Exit Item 28	94.57% 5.33%	0 0	3.95	Exit Item 28	100%	0	4.00	
		Exit Item 29	93.42% 6.58%	0 0	3.93	Exit Item 29	100%	0	4.00	
		Exit Item 30	89.47% 10.53%	0 0	3.89	Exit Item 30	100%	0	4.00	
		Exit Item 31	89.47% 10.53%	0 0	3.89	Exit Item 31	100%	0	4.00	
		Exit Item 32	85.53% 14.47%	0 0	3.86	Exit Item 32	100%	0	4.00	

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<p>Q32-Reflects on personal biases and accesses resources to deepen understandings of culture Q33-Values deeping own frames of reference [culture, gender, language, etc.] Q34-understands that diversity builds community</p>		<p>Exit Item 33</p>	<p>90.79% 9.21%</p>	<p>0 0</p>	<p>3.9 1</p>	<p>Exit Item 33</p>	<p>100%</p>	<p>0</p>	<p>4.00</p>	<p>Multicultural counseling is a mainstay of our program. Students outside of our program also take this class. School psychology and higher Ed administration due to the high impact. It has on diversity, equity culture and gender.</p>
		<p>Exit Item 34</p>	<p>87.32% 12.68%</p>	<p>0 0</p>	<p>3.8 7</p>	<p>Exit Item 34</p>	<p>100%</p>	<p>0</p>	<p>4.00</p>	

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<p>Alumni Survey Questions: 10, 11, 13, 21, 22, 23 10-Using data analysis and evidence to develop a supportive school environment 11-Leading and participating in collaborations to impact student learning 13-Appling professional disposition, laws, policies, codes of conduct, professional standards 21-Appreciates individual differences and uniqueness 23-Serves as a positive role model [Employer Questions: 18-23]</p>		<p>CED Alumni Survey</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Me an</p>	<p>Program Alumni Survey</p>	<p>Low response rate of survey is difficult to ascertain results. Needs to create a systemic way to collect data from alumni.</p>
		<p>Alumni Item 10</p>	<p>55.56%</p>	<p>27.78%</p>	<p>1.3 2</p>	<p>Data not able to be Disaggregated. N-25 Counselor 2 Reading Specialist 0 School Psychologist 1 School Nurse 0 Teacher Leader 4 LDTC 1 TOSD 7 Principal 1 Chief School Administrator 0 Bilingual-Bicultural 0 ESL 0 Ed Technologist 0 Other 9</p>	
		<p>Alumni Item 11</p>	<p>72.22%</p>	<p>16.67%</p>	<p>1.2 2</p>		
		<p>Alumni Item 13</p>	<p>42.11%</p>	<p>47.37%</p>	<p>1.3 3</p>		
		<p>Alumni Item 21</p>	<p>89.89%</p>	<p>0</p>	<p>1.2 8</p>		
		<p>Alumni Item 22</p>	<p>89.89%</p>	<p>5.56%</p>	<p>1.2 2</p>		
		<p>Alumni Item 23</p>	<p>94.4%</p>	<p>5.56%</p>	<p>1.0 6</p>		
		<p>CED Employer Survey</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Me an</p>		
		<p>Employer Survey Item 18</p>	<p>55.56%</p>	<p>44.44%</p>	<p>1.4 4</p>	<p>Data not able to be Disaggregated. N-21 Counselor 3</p>	

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		Employer Item 19	56.66%	44.44%	1.44		Reading Specialist 0 School Psychologist 1 School Nurse 1 Teacher Leader 1 LDTC Special Education 2 Principal 3 Chief School Administrator 0 Bilingual-Bicultural 1 ESL 2 Ed Technologist 3 Other 2	NO RESPONSE UNABLE TO DISAGGREGATE		
		Employer Item 20	44.44%	44.44%	1.67					
		Employer Item 21	44.44%	56.66%	1.56					
		Employer Item 22	44.44%	56.66%	1.56					
		Employer Item 23	56.56%	44.44%	1.44					
<p>4. Advanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the ability to use the skills, and demonstrate the commitment to support all learners, respecting individual and cultural differences and engaging in culturally responsive and inclusive practices</p>										
Exit Survey Questions: 4, 14, 15, 21, 26-34 Q4-Inclusivity, diversity, culturally relevant pedagogy	90% of respondents will score item at the	CED Exit Survey	Well-prepared	Sufficient	Mean	Program Exit Survey	Well-prepared	Sufficient	Mean	Academic coursework, and ethics and multiculturalism, enhance the growth and
		Exit Item 4	76.32%	22.37%	3.75	Exit Item 4	66.67%	33.33%	3.67	

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Q14-Provide support to achieve a positive, equitable, engaging environment Q15-Build and maintain a positive rapport with colleagues, students, stakeholders, etc. Q19-Serves as advocate for the rights of all students/clients 20-Demonstrates an asset stance towards bilingual and immigrant-origin students Q21-Collaborate with others Q26-Appreciate individual differences and uniqueness's	sufficient level or well-prepared [mean of 3.0 or greater]									development of students in this area. Students are required to produce a signature assignment in multicultural, which demonstrates a broad range of culturally relevant pedagogy as it refers to students in schools. Students are placed in two field experiences totaling over 700 hours. They receive supervision from a school B supervisor as well as a university base supervisor. Problem-solving, collaboration, and consensus is a part of this process.
		Exit Item 14	59.21%	38.16%	3.57	Exit Item 14	66.67%	33.33%	3.67	
		Exit Item 15	85.53%	13.16%	3.84	Exit Item 15	66.67%	33.33%	3.67	
		Exit item 19	89.47%	9.21%	3.88	Exit item 19	66.67%	33.33%	3.67	
		Exit item 20	81.58%	17.11%	3.80	Exit item 20	66.67%	33.33%	3.67	
		Exit item 21	59.21%	38.16%	3.57	Exit item 21	66.67%	33.33%	3.67	
		Exit Item 25	89.47%	9.21%	3.88	Exit Item 25	66.67%	33.33%	3.67	
			Strong/Competent	Beginning/Weak	Mean		Strong/Competent	Beginning/Weak	Mean	
		Exit Item 26	97.37% 1.32%	1.32% 0	3.96	Exit Item 26	100%	0	4.00	

<p>Advanced Preparation Learning Outcomes</p>	<p>Target Performance</p>	<p>Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated</p>				<p>Key Performance Indicators- Program 2022-2023 Disaggregated</p>				<p>Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?</p>		
<p>Q27-Has high expectations for all Q28-Serves as a positive role model Q29-Collaborates with colleagues Q30-Accepts feedback Q31-Builds healthy and appropriate relationships Q32-Reflects on personal biases and accesses resources to deepen understandings of culture Q33-Values deeping own frames of reference [culture, gender, language, etc.] Q34-understands that diversity builds community Alumni Survey</p>		<p>Exit Item 27</p>	<p>89.47% 10.53%</p>	<p>0 0</p>	<p>3.8 9</p>	<p>Exit Item 27</p>	<p>100%</p>	<p>0</p>	<p>4.00</p>	<p>Low response rate, however, those that did respond show a high-level of students understanding their own biases. This is a consistent thread through all courses taught in this program.</p>		
		<p>Exit Item 32</p>	<p>94.57% 5.33%</p>	<p>0 0</p>	<p>3.9 5</p>	<p>Exit Item 32</p>	<p>100%</p>	<p>0</p>	<p>4.00</p>			
		<p>Exit Item 33</p>	<p>93.42% 6.58%</p>	<p>0 0</p>	<p>3.9 3</p>	<p>Exit Item 33</p>	<p>100%</p>	<p>0</p>	<p>4.00</p>			
		<p>Exit Item 34</p>	<p>89.47% 10.53%</p>	<p>0 0</p>	<p>3.8 9</p>	<p>Exit Item 34</p>	<p>100%</p>	<p>0</p>	<p>4.00</p>			
		<p>CED Alumni Survey</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Me an</p>	<p>Program Alumni Survey Data not able to be Disaggregated N-25 Counselor 2 Reading Specialist 0 School Psychologist 1 School Nurse 0 Teacher Leader 4 LDTC 1 TOSD 7 Principal 1 Chief School Administrator 0 Bilingual-Bicultural 0</p>						
		<p>Alumni Item 2</p>	<p>80.95%</p>	<p>14.2%</p>	<p>1.2 4</p>							
		<p>Alumni Item 13</p>	<p>42.11%</p>	<p>47.37%</p>	<p>1.4 4</p>							
		<p>Alumni Item 16</p>	<p>84.21%</p>	<p>10.35%</p>	<p>1.2 1</p>							
		<p>Alumni Item 21</p>	<p>Strong-89% Competent 0</p>	<p>Beginning 5.56% Weak 5.56%</p>	<p>1.2 8</p>							
		<p>Alumni Item 22</p>	<p>89.89% Strong</p>	<p>Beginning-0 5.56% Weak</p>	<p>1.2 2</p>							

Advanced Preparation Learning Outcomes	Target Performance	Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated				Key Performance Indicators- Program 2022-2023 Disaggregated	Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
2- inclusivity, diversity: needs, opportunities, challenges, rights 16-. Creating a positive, supportive, and engaging learning environment 21-Appreciates individual differences and uniqueness 22. Has high expectations for all students 23. Serves as a positive role model 24. Collaborates well with colleagues 25. Accepts feedback Employer Survey 19. Serves as an advocate for the rights of all students/clients.			5.56% Competent			ESL 0 Ed Technologist 0 Other 9	N/A – NO RESPONSE
	Employer Survey	CED Employer Survey	Well-prepared	Sufficient	Me an	Program Exit Survey	Students are placed in two field experiences totaling over 700 hours. They receive supervision from a school-based supervisor as well as a university supervisor.
		Employer Item 19	56.56%	44.44%	1.4 4	Data not able to be Disaggregated. N-21 Counselor 3 Reading Specialist 0 School Psychologist 1 School Nurse 1	
		Employer Item 20	44.44%	44.44%	1.6 7		
		Employer Item 21	44.44%	55.56%	1.5 6		

<p>Advanced Preparation Learning Outcomes</p>	<p>Target Performance</p>	<p>Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated</p>				<p>Key Performance Indicators- Program 2022-2023 Disaggregated</p>	<p>Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?</p>
<p>20. Demonstrates an asset stance toward bilingual and immigrant-origin students/clients 21. Respects, values, and supports diverse learners or clients 25. Ensures a collaborative school, environment, community partnership 27. Promotes a culture that reflects Diversity, Equity, and Inclusivity</p>		<p>Employer Item 25</p>	<p>66.67%</p>	<p>33.33%</p>	<p>1.67</p>	<p>Teacher Leader 1 LDTC Special Education 2 Principal 3 Chief School Administrator 0 Bilingual-Bicultural 1 ESL 2 Ed Technologist 3 Other 2</p>	<p>Problem-solving, collaboration, and consensus is a part of this process. School be supervisors give a mid-semester report and an end-of-the-year report using these skills. Multicultural counseling has been relevant in this program. Evidence is signature assignment in TK 20.</p>
		<p>Employer Item 27</p>	<p>55.56%</p>	<p>44.44%</p>	<p>1.89</p>		

Advanced Preparation Learning Outcomes	Target Performance	Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated				Key Performance Indicators- Program 2022-2023 Disaggregated				Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
5. Advanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the use of [instructional and data] technology and technological skills to impact student achievement and to improve programs, supports, and services at classroom, school, community, and system levels.										
Exit Survey Questions: 7, 12, 23 Q7-Instructional Technology Q12-Use appropriate applications of technology in area of specialization. Q23-Use available technology to collect, manage, analyze data to make decisions. Alumni Survey Questions: 5, 12 Q5-Knowledge and Use of Instructional Technology	90% of respondents will score item at the sufficient level or well-prepared [mean of 3.0 or greater]	CED Exit Survey	Well-prepared	Sufficient	Mean	Program Exit Survey	Well-prepared	Sufficient	Mean	Mean is consistently higher at 3.6. Need to encourage use of technology in as it relates to specialization counseling. Students who did respond felt that they were able to use technology in their field of study.
Exit Item 7	72.37%	23.68%	3.68	Exit Item 7	66.67%	0	3.33			
Exit Item 12	68%	30.67%	3.67	Exit Item 12	66.67%	33.33%	3.67			
Exit Item 23	78.95%	19.74%	3.78	Exit Item 23	66.67%	33.33%	3.67			
CED Alumni Survey	Well-prepared	Sufficient	Mean	Program Alumni Survey	Data not able to be Disaggregated. N-25 Counselor 2 Reading Specialist 0 School Psychologist 1 School Nurse 0 Teacher Leader 4					
Alumni Item 5	50%	30%	1.90							
Alumni Item 12	47.37%	31.59	1.84							

<p>Advanced Preparation Learning Outcomes</p>	<p>Target Performance</p>	<p>Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated</p>				<p>Key Performance Indicators- Program 2022-2023 Disaggregated</p>				<p>Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?</p>
<p>Q12-Using Different Technologies in Area of Specialization</p> <p>Employer Survey: Q16-Use technology to assess and improve outcomes Q17- Demonstrate the application of technology to support professional activities in specialization</p>							<p>LDTC 1 TOSD 7 Principal 1 Chief School Administrator 0 Bilingual-Bicultural 0 ESL 0 Ed Technologist 0 Other 9</p>			<p>COUNSELORS USE TECHNOLOGY FOR CAREER DEVELOPMENT, AND USING SCHOOL DATA TO MAKE ACADEMIC DECISIONS IN ORDER TO ADVOCATE FOR STUDENTS.</p>
		<p>CED Employer Survey</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Me an</p>	<p>Program Employer Survey</p>	<p>Data not able to be Disaggregated. N-21 Counselor 3 Reading Specialist 0 School Psychologist 1 School Nurse 1 Teacher Leader 1 LDTC Special Education 2 Principal 3 Chief School Administrator 0 Bilingual-Bicultural 1 ESL 2 Ed Technologist 3 Other 2</p>			
		<p>Employer Item 16</p>	<p>66.67%</p>	<p>33.33%</p>	<p>4.33</p>					
		<p>Employer Item 17</p>	<p>75%</p>	<p>25%</p>	<p>4.25</p>					
<p>Exit Survey: 3,13, 19, 24</p>		<p>CED Exit Survey</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Me an</p>	<p>CED Exit Survey</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Mean</p>	

<p>Advanced Preparation Learning Outcomes</p>	<p>Target Performance</p>	<p>Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated</p>				<p>Key Performance Indicators- Program 2022-2023 Disaggregated</p>				<p>Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?</p>	
<p>Q3-Ethics, Policies, Principles of Practices in Specialized Content Area Q13-Apply professional dispositions, laws, policies, codes of ethics in your specialized area. Q-19-Understand and adhere to the federal and state laws that govern special education services Q24-To implement or monitor the implementation NJ Core Curriculum Alumni Survey 1,6,7,11,13,18,24 Q1-Knowledge of content and educational policy</p>		<p>Exit Item 3</p>	<p>76.32%</p>	<p>22.37%</p>	<p>3.75</p>	<p>Exit Item 3</p>	<p>66.67%</p>	<p>0</p>	<p>3.33</p>	<p>Added new Ethics course.</p> <p>Low response rate.</p>	
		<p>Exit Item 13</p>	<p>59.21%</p>	<p>38.16%</p>	<p>3.57</p>	<p>Exit Item 13</p>	<p>66.67%</p>	<p>33.33%</p>	<p>3.67</p>		
		<p>Exit Item 19</p>	<p>68%</p>	<p>29.33%</p>	<p>3.65</p>	<p>Exit Item 19</p>	<p>66.67%</p>	<p>33.33%</p>	<p>3.67</p>		
		<p>Exit Item 24</p>	<p>71.05%</p>	<p>22.37%</p>	<p>3.64</p>	<p>Exit Item 24</p>	<p>66.67%</p>	<p>33.33%</p>	<p>3.67</p>		
		<p>CED Alumni Survey</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Mean</p>	<p>Program Alumni Survey</p>					
		<p>Alumni Item 1</p>	<p>57.14%</p>	<p>38.10%</p>	<p>1.24</p>	<p>Data not able to be Disaggregated. N-25 Counselor 2 Reading Specialist 0 School Psychologist 1 School Nurse 0 Teacher Leader 4 LDTC 1 TOSD 7 Principal 1</p>					
		<p>Alumni Item 6</p>	<p>66.67%</p>	<p>23.81%</p>	<p>1.43</p>						
		<p>Alumni Item 7</p>	<p>57.14%</p>	<p>28.57%</p>	<p>1.76</p>						
		<p>Alumni Item 11</p>	<p>72.22%</p>	<p>16.67%</p>	<p>1.50</p>						
		<p>Alumni Item 13</p>	<p>42.11%</p>	<p>47.37%</p>	<p>1.74</p>						

<p>Advanced Preparation Learning Outcomes</p>	<p>Target Performance</p>	<p>Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated</p>				<p>Key Performance Indicators- Program 2022-2023 Disaggregated</p>	<p>Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?</p>
<p>Q6-Leadership within their field Q7- Scholarship and research within specialization Q11- Leading/Participating in collaboration to impact student learning Q13- Applying professional dispositions, policies, codes of ethics, professional standards in specialization Q18-Implementing NJ Core Curriculum Q24-Collaborating with Colleagues Employer Survey: 15. Engage in collaborative activities</p>		<p>Alumni Item 18</p>	<p>64.71%</p>	<p>29.41%</p>	<p>1.47</p>	<p>Chief School Administrator 0 Bilingual-Bicultural 0 ESL 0 Ed Technologist 0 Other 9</p>	<p>Counselor, honor, society, Chi sigma iota creates opportunities for fundraising and collaborative activities. Classes that meet accreditation also provide collaboration, such as group, counseling, multicultural, counseling, design, and administration where students collaborate in order to develop year-long curricular activities.</p>
		<p>Alumni Item 24</p>	<p>83.33%</p>	<p>16.67%</p>	<p>1.17</p>		
		<p>CED Employer Survey</p>	<p>Well-prepared</p>	<p>Sufficient</p>	<p>Mean</p>	<p>Program Employer Survey</p>	
		<p>Employer Item 15</p>	<p>88.89%</p>	<p>11.11%</p>	<p>1.11</p>	<p>Data not able to be Disaggregated. N-21 Counselor 3 Reading Specialist 0 School Psychologist 1 School Nurse 1 Teacher Leader 1 LDT Special Education 2 Principal 3 Chief School Administrator 0 Bilingual-Bicultural 1 ESL 2 Ed Technologist 3 Other 2</p>	
		<p>Employer Item 22</p>	<p>44.44%</p>	<p>55.56%</p>	<p>1.56</p>		
		<p>Employer Item 26</p>	<p>22.22%</p>	<p>77.78%</p>	<p>2.56</p>		

Advanced Preparation Learning Outcomes	Target Performance	Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated				Key Performance Indicators- Program 2022-2023 Disaggregated		Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
22. Demonstrates professional code of ethics promoted by state. 26. Enacts continuous improvement efforts to impact student learning/achievement.								
6. Program Growth								
Indicator Number of Enrolled Students [Tableau/Cognos]	Examine 3-year trend – is growth evident – CIP should address recruitment and retention	CED AY 2022-2023: 1230 2021-2022: 1377 2020-2021: 1393 2019-2020: 1464				Program: AY for F & Spr. 2022 & 2023: 24 2021 & 2022:20 2020 & 2021: 20 2019 & 2020: 15		CACREP STANDARDS REQUIRE A 12 TO 1 RATIO. BASED ON STAFFING, ADMISSION WAS CAPPED AT 24.
Indicator Number of Graduates [program completers]	Examine 3-year trend – is growth evident – CIP	CED Advanced Programs 2022-2023: 189 2021-2022: 254				Program 2022-2023:24 2021-2022:20		

Advanced Preparation Learning Outcomes	Target Performance	Key Performance Indicators- College 2022-2023 Unless otherwise noted. Aggregated	Key Performance Indicators- Program 2022-2023 Disaggregated	Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? -what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
	should address recruitment and retention	2020-2021: 274 2019-2020: 265	2020-2021:20 2019-2020:15	
Indicator Number of Graduates Certified, Endorsement [applied for /recommended for certification or endorsement], if applicable	Examine 3-year trend – is growth evident – CIP should address retention and completion	2021-2022: 2020-2021:	2021-2022:24 2020-2021:20	All completers have received certification. *Accreditation requires faculty ratio of 12 to 1.

Program Specific Student Learning Outcomes

B. Data Presentation, Analysis, Interpretation

Program Specific Student Outcomes aligned to SPA or Specialized Disciplinary Organization Standards	Target Performance	Key Performance Indicators – Academic Year 2021-2022	Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? - what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
SLO: CAEP A1.1a Applications of data literacy			
Indicator: Research	100%	Evaluate Data – Signature Assignment	Incorporate data across all courses
Indicator: Group Counseling	95%	Group Curriculum	This assignment requires students to collaborate with their peers, and to use this curriculum in their internship site, where they will collaborate with teachers and other counselors.
Indicator: Appraisal and Evaluation	100%	Signature assignment	Increase use of school base data across the curriculum instead of it being Focused in the second year curriculum.
SLO: CAEP A1.1b Use of research and understanding of quantitative, qualitative and/or mixed methods research methodologies.			
Indicator: Assessment and Appraisal In educational settings	100 %		Professor meets one on one to support students' access to qualitative and quantitative data to evolve ethically and professionally for research.

Program Specific Student Outcomes aligned to SPA or Specialized Disciplinary Organization Standards	Target Performance	Key Performance Indicators – Academic Year 2021-2022	Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? - what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
Indicator: Research			
Indicator: Design & Evaluation			
SLO: CAEP A 1.1c Employment of data analysis and evidence to develop supportive, diverse, equitable and inclusive school environments.			
Indicator: Multicultural Case Study	90%	Signature Assignment	Case study
Indicator: Design and Evaluation			
SLO: CAEP A1.1d Leading and participating in collaborative activities with others such as peers, colleagues, teachers, administrators, communities, and parents.			
Indicator: Group Counseling	95%	Group Curriculum	This assignment require students to collaborate with their peers, and to use this curriculum in their internship site, where they will collaborate with teachers and other counselors.
Indicator: Individual Counseling	80%	Chi Sigma Honor Society	A university professor is the advisor for this group. This helps to maintain GPA, community, collaboration, and peer mentorship.
Indicator: Internship	100%	Mid-year and Final Evaluation by Site Supervisor and University Supervisor	This requires a total of four evaluation's, which allows the site supervisor and the university professor to collaborate on skills that are needed for the candidate to be successful.
SLO: CAEP A 1.1e Supporting appropriate applications of technology for their field of specialization.			
Indicator: Design and Evaluation	90%	Collaborate with peers to develop a year-long counseling program that determines that develops social, emotional learning, academic and career	Curriculum development, peer interaction, TK 20 assessment

Program Specific Student Outcomes aligned to SPA or Specialized Disciplinary Organization Standards	Target Performance	Key Performance Indicators – Academic Year 2021-2022	Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? - what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
Indicator: Multicultural Counseling	90%	Case study outlining social, emotional issues, societal trauma, and school achievement	Educational advocacy paper developed TK 20 assessment.
Indicator: Internship	100%	Midyear evaluation by site supervisor and university supervisor; final evaluation by site supervisor, and university supervisor	Assessments become part of the portfolio on TK 20. 600 log hours, classroom lessons, group lessons, and individual lessons must be adhere to.
SLO: A1.1f Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.			
Indicator: Introduction to Counseling and Guidance	90%	Ethical Dilemma Assignment	Professional Dispositions, ethics, and standards aligned with American Counseling Association Ethical Guidelines
Indicator: Ethics in Counseling	100%	Group case study on ethics.	Ethics are aligned with CACREP accreditation and ASCA.
Indicator: Research	100%	Class Assignment – Reflection	Social Media, school policies addressed
SLO: Data-Based Decision-Making School counselors understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School Counselors use a problem-solving framework as the basis for all professional activities. a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Counselors use the ASCA ko model for multiple tier assessments			
Indicator: Design and Evaluation in Educational Settings	Comprehensive School Counseling Curriculum.	Using ethical guidelines, needs assessments, surveys to create a curriculum engaging all facets of school stakeholders	
Indicator: Group processes	Develop Group Curriculum with peers to be implemented in schools	Develop needs assessment to determine intervention within a school	

Program Specific Student Outcomes aligned to SPA or Specialized Disciplinary Organization Standards	Target Performance	Key Performance Indicators – Academic Year 2021-2022	Analysis and Interpretation of Program Data Key Questions to Consider: What do the data reveal about the PLO? - what are candidates' strengths and weaknesses? -in what areas do they need support and further development? What might contribute to these data results? What are the trends or patterns in the data? Are other sources of data needed? Are my interpretations validated by other indicators/data?
Indicator: Intervention and Referral Services	Community Resource Project	Community collaboration of resources allows for the dispositions, laws, and policies of each organization and how it can be integrated into the school environment.	
Indicator:			
SLO: School Counselors understand the social- emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School counselors in collaboration with others on a continuous basis to design, implement, and evaluate services that support SEL. Academic courses that students take are Design and Implementation, internship, Group curriculum, and individual counseling to meet these requirements.			
Indicator: Multicultural Counseling	90%	Case study signature assignment. Evaluate it in TK 20.	STUDENTS GATHER DATA FROM A CASE STUDY. WE ARE SOCIAL ENVIRONMENTAL CONDITIONS PREVENT LEARNING. STUDENTS DESIGN, SPACE, AND ADVOCACY PROJECT THAT IS PRESENTED TO A SCHOOL DISTRICT WHERE THEY ARE CURRENTLY DOING THEIR Internship
Indicator: Design and Implementation	90%	Year-long counseling calendar & Curriculum. Evaluated in TK 20.	In collaboration with other classmates' students create a year-long counseling, calendar, and curriculum.
Indicator: Group Counseling	90%	Per CACREP standards students work collaboratively using computer, skills and data to create curriculum.	Social emotional development. This is housed in TK 20. This is a evaluated in TK 20.

C. Continuous Improvement Plan [minimum 3 required].

Program:	Describe intervention, change, modification, decision, continuous improvement effort, and or plan.		On what data was this CIP effort based?	Anticipated Results of CI effort? Timeline. Resources Needed.
<input type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Assessment <input type="checkbox"/> Student Support <input type="checkbox"/> Other Check all that apply.	Need to chart sequence of courses and align with availability		Faculty ratio of 12 to 1 increases the need for university support of adjunct or university professors.	Recruitment of an associate professor for January 2024 is in process
<input type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Assessment <input type="checkbox"/> Student Support	1. [Recruitment and Retention, required] - Orientation Program for Graduate Programs	To comply with CACREP accreditation standards.	Continue with orientation program for new students. 1. Need to enhance advertisement for additional courses. Midyear held panel discussion for first year students. 2. Need Advisor support.	End of academic year participate in information sessions for undergraduate students.

Program:	Describe intervention, change, modification, decision, continuous improvement effort, and or plan.	On what data was this CIP effort based?	Anticipated Results of CI effort? Timeline. Resources Needed.
<input type="checkbox"/> Other Check all that apply.		3. Need greater flexibility of course offering.	
<input type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Assessment <input type="checkbox"/> Student Support <input type="checkbox"/> Other Check all that apply.	2. Need to enhance scheduling options for students.	Create a sequence of the new 60 credit hours program.	On going program, development and alignment with university policies, and accreditation. 123 I got my three, but I got a bunch of crap appear finish. I just I just deleted a whole bunch of Rosa like OK if you're not Siri not there.