Feedback from Stakeholders: Impact Statistics- Survey of Graduates: The purpose of this survey is to compile vital statistics pertaining to recent graduates of the Counseling in Educational Settings M.A. program. Graduates were asked to respond to 25 open and closed questions. Two questions required a Yes or No response.

The first one was: Were you employed in the counseling field within 180 days of graduating from the M.A. in Counseling in Educational Settings program? A total of 12 graduates responded to the question, with 9 (75%) responding Yes and 3 (25%) responding No.

The second question was: Are you currently employed in the counseling field? A total of 12 graduates responded to the question, with 8 (66.7%) responding Yes and 4 (33.3%) responding No. This showed us that 66.7% of the graduates that responded to the survey are currently employed in the counseling field either part time or full time.

Student Learning Goal 1.1. Has background knowledge of school counseling and fully understands multiple factors regarding student learning and development; is able to assess for maltreatment as well as advocate for all students; fully understands the role of the school counselor

Program Goal: Program Goal 1. To prepare professional counselors to work in educational settings as effective providers of responsive services to individuals and groups of students in the areas of academic, social and career development.

Student Learning Outcome: Student Outcome 1.1.1.

Knows and understands history, philosophy, trends, ethical and legal considerations, professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling and educational systems and educational systems; understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings and demonstrates the ability to articulate, model and advocate for an appropriate school counselor identity program (A1, A2, A4, B2, O5)

Outcome Status: Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Observations</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Direct - #1 - Ethical Case | **Reporting Period:** 2016 - 2017  
**Target Status:** 3 - Exceeded  
Item 2: | **Action:** Obtained state approval to offer Student Assistance Coordinator Certificate to be |
Student Learning Goal 1.1. Has background knowledge of school counseling and fully understands multiple factors regarding student learning and development; is able to assess for maltreatment as well as advocate for all students; fully understands the role of the school counselor

### Student Learning Outcome: Student Outcome 1.1.1.
Knows and understands history, philosophy, trends, ethical and legal considerations, professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling and educational systems and educational systems; understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings and demonstrates the ability to articulate, model and advocate for an appropriate school counselor identity program (A1, A2, A4, B2, O5)

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<tbody>
<tr>
<td>Item 4 (A4) Item 5 (B2, O5) <strong>Target:</strong> The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</td>
<td>N= 24 1= 0%; 2= 0%; 3=100% The cumulative mean score of all students on item 2 was 3; this shows that the quality target has exceeded expectations. Item 4: N= 24 1= 0%; 2= 0%; 3=100% The cumulative mean score of all students on item 4 was 3; this shows that the quality target has exceeded expectations. Item 5: N= 24 1= 0%; 2= 0%; 3=100% The cumulative mean score of all students on item 5 was 3; this shows that the quality target has exceeded expectations. (03/27/2017)</td>
<td>offered in Summer 2018 (Implemented) (04/10/2017) <strong>Action:</strong> Fall only cohort to maintain admissions within the 1:12 faculty to student ratio (Implemented) (04/10/2017) <strong>Action:</strong> Summer Immersion Multicultural Experience Trip taught in Puerto Rico (Implemented) (04/10/2017)</td>
</tr>
</tbody>
</table>

### Reporting Period: 2016 - 2017

**Outcome Status:** Active

### Student Learning Outcome: Student Outcome 1.1.2.
Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development; able to understand cultural, ethical, economic, legal, and political issues surrounding diversity; knows the signs and symptoms of substance abuse and use procedures for assessing and managing suicide risk

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<tbody>
<tr>
<td><strong>Direct</strong> - #1 - Ethical Case <strong>Reporting Period:</strong> 2016 - 2017</td>
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</tbody>
</table>
Student Learning Goal 1.1. Has background knowledge of school counseling and fully understands multiple factors regarding student learning and development; is able to assess for maltreatment as well as advocate for all students; fully understands the role of the school counselor

### Student Learning Outcome: Student Outcome 1.1.2.

Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development; able to understand cultural, ethical, economic, legal, and political issues surrounding diversity; knows the signs and symptoms of substance abuse and use procedures for assessing and managing suicide risk

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<tr>
<th>Assessment Methods</th>
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<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 3 (A6, E1, G2) Item 4 (D4)</td>
<td><strong>Target:</strong> The levels of performance for this assessment is: 1 = does not meet expectations; 2 = meets expectations; 3 = exceeds expectations</td>
<td></td>
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<tr>
<td></td>
<td>If the cumulative mean score of all students on items 3 and 4 is less than 2.1, expectations have not been met.</td>
<td></td>
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<tr>
<td></td>
<td>If the cumulative mean score of all students on items 3 and 4 is between 2.1 and 2.5, expectations have been met.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If the cumulative mean score of all students on items 3 and 4 is greater than 2.5, expectations have been exceeded.</td>
<td></td>
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</tbody>
</table>

**Target Status:** 3 - Exceeded

**Item 3:**
- N = 24
- 1 = 0%; 2 = 0%; 3 = 100%

The cumulative mean score of all students on item 3 was 3; this shows that the quality target has exceeded expectations.

**Item 4:**
- N = 24
- 1 = 0%; 2 = 0%; 3 = 100%

The cumulative mean score of all students on item 4 was 3; this shows that the quality target has exceeded expectations. (03/27/2017)
Student Learning Goal 1.2. Understands counseling theories and consultation in a school setting and is able to carry out effective programs; demonstrates awareness of self and others, and understands that environmental, community, and institutional factors influence student development

Program Goal: Program Goal 1. To prepare professional counselors to work in educational settings as effective providers of responsive services to individuals and groups of students in the areas of academic, social and career development.

Student Learning Outcome: Student Outcome 1.2.1.

Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students; understands systems theories, models and processes of consultation in school system settings (C1, M4)

Outcome Status: Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td>Direct - #2 - Theory Paper</td>
<td></td>
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<tr>
<td>Item 4 (C1)</td>
<td></td>
<td></td>
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<tr>
<td>Item 5 (M4)</td>
<td></td>
<td>Action: Redesign of rubric for assessment #1 in order to better assess student learning outcomes (Proposed) (04/10/2017)</td>
</tr>
<tr>
<td>Target: The levels of performance for this assessment is:</td>
<td>1= does not meet expectations; 2=meets expectations; 3=exceeds expectations</td>
<td></td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 4 and 5 is less than 2.1, expectations have not been met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 4 and 5 is between 2.1 and 2.5, expectations have been met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 4 and 5 is greater than 2.5, expectations have been exceeded.</td>
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<td></td>
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<tr>
<td>Reporting Period: 2016 - 2017</td>
<td></td>
<td></td>
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<tr>
<td>Target Status: 3 - Exceeded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 4:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N= 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1= 0%; 2= 30.77%; 3=69.23%</td>
<td>The cumulative mean score of all students on item 4 was 2.69; this shows that the quality target has exceeded expectations.</td>
<td></td>
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<tr>
<td>Item 5:</td>
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<tr>
<td>N= 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1= 0%; 2= 46.15%; 3=53.85%</td>
<td>The cumulative mean score of all students on item 5 was 2.54; this shows that the quality target has exceeded expectations. (03/27/2017)</td>
<td></td>
</tr>
</tbody>
</table>

Student Learning Outcome: Student Outcome 1.2.2.

Demonstrates self-awareness, sensitivity to others and the skills needed to relate to divers individuals, groups and classrooms; understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity and excellence in terms of student learning (D1, E1)

Outcome Status: Active
Student Learning Goal 1.2. Understands counseling theories and consultation in a school setting and is able to carry out effective programs; demonstrates awareness of self and others, and understands that environmental, community, and institutional factors influence student development

**Student Learning Outcome: Student Outcome 1.2.2.**

Demonstrates self-awareness, sensitivity to others and the skills needed to relate to diverse individuals, groups and classrooms; understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity and excellence in terms of student learning (D1, E1)

<table>
<thead>
<tr>
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<th>Actions</th>
</tr>
</thead>
</table>
| **Direct - #2 - Theory Paper** | **Reporting Period:** 2016 - 2017  
**Target Status:** 3 - Exceeded  
**Item 6:**  
N= 13  
1= 0%; 2= 30.77%; 3=69.23%  
The cumulative mean score of all students on item 6 was 2.69; this shows that the quality target has exceeded expectations.  
**Item 8:**  
N= 13  
1= 0%; 2= 15.38%; 3=84.62%  
The cumulative mean score of all students on item 8 was 2.85; this shows that the quality target has exceeded expectations. (03/27/2017)                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |
**Student Learning Goal 1.3.** Understands and conducts all aspects of school counseling programs, including design, implementation, evaluation and presentation to others; is able to counsel students, advocate for students and refer students when necessary

**Program Goal:** Program Goal 1. To prepare professional counselors to work in educational settings as effective providers of responsive services to individuals and groups of students in the areas of academic, social and career development.

**Student Learning Outcome: Student Outcome 1.3.1.**

Understands models of school counseling programs and knows how to design, implement, manage, assess and evaluate comprehensive school counseling programs to enhance the academic, career, and personal/social development of students; understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies; understands various peer programming interventions; knows the qualities, principles, skills, styles and strategies of effective leadership (A5, C2, H3, K3, M6, O1, O2, O3)

**Outcome Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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<th>Actions</th>
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</thead>
</table>
| Direct - #3 – Comprehensive School Counseling Program | **Reporting Period:** 2016 - 2017  
**Target Status:** 3 - Exceeded  
Item 1:  
N= 24  
1= 0%; 2= 0%; 3=62.5%; 4= 37.5%  
The cumulative mean score of all students on item 1 was 3.38; this shows that the quality target has exceeded expectations.  
Item 4:  
N= 24  
1= 0%; 2= 0%; 3=20.83%; 4= 79.17%  
The cumulative mean score of all students on item 4 was 3.79; this shows that the quality target has exceeded expectations.  
Item 5:  
N= 24  
1= 0%; 2= 0%; 3=0%; 4= 100%  
The cumulative mean score of all students on item 5 was 4; this shows that the quality target has exceeded expectations.  
Item 6:  
N= 24  
1= 0%; 2= 0%; 3=0%; 4= 100%  
The cumulative mean score of all students on item 6 was 4; this shows that the quality target has exceeded expectations.  
Item 7: | **Action:** Implement new signature assignment #11 Professional Counseling Performance Evaluation starting Fall 2017 to better assess students’ knowledge, skills, and dispositions (Implemented)  
(04/10/2017) |
Student Learning Goal 1.3. Understands and conducts all aspects of school counseling programs, including design, implementation, evaluation and presentation to others; is able to counsel students, advocate for students and refer students when necessary

**Student Learning Outcome: Student Outcome 1.3.1.**

Understands models of school counseling programs and knows how to design, implement, manage, assess and evaluate comprehensive school counseling programs to enhance the academic, career, and personal/social development of students; understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies; understands various peer programming interventions; knows the qualities, principles, skills, styles and strategies of effective leadership (A5, C2, H3, K3, M6, O1, O2, O3)

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</table>
| have been exceeded. | N= 24  
1= 0%; 2= 0%; 3=0%; 4= 100%  
The cumulative mean score of all students on item 7 was 4; this shows that the quality target has exceeded expectations.  

Item 10:  
N= 24  
1= 0%; 2= 0%; 3=0%; 4= 100%  
The cumulative mean score of all students on item 10 was 4; this shows that the quality target has exceeded expectations. (03/27/2017) | | |

**Student Learning Outcome: Student Outcome 1.3.2.**

Advocates for the learning and academic experiences necessary; provides individual and group counseling and classroom guidance and implements strategies and activities to promote the academic, career and personal/social development of students; designs, implements, manages and evaluates prevention and intervention plans related to the effects of multiple factors; locates resources in the community as well as the school and uses proper referral procedures to improve student achievement and success; plans and presents school counseling related educational programs for use with parents and teachers (D2, D3, F2, L1, L2, L3, N2, N4, N5, P1, P2)

**Outcome Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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</table>
| **Direct - #3 - Comprehensive School Counseling Program** | **Reporting Period:** 2016 - 2017  
**Target Status:** 3 - Exceeded  
Item 6:  
N= 24  
1= 0%; 2= 0%; 3=0%; 4= 100%  
The cumulative mean score of all students on item 6 was 4; this shows that the quality target has exceeded expectations.  

Item 7:  
N= 24  
1= 0%; 2= 0%; 3=0%; 4= 100% | | |

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Student Learning Goal 1.3. Understands and conducts all aspects of school counseling programs, including design, implementation, evaluation and presentation to others; is able to counsel students, advocate for students and refer students when necessary

**Student Learning Outcome: Student Outcome 1.3.2.**

Advocates for the learning and academic experiences necessary; provides individual and group counseling and classroom guidance and implements strategies and activities to promote the academic, career and personal/social development of students; designs, implements, manages and evaluates prevention and intervention plans related to the effects of multiple factors; locates resources in the community as well as the school and uses proper referral procedures to improve student achievement and success; plans and presents school counseling related educational programs for use with parents and teachers (D2, D3, F2, L1, L2, L3, N2, N4, N5, P1, P2)

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<tr>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>3= good</td>
<td>The cumulative mean score of all students on item 7 was 4; this shows that the quality target has exceeded expectations.</td>
<td></td>
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<tr>
<td>4= excellent</td>
<td>Item 9: N= 24 1= 0%; 2= 0%; 3= 0%; 4= 100% The cumulative mean score of all students on item 9 was 4; this shows that the quality target has exceeded expectations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Item 11: N= 24 1= 0%; 2= 0%; 3= 0%; 4= 100% The cumulative mean score of all students on item 11 was 4; this shows that the quality target has exceeded expectations. (03/27/2017)</td>
<td></td>
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</tbody>
</table>
Student Learning Goal 2.1. Understands school counselor’s role in relation to school counseling program; is aware of self and of others, and able to assess student strengths/barriers to determine helping strategies; understands how development is effected by multiple factors; understands the professional identity of the school counselor and knows strategies to collaborate with school staff, parents, and community members

Program Goal: Program Goal 2. To prepare professional counselors who are able to consult, advocate and collaborate with other professionals on behalf of students and their families.

Student Learning Outcome: Student Outcome 2.1.1.

Program Goal 2. To prepare professional counselors who are able to consult, advocate and collaborate with other professionals on behalf of students and their families.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Direct - #5 - Supervisor’s Evaluation Item 2 (K1) Item 7 (A7) Item 22 (C1)</td>
<td>Reporting Period: 2016 - 2017 Target Status: 3 - Exceeded Item 2: N= 31 1= 0%; 2= 22.58%; 3=77.42% The cumulative mean score of all students on item 2 was 2.7; this shows that the quality target has exceeded expectations. Item 7: N= 31 1= 0%; 2= 25.81%; 3= 74.19% The cumulative mean score of all students on item 7 was 2.74; this shows that the quality target has exceeded expectations. Item 22: N= 31 1= 0%; 2= 32.26%; 3=67.74% The cumulative mean score of all students on item 22 was 2.68; this shows that the quality target has exceeded expectations.</td>
<td>Action: Redesign of rubric for assessment #1 in order to better assess student learning outcomes (Proposed) (04/10/2017)</td>
</tr>
<tr>
<td>Direct - #3 - Comprehensive School Counseling Program</td>
<td>Reporting Period: 2016 - 2017 Target Status: 3 - Exceeded</td>
<td></td>
</tr>
</tbody>
</table>

Outcome Status: Active

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Student Learning Goal 2.1. Understands school counselor’s role in relation to school counseling program; is aware of self and of others, and able to assess student strengths/ barriers to determine helping strategies; understands how development is effected by multiple factors; understands the professional identity of the school counselor and knows strategies to collaborate with school staff, parents, and community members

### Student Learning Outcome: Student Outcome 2.1.1.

Understands the relationship of the school counseling program to the academic mission of the school and is aware of the operation of the school emergency management plan; understands the influence of multiple factors that may affect the personal, social, and academic functioning of students and knows the theories and processes of effective counseling and wellness programs; understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (A7, C1, G1, K1, M1)

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<tr>
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<tbody>
<tr>
<td>Items 3, 5, and 6</td>
<td>Item 3: N= 24&lt;br&gt;1= 0%; 2= 0%; 3=0%; 4= 100%&lt;br&gt;The cumulative mean score of all students on item 3 was 4; this shows that the quality target has exceeded expectations.</td>
<td></td>
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<tr>
<td>Target: The levels of performance for this assessment is: 1= inadequate&lt;br&gt;2= needs improvement&lt;br&gt;3= good&lt;br&gt;4= excellent</td>
<td>Item 5: N= 24&lt;br&gt;1= 0%; 2= 0%; 3= 0%; 4= 100%&lt;br&gt;The cumulative mean score of all students on item 5 was 4; this shows that the quality target has exceeded expectations.</td>
<td></td>
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<tr>
<td>If the cumulative mean score of all students on items 3, 5, and 6 is less than 2.1, expectations have not been met.</td>
<td>Item 6: N= 24&lt;br&gt;1= 0%; 2= 0%; 3=0%; 4= 100%&lt;br&gt;The cumulative mean score of all students on item 6 was 4; this shows that the quality target has exceeded expectations. (04/05/2017)</td>
<td></td>
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<tr>
<td>If the cumulative mean score of all students on items 3, 5, and 6 is between 2.1 and 3.0, expectations have been met.</td>
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<tr>
<td>If the cumulative mean score of all students on items 3, 5, and 6 is between 3.1 and 4, expectations have been exceeded.</td>
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### Student Learning Outcome: Student Outcome 2.1.2.

Demonstrates self-awareness, sensitivity to others; assesses and interprets students' strengths and needs, knows strategies for helping students and provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of students; demonstrates the ability to use procedures to assess risk factors and barriers that impede students' academic, career and personal/social development (C3, D1, D2, D4, H1)

**Outcome Status:** Active
Student Learning Goal 2.1. Understands school counselor’s role in relation to school counseling program; is aware of self and of others, and able to assess student strengths/barriers to determine helping strategies; understands how development is effected by multiple factors; understands the professional identity of the school counselor and knows strategies to collaborate with school staff, parents, and community members.

**Student Learning Outcome: Student Outcome 2.1.2.**

Demonstrates self-awareness, sensitivity to others; assesses and interprets students' strengths and needs, knows strategies for helping students and provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of students; demonstrates the ability to use procedures to assess risk factors and barriers that impede students' academic, career and personal/social development (C3, D1, D2, D4, H1)

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</table>
| **Direct - #5 - Supervisor’s Evaluation**   | **Reporting Period:** 2016 - 2017  
**Target Status:** 3 - Exceeded  
Item 6:  
N= 31  
1= 0%; 2= 25.81%; 3=74.19%  
The cumulative mean score of all students on item 6 was 2.74; this shows that the quality target has exceeded expectations.  
Item 7:  
N= 31  
1= 0%; 2= 25.81%; 3=74.19%  
The cumulative mean score of all students on item 7 was 2.4; this shows that the quality target has exceeded expectations.  
Item 9:  
N= 31  
1= 0%; 2= 25.81%; 3=67.74%; N/A: 6.45%  
The cumulative mean score of all students on item 9 was 2.72; this shows that the quality target has exceeded expectations.  
Item 10:  
N= 31  
1= 0%; 2= 12.9%; 3=87.1%  
The cumulative mean score of all students on item 10 was 2.87; this shows that the quality target has exceeded expectations. (03/27/2017) |         |

**Student Learning Outcome: Student Outcome 2.1.3.**

Knows roles, functions, settings, and professional identity of the school counselor in relation to the school; knows school and community collaboration models for crisis/disaster preparedness and response; knows strategies to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students and empower families to act on behalf of their children (A3, M2, M3, M5, M7)

05/24/2017
Student Learning Goal 2.1. Understands school counselor’s role in relation to school counseling program; is aware of self and of others, and able to assess student strengths/barriers to determine helping strategies; understands how development is effected by multiple factors; understands the professional identity of the school counselor and knows strategies to collaborate with school staff, parents, and community members

**Student Learning Outcome: Student Outcome 2.1.3.**

Knows roles, functions, settings, and professional identity of the school counselor in relation to the school; knows school and community collaboration models for crisis/disaster preparedness and response; knows strategies to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students and empower families to act on behalf of their children (A3, M2, M3, M5, M7)

**Outcome Status:** Active

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<tr>
<th>Assessment Methods</th>
<th>Observations</th>
<th>Actions</th>
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</table>
| **Direct - #5 - Supervisor’s Evaluation** | **Reporting Period:** 2016 - 2017  
**Target Status:** 3 - Exceeded  
**Item 6:**  
N= 31  
1= 0%; 2= 25.81%; 3=74.19%  
The cumulative mean score of all students on item 6 was 2.74; this shows that the quality target has exceeded expectations.  
**Item 22:**  
N= 31  
1= 0%; 2= 32.26%; 3=67.74%  
The cumulative mean score of all students on item 22 was 2.68; this shows that the quality target has exceeded expectations. (03/27/2017) | **Direct - #8 - Educational Advocacy Plan**  
**Target:** The levels of performance for this assessment is:  
1= does not meet expectations;  
2=meets expectations;  
3=exceeds expectations  
**Reporting Period:** 2016 - 2017  
**Target Status:** 2 - Met  
**Item 5:**  
N= 30  
1= 0%; 2= 33.33%; 3=60%; No response= 6.67%  
The cumulative mean score of all students on item 5 was 2.64; this shows that the quality target has exceeded expectations.  
**Action:** Redesign of rubric for assessment #8 in order to better assess student learning outcomes (Proposed) (04/10/2017) |
Student Learning Goal 2.1. Understands school counselor’s role in relation to school counseling program; is aware of self and of others, and able to assess student strengths/barriers to determine helping strategies; understands how development is effected by multiple factors; understands the professional identity of the school counselor and knows strategies to collaborate with school staff, parents, and community members.

**Student Learning Outcome: Student Outcome 2.1.3.**

Knows roles, functions, settings, and professional identity of the school counselor in relation to the school; knows school and community collaboration models for crisis/disaster preparedness and response; knows strategies to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students and empower families to act on behalf of their children (A3, M2, M3, M5, M7)

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<tr>
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<th>Actions</th>
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<tbody>
<tr>
<td>2=meets expectations; 3=exceeds expectations</td>
<td>target has exceeded expectations.</td>
<td>target has exceeded expectations.</td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 5, 6, 7, 8, 9 and 10 is less than 2.1, expectations have not been met. If the cumulative mean score of all students on items 5, 6, 7, 8, 9 and 10 is between 2.1 and 2.5, expectations have been met. If the cumulative mean score of all students on items 5, 6, 7, 8, 9 and 10 is greater than 2.5, expectations have been exceeded.</td>
<td>Item 6: N= 30; 1= 0%; 2= 43.33%; 3=56.67% The cumulative mean score of all students on item 6 was 2.57; this shows that the quality target has exceeded expectations.</td>
<td>Item 6: N= 30; 1= 0%; 2= 43.33%; 3=56.67% The cumulative mean score of all students on item 6 was 2.57; this shows that the quality target has exceeded expectations.</td>
</tr>
<tr>
<td>Item 7: N= 30; 1= 0%; 2= 33.33%; 3=63.33%; No response= 3.33% The cumulative mean score of all students on item 7 was 2.66; this shows that the quality target has exceeded expectations.</td>
<td>Item 7: N= 30; 1= 0%; 2= 33.33%; 3=63.33%; No response= 3.33% The cumulative mean score of all students on item 7 was 2.66; this shows that the quality target has exceeded expectations.</td>
<td>Item 7: N= 30; 1= 0%; 2= 33.33%; 3=63.33%; No response= 3.33% The cumulative mean score of all students on item 7 was 2.66; this shows that the quality target has exceeded expectations.</td>
</tr>
<tr>
<td>Item 8: N= 30; 1= 0%; 2= 56.67%; 3=40%; No response= 3.33% The cumulative mean score of all students on item 8 was 2.41; this shows that the quality target has met expectations.</td>
<td>Item 8: N= 30; 1= 0%; 2= 56.67%; 3=40%; No response= 3.33% The cumulative mean score of all students on item 8 was 2.41; this shows that the quality target has met expectations.</td>
<td>Item 8: N= 30; 1= 0%; 2= 56.67%; 3=40%; No response= 3.33% The cumulative mean score of all students on item 8 was 2.41; this shows that the quality target has met expectations.</td>
</tr>
<tr>
<td>Item 9: N= 30; 1= 0%; 2= 33.33%; 3=66.67% The cumulative mean score of all students on item 9 was 2.67; this shows that the quality target has exceeded expectations.</td>
<td>Item 9: N= 30; 1= 0%; 2= 33.33%; 3=66.67% The cumulative mean score of all students on item 9 was 2.67; this shows that the quality target has exceeded expectations.</td>
<td>Item 9: N= 30; 1= 0%; 2= 33.33%; 3=66.67% The cumulative mean score of all students on item 9 was 2.67; this shows that the quality target has exceeded expectations.</td>
</tr>
<tr>
<td>Item 10: N= 30; 1= 6.67%; 2= 40%; 3=53.33% The cumulative mean score of all students on item 10 was 2.47; this shows that the quality target has exceeded expectations.</td>
<td>Item 10: N= 30; 1= 6.67%; 2= 40%; 3=53.33% The cumulative mean score of all students on item 10 was 2.47; this shows that the quality target has exceeded expectations.</td>
<td>Item 10: N= 30; 1= 6.67%; 2= 40%; 3=53.33% The cumulative mean score of all students on item 10 was 2.47; this shows that the quality target has exceeded expectations.</td>
</tr>
</tbody>
</table>
Student Learning Goal 2.1. Understands school counselor’s role in relation to school counseling program; is aware of self and of others, and able to assess student strengths/ barriers to determine helping strategies; understands how development is effected by multiple factors; understands the professional identity of the school counselor and knows strategies to collaborate with school staff, parents, and community members

**Student Learning Outcome: Student Outcome 2.1.3.**

Knows roles, functions, settings, and professional identity of the school counselor in relation to the school; knows school and community collaboration models for crisis/disaster preparedness and response; knows strategies to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students and empower families to act on behalf of their children (A3, M2, M3, M5, M7)

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<tr>
<th>Assessment Methods</th>
<th>Observations</th>
<th>Actions</th>
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<tbody>
<tr>
<td></td>
<td>target has met expectations. (04/05/2017)</td>
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</table>

**Student Learning Outcome: Student Outcome 2.1.4.**

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision and makes appropriate referrals to school and/or community resources when appropriate; works with parents, guardians and families and consults with teachers, staff and community-based organizations to promote student academic, career and personal/social development (D5, H4, N1, N3)

Outcome Status: Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Observations</th>
<th>Actions</th>
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</thead>
</table>
| Direct - #5 - Supervisor’s Evaluation | Reporting Period: 2016 - 2017  
| Target: The levels of performance for this assessment is:  
1= does not meet expectations;  
2=meets expectations;  
3=exceeds expectations | Item 7:  
N= 31  
1= 0%; 2= 25.81%; 3=74.19%  
The cumulative mean score of all students on item 7 was 2.74; this shows that the quality target has exceeded expectations. (03/27/2017) |         |
Student Learning Goal 2.1. Understands school counselor’s role in relation to school counseling program; is aware of self and of others, and able to assess student strengths/barriers to determine helping strategies; understands how development is effected by multiple factors; understands the professional identity of the school counselor and knows strategies to collaborate with school staff, parents, and community members.

**Student Learning Outcome: Student Outcome 2.1.4.**

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision and makes appropriate referrals to school and/or community resources when appropriate; works with parents, guardians and families and consults with teachers, staff and community-based organizations to promote student academic, career and personal/social development (D5, H4, N1, N3)
Student Learning Goal 2.2. Identifies opportunities that enhance and impede student development; understands multicultural counseling and ability to develop programs that will meet the needs of students and help close the achievement gap; is able to advocate for school policies for multicultural students and promote to community members

**Program Goal:** Program Goal 2. To prepare professional counselors who are able to consult, advocate and collaborate with other professionals on behalf of students and their families.

**Student Learning Outcome: Student Outcome 2.2.1.**

Identifies community, environmental, and institutional opportunities that enhance -as well as barriers that impede- the development of students and understands the ways in which educational policies, programs and practices can be developed, adapted and modified to be culturally congruent with the needs of students; understands multicultural counseling issues, as well as the impact on student achievement; understands the concepts, principles, strategies, programs and practices designed to close the achievement gap and promote student academic success (E2, E3, E4)

**Outcome Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Observations</th>
<th>Actions</th>
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</thead>
</table>
| **Direct - #8 - Educational Advocacy Plan** | **Reporting Period:** 2016 - 2017  
**Target Status:** 2 - Met  
**Item 4:**  
N= 30  
1= 0%; 2= 60%; 3=40%  
The cumulative mean score of all students on item 4 was 2.4; this shows that the quality target has met expectations.  
**Item 5:**  
N= 30  
1= 0%; 2= 33.33%; 3=60%; No response= 6.67%  
The cumulative mean score of all students on item 5 was 2.64; this shows that the quality target has exceeded expectations. (03/27/2017) | **Action:** Redesign of rubric for assessment #8 in order to better assess student learning outcomes (Proposed) (04/10/2017) |

**Student Learning Outcome: Student Outcome 2.2.2.**

Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development; advocates for school policies, programs, services and learning experiences that enhance a positive school climate and engages parents, guardians, and families to promote the academic, career, and personal/social
Student Learning Goal 2.2. Identifies opportunities that enhance and impede student development; understands multicultural counseling and ability to develop programs that will meet the needs of students and help close the achievement gap; is able to advocate for school policies for multicultural students and promote to community members

Student Learning Outcome: Student Outcome 2.2.2.

development of students (F1, F3, F4)

**Outcome Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td><strong>Direct - #8 - Educational Advocacy Plan</strong></td>
<td></td>
<td><strong>Action:</strong> Redesign of rubric for assessment #8 in order to better assess student learning outcomes (Proposed) (04/10/2017)</td>
</tr>
</tbody>
</table>
| Item 8 (F1) | Reporting Period: 2016 - 2017  
Target Status: 2 - Met  
Item 8:  
N= 30  
1= 0%; 2= 56.67%; 3=40%; No response= 3.33%  
The cumulative mean score of all students on item 8 was 2.41; this shows that the quality target has met expectations. | |
| Item 9 (F3) | Item 9:  
N= 30  
1= 0%; 2= 33.33%; 3=66.67%  
The cumulative mean score of all students on item 9 was 2.67; this shows that the quality target has exceeded expectations. | |
| Item 10 (F4) | Item 10:  
N= 30  
1= 6.67%; 2= 40%; 3=53.33%  
The cumulative mean score of all students on item 10 was 2.47; this shows that the quality target has met expectations. (03/27/2017) | |

**Target:** The levels of performance for this assessment is:  
1= does not meet expectations;  
2=meets expectations;  
3=exceeds expectations

If the cumulative mean score of all students on items 8, 9 and 10 is less than 2.1, expectations have not been met.

If the cumulative mean score of all students on items 8, 9 and 10 is between 2.1 and 2.5, expectations have been met.

If the cumulative mean score of all students on items 8, 9 and 10 is greater than 2.5, expectations have been exceeded.
Student Learning Goal 3.1. Understands and conducts all aspects of school counseling programs, including facilitation of groups, prevention and intervention; understands how to appropriately identify, use and evaluate needs assessments to obtain data; understands the role of the school counselor as a change agent to enhance the development of students.

Program Goal: Program Goal 3. To prepare counselors who can work as change agents with other school professionals and are able to use and apply the latest research findings to assist with the school improvement plan.

Student Learning Outcome: Student Outcome 3.1.1.

Understands the important role of the school counselor as a system change agent; understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families; knows how to design, implement, manage, and evaluate transition programs as well as prevention and intervention plans related to multiple factors that affect student learning and development; understands group dynamics and the facilitation of teams to enable students to overcome barriers and impediments to learning (C4, C5, D3, E3)

Outcome Status: Active

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<thead>
<tr>
<th>Assessment Methods</th>
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</table>
| Direct - #5 – Supervisor’s Evaluation | Reporting Period: 2016 - 2017  
Target Status: 3 - Exceeded  
Item 2:  
N= 31  
1= 0%; 2= 22.58%; 3=77.42%  
The cumulative mean score of all students on item 2 was 2.77; this shows that the quality target has exceeded expectations.  
Item 9:  
N= 31  
1= 0%; 2= 25.81%; 3=67.74%; N/A= 6.45%  
The cumulative mean score of all students on item 9 was 2.72; this shows that the quality target has exceeded expectations.  
Item 10:  
N= 31  
1= 0%; 2= 12.9%; 3=87.1%  
The cumulative mean score of all students on item 10 was 2.87; this shows that the quality target has exceeded expectations. (03/27/2017) |         |
| Direct - #7 - Completed Action  
Research Project | Reporting Period: 2016 - 2017  
Target Status: 2 - Met |         |
Student Learning Goal 3.1. Understands and conducts all aspects of school counseling programs, including facilitation of groups, prevention and intervention; understands how to appropriately identify, use and evaluate needs assessments to obtain data; understands the role of the school counselor as a change agent to enhance the development of students

**Student Learning Outcome: Student Outcome 3.1.1.**

Understands the important role of the school counselor as a system change agent; understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families; knows how to design, implement, manage, and evaluate transition programs as well as prevention and intervention plans related to multiple factors that affect student learning and development; understands group dynamics and the facilitation of teams to enable students to overcome barriers and impediments to learning (C4, C5, D3, E3)

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>Items 1 and 3</td>
<td></td>
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</tbody>
</table>
| **Target:** The levels of performance for this assessment is: 1 = needs improvement 2 = meets expectations 3 = exceeds expectations | Item 1:  
N= 8  
The cumulative mean score of all students on item 1 was 2.33; this shows that the quality target has met expectations.  

Item 3:  
N= 8  
The cumulative mean score of all students on item 3 was 2.38; this shows that the quality target has met expectations. (04/05/2017) |         |

**Student Learning Outcome: Student Outcome 3.1.2.**

Identifies various forms of needs assessments and selects appropriate assessment strategies for academic, career, and personal/social development; knows models of program and outcome evaluation related to school counseling and understands how to critically evaluate research relevant to the practice of school counseling; understands and knows how to use the outcome research data to inform decision making and accountability (G3, H2, I1, I2, I3, I4, I5)

**Outcome Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Observations</th>
<th>Actions</th>
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</table>
| Direct - #7 - Completed Action Research Project | **Reporting Period:** 2016 - 2017  
**Target Status:** 2 - Met | **Action:** Implement new signature assignment #11 Professional |

05/24/2017  
Generated by TracDat® a product of Nuventive
Student Learning Goal 3.1. Understands and conducts all aspects of school counseling programs, including facilitation of groups, prevention and intervention; understands how to appropriately identify, use and evaluate needs assessments to obtain data; understands the role of the school counselor as a change agent to enhance the development of students

**Student Learning Outcome: Student Outcome 3.1.2.**

Identifies various forms of needs assessments and selects appropriate assessment strategies for academic, career, and personal/social development; knows models of program and outcome evaluation related to school counseling and understands how to critically evaluate research relevant to the practice of school counseling; understands and knows how to use the outcome research data to inform decision making and accountability (G3, H2, I1, I2, I3, I4, I5)

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<thead>
<tr>
<th>Assessment Methods</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Items 3, 4, and 5</td>
<td>Item 3: N=8</td>
<td>Counseling Performance Evaluation starting Fall 2017 to better assess students’ knowledge, skills, and dispositions (Implemented) (04/10/2017)</td>
</tr>
<tr>
<td><strong>Target:</strong> The levels of performance for this assessment is: 1= needs improvement 2= meets expectations 3=exceeds expectations</td>
<td>The cumulative mean score of all students on item 3 was 2.38; this shows that the quality target has met expectations.</td>
<td><strong>Action:</strong> Proposed adding Field Supervisor training video for all Practicum and Internship Supervisors (Proposed) (04/10/2017)</td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 3, 4, and 5 is less than 2.1, expectations have not been met.</td>
<td>Item 4: N=8 The cumulative mean score of all students on item 3 was 2.5; this shows that the quality target has met expectations.</td>
<td><strong>Action:</strong> Proposed adding Field Supervisor training video for all Practicum and Internship Supervisors (Proposed) (04/10/2017)</td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 3, 4, and 5 is between 2.1 and 2.5, expectations have been met.</td>
<td>Item 5: N=8 The cumulative mean score of all students on item 3 was 2.3; this shows that the quality target has met expectations. (04/05/2017)</td>
<td><strong>Action:</strong> Proposed adding Field Supervisor training video for all Practicum and Internship Supervisors (Proposed) (04/10/2017)</td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 3, 4, and 5 is greater than 2.5, expectations have been exceeded.</td>
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</table>

**Student Learning Outcome: Student Outcome 3.1.3.**

Knows how to design, implement, manage and evaluate comprehensive school counseling programs to enhance academic, career, and personal/social development; understands the potential impact of crises, emergencies, and disasters and knows the skills needed for crisis intervention; develops measurable outcomes for school counseling programs, activities, interventions and experiences; analyzes and applies relevant research findings to enhance the practice of school counseling (C2, C6, J1, J2, J3)

**Outcome Status:** Active

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Observations</th>
<th>Actions</th>
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<tbody>
<tr>
<td>Direct - #5 – Supervisor’s Evaluation</td>
<td><strong>Reporting Period:</strong> 2016 - 2017</td>
<td></td>
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</tbody>
</table>
Student Learning Goal 3.1. Understands and conducts all aspects of school counseling programs, including facilitation of groups, prevention and intervention; understands how to appropriately identify, use and evaluate needs assessments to obtain data; understands the role of the school counselor as a change agent to enhance the development of students.

Student Learning Outcome: Student Outcome 3.1.3.

Knows how to design, implement, manage and evaluate comprehensive school counseling programs to enhance academic, career, and personal/social development; understands the potential impact of crises, emergencies, and disasters and knows the skills needed for crisis intervention; develops measurable outcomes for school counseling programs, activities, interventions and experiences; analyzes and applies relevant research findings to enhance the practice of school counseling (C2, C6, J1, J2, J3).

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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<th>Actions</th>
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<tbody>
<tr>
<td>Item 2 (C2) Item 7 (C6) <strong>Target:</strong> The levels of performance for this assessment is: 1= does not meet expectations; 2=meets expectations; 3=exceeds expectations. If the cumulative mean score of all students on items 2 and 7 is less than 2.1, expectations have not been met. If the cumulative mean score of all students on items 2 and 7 is between 2.1 and 2.5, expectations have been met. If the cumulative mean score of all students on items 2 and 7 is greater than 2.5, expectations have been exceeded. <strong>Target Status:</strong> 3 - Exceeded Item 2: N= 31 1= 0%; 2= 22.58%; 3=77.42% The cumulative mean score of all students on item 2 was 2.77; this shows that the quality target has exceeded expectations. Item 7: N= 31 1= 0%; 2= 25.81%; 3=74.19% The cumulative mean score of all students on item 7 was 2.74; this shows that the quality target has exceeded expectations. (03/27/2017)</td>
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**Direct - #7 - Completed Action**

Research Project

Items 4 and 5 **Target:** The levels of performance for this assessment is: 1= needs improvement 2= meets expectations 3=exceeds expectations. If the cumulative mean score of all students on items 4 and 5 is less than 2.1, expectations have not been met. If the cumulative mean score of all students on items 4 and 5 is between 2.1 and 2.5, expectations have been met. If the cumulative mean score of all students on items 4 and 5 is greater than 2.5, expectations have been exceeded. **Reporting Period:** 2016 - 2017 **Target Status:** 2 - Met Item 4: N= 8 The cumulative mean score of all students on item 3 was 2.5; this shows that the quality target has met expectations. Item 5: N= 8 The cumulative mean score of all students on item 3 was 2.3; this shows that the quality target has met expectations. (04/05/2017) |  |  |
Student Learning Goal 3.1. Understands and conducts all aspects of school counseling programs, including facilitation of groups, prevention and intervention; understands how to appropriately identify, use and evaluate needs assessments to obtain data; understands the role of the school counselor as a change agent to enhance the development of students

**Student Learning Outcome: Student Outcome 3.1.3.**

Knows how to design, implement, manage and evaluate comprehensive school counseling programs to enhance academic, career, and personal/social development; understands the potential impact of crises, emergencies, and disasters and knows the skills needed for crisis intervention; develops measurable outcomes for school counseling programs, activities, interventions and experiences; analyzes and applies relevant research findings to enhance the practice of school counseling (C2, C6, J1, J2, J3)

<table>
<thead>
<tr>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>students on items 4 and 5 is less than 2.1, expectations have not been met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 4 and 5 is between 2.1 and 2.5, expectations have been met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the cumulative mean score of all students on items 4 and 5 is greater than 2.5, expectations have been exceeded.</td>
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</table>
Student Learning Goal 3.2. Understands and is able to abide by both legal and ethical school counseling standards; is able to provide both individual and group counseling and understands group dynamics; is able to analyze program effectiveness

**Program Goal:** Program Goal 3. To prepare counselors who can work as change agents with other school professionals and are able to use and apply the latest research findings to assist with the school improvement plan.

**Student Learning Outcome: Student Outcome 3.2.1.**

Understands ethical and legal considerations specifically related to the practice of school counseling and demonstrates the ability to apply and adhere to those ethical and legal standards; analyzes assessment information in a manner that produces valid inferences (A2, B1, H3)

**Outcome Status:** Active

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<thead>
<tr>
<th>Assessment Methods</th>
<th>Observations</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Direct - #6 - Curriculum | Reporting Period: 2016 - 2017  
Target Status: 3 - Exceeded  
Item 2: N= 28  
1= 0%; 2= 21.43%; 3=78.57%  
The cumulative mean score of all students on item 2 was 2.78; this shows that the quality target has exceeded expectations. (03/27/2017) |         |

**Student Learning Outcome: Student Outcome 3.2.2.**

Understands group dynamics and the facilitation of teams and provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development (C5, D2)

**Outcome Status:** Active

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<tr>
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<tbody>
<tr>
<td>Direct - #6 - Curriculum</td>
<td>Reporting Period: 2016 - 2017</td>
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</table>
Student Learning Goal 3.2. Understands and is able to abide by both legal and ethical school counseling standards; is able to provide both individual and group counseling and understands group dynamics; is able to analyze program effectiveness

**Student Learning Outcome: Student Outcome 3.2.2.**
Understands group dynamics and the facilitation of teams and provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development (C5, D2)

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<tr>
<th>Assessment Methods</th>
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<th>Actions</th>
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</table>
| Item 3 (C5, D2)          | **Target Status:** 3 - Exceeded  
Item 3:  
N= 28  
1= 0%; 2= 10.71%; 3=89.29%  
The cumulative mean score of all students on item 3 was 2.89; this shows that the quality target has exceeded expectations. (03/27/2017) |         |