

**A Snapshot of Counselor Education (CNE) Student & Program Performance (SSPP)
2015 - 2016**



**COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
Rehabilitation, Human Resources, and Communication Disorders
Counselor Education**

A Snapshot of Student & Program Performance (SSPP)

Characteristics of Program Applicants

MS Applicant Characteristics	Fall 2015	Spring 2016
Average GPA	3.5	3.6
Average GRE Score (Q & V)	297	294
Gender	F = 87% M = 13%	F = 86% M = 14%
Underrepresented Groups	30%	33%
PhD Applicant Characteristics		
	Fall 2015	Spring 2016
Average GPA	3.8	3.99
Average GRE (Q & V)	298	285
Gender	F = 67% M = 33%	F = 50% M = 50%
Underrepresented Groups	50%	75%

Student Performance on Program Standards and Student Learning Outcomes

General Ratings of Student Learning & Performance of Program Standards

1 – Worst Possible Outcome = Student’s learning & performance reflect limited to no knowledge, understanding, and ability required to demonstrate competencies associated with a student learning outcome (SLO) and program standard. This is typically indicated by obtaining less than 75% of the total points available on a competency performance assessment activity designed to measure the SLO and program standard (i.e. test, paper, presentation, rating scales for role-plays, video demonstrations, etc.).

2 - Less than Expected Outcome = Student’s learning & performance reflect average knowledge, understanding, and ability required to demonstrate competencies associated with a student learning outcome (SLO) and program standard. This is typically indicated by obtaining 75% - 84% of the total points available on a competency performance assessment activity designed to measure the SLO and program standard (i.e. test, paper, presentation, rating scales for role-plays, video demonstrations, etc.).

3 – Expected Outcome = Student’s learning & performance reflect above average knowledge, understanding, and ability required to demonstrate competencies associated with a student learning outcome (SLO) and program standard. This is typically indicated by obtaining 85% - 89% of the total points available on a competency performance assessment activity designed to measure the SLO and program standard (i.e. test, paper, presentation, rating scales for role-plays, video demonstrations, etc.).

4 – Better than Expected Outcome = Student’s learning & performance reflect superior knowledge, understanding, and ability required to demonstrate competencies associated with a student learning outcome (SLO) and program standard. This is typically indicated by obtaining 90% - 100% of the total points available on a competency performance assessment activity designed to measure the SLO and program standard (i.e. test, paper, presentation, rating scales for role-plays, video demonstrations, etc.).

I - Student Initial Learning & Performance on Program Standards

COMMON CORE CURRICULA AREAS	Summer/Fall 2015	Spring 2016
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE	4.0	4.0
SOCIAL AND CULTURAL DIVERSITY	4.0	NA
HUMAN GROWTH AND DEVELOPMENT	4.0	4.0
CAREER DEVELOPMENT	4.0	4.0
HELPING RELATIONSHIPS	3.5	3.6
GROUP WORK	4.0	4.0
ASSESSMENT	4.0	3.9
RESEARCH AND PROGRAM EVALUATION	4.0	3.7
CORE AVERAGE	3.9	3.8
CMHC LEARNING DOMAINS	Summer/Fall 2015	Spring 2016
FOUNDATIONS	3.4	N/A
COUNSELING, PREVENTION, AND INTERVENTION	4.0	4.0
DIVERSITY AND ADVOCACY	3.8	4.0
ASSESSMENT	4.0	4.0
RESEARCH AND EVALUATION	4.0	4.0
DIAGNOSIS	4.0	3.8
CMHC AVERAGE	3.8	3.9
SCHOOL COUNSELING LEARNING DOMAINS	Summer/Fall 2015	Spring 2016
FOUNDATIONS	4.0	N/A
COUNSELING, PREVENTION, AND INTERVENTION	4.0	4.0
DIVERSITY AND ADVOCACY	3.9	3.8
ASSESSMENT	3.86	3.8
RESEARCH AND EVALUATION	4.0	N/A
ACADEMIC DEVELOPMENT	4.0	N/A
COLLABORATION AND CONSULTATION	4.0	N/A
LEADERSHIP	4.0	N/A
SCHOOL COUNSELING AVERAGE	3.9	3.9
Ph.D. KNOWLEDGE DOMAINS	Summer/Fall 2015	Spring 2016
SUPERVISION	N/A	N/A
TEACHING	4.0	3.9
RESEARCH AND SCHOLARSHIP	4.0	3.7
COUNSELING	N/A	4.0
LEADERSHIP AND ADVOCACY	4.0	N/A
PhD AVERAGE	4.0	3.8

**II - Student Transfer of Learning & Performance of Program Standards to Real World
Employment Settings (Professional Practice during Practicum & Internship)**

PROGRAM	Fall 2015	Spring 2016
Clinical Mental Health Counseling	4.0	3.9
School Counseling	4.0	3.9
PhD	4.0	3.8

III - Student Retention of Learning & Performance on Program Standards

MASTER'S PROGRAM FINAL SEMESTER COMPREHENSIVE EXAM	Fall 2015	Spring 2016
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE	3.6	3.8
SOCIAL AND CULTURAL DIVERSITY	3.3	3.2
HUMAN GROWTH AND DEVELOPMENT	3.2	3.0
CAREER DEVELOPMENT	3.6	3.1
HELPING RELATIONSHIPS	3.6	3.5
GROUP WORK	3.4	3.2
ASSESSMENT	3.4	2.6
RESEARCH AND PROGRAM EVALUATION	3.6	3.1
FAMILY COUNSELING	3.3	2.4
TOTAL AVERAGE SCORE	3.4	3.1
PhD PROGRAM FINAL EXAMS	Fall 2015	Spring 2016
Written Candidacy Exam	4.0	4.0
Oral Exam	4.0	4.0
Portfolio	4.0	4.0
Dissertation Defense	4.0	4.0

Program Performance

Program Performance on Meeting Objectives

CNEO Objectives	Accomplishments & Indicators of Success
<p><u>Objective 1</u> – Provide <u>top quality</u> MS degree programs in Clinical Mental Health Counseling and School Counseling, and a <u>top quality</u> PhD degree program in Counselor Education and Supervision.</p>	<p>*All programs are successful above the minimum requirements and standards set by CACREP, ABOEC, NCATE, NBCC, ADE, & ADHE.</p> <p>*Review of other counseling programs suggest that the program’ curricula are comparable with benchmark and US News top ranked counseling programs.</p> <p>*Student ratings of faculty on Purdue Evaluation form & instructor developed evaluation forms are positive with ratings ranging between 4.0 and 5.0 on a five point scale.</p> <p>*Faculty regularly engage in professional development activities focusing on teaching improvement.</p> <p>* Success rates of students meet or exceed expected outcomes.</p>
<p><u>Objective 2</u> - Produce, disseminate, and encourage the utilization of high quality research, scholarly works, and creative products that contribute to the knowledge base in the profession of counseling and counselor education.</p>	<p>*Research & scholarly products are regularly developed to include textbooks, book chapters, refereed articles, in addition to papers presented at various state, regional, & national meetings.</p>
<p><u>Objective 3</u> - Engage in multidisciplinary service activities across the department, college, university, community, state, region, and nation.</p>	<p>*Faculty engaged in numerous service activities across the department, college, university, community, state, region, and nation.</p> <p>*Faculty members continue in leadership roles in a number of organizations and associations and faculty awards are often received for service activities.</p>
<p><u>Objective 4</u> - Generate increased support and resources for our teaching, training, research, scholarship, and service initiatives.</p>	<p>*Funding in the amount of 500,000.</p> <p>*Several partnerships have been established with school, mental health, and other community entities.</p>