## Mission Statement:
Alfred University’s graduate program in counseling prepares individuals for counseling positions in elementary, middle and high schools, colleges and universities, mental health centers and social service agencies. Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling. We (the faculty) strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

- Number of graduates: 5
- Completion rate: 100%
- Licensure/certification exam pass rate: N/A
- Job placement rate: 100%

### Broad Learning Goals
<table>
<thead>
<tr>
<th>Goal</th>
<th>Specific Learning Objectives</th>
<th>Learning Assessment Activities</th>
<th>Assessment Methodology</th>
<th>Assessment Date(s)</th>
<th>Results of Assessments</th>
<th>Recommendations</th>
</tr>
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</table>
| Goal A | To prepare counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling. | Objective A: Students will demonstrate knowledge in each of the eight common core curricular areas:  
- Prof Orientation/Ethics  
- Social/Cultural Diversity  
- Human Development  
- Career Development  
- Helping Relationships  
- Group Work  
- Assessment  
- Research/Program Evaluation | Counselor Preparation Comprehensive Exam (CPCE) | Standardized test measures | Spring semester of a student’s final year in the program | 100% of students scored above the minimum cutoff-score, which is set at one standard deviation below the national mean, the typical score set by programs that utilize the CPCE as an exit exam. The counseling program as a whole had a total mean score that was above the national exit exam mean (95.12 vs. 85.67).  
This is the first year the program utilized the CPCE as an exit exam, and we will continue to do so as we feel it is a good measure curricular knowledge.  
Continue with the plan of an advisor’s meeting with every student to review CPCE results, as part of the last official advising meeting;  
Utilize remediation plans for any students falling below the minimum passing score;  
**Goal B:**
To prepare counseling students in the acquisition of professional knowledge, clinical skills and abilities in the areas of individual, group, and family interventions.

**Objective B-1:**
Students will demonstrate professional knowledge necessary to promote the academic, career, and personal/social development of all K-12 students.

**Objective B-2:**
Students will demonstrate professional skills and practices necessary to promote the academic, career, and personal/social development of all K-12 students.

**Key School Counseling Assessments measuring CACREP section III student learning knowledge outcomes**
- School Counseling Practicum and Internship performance evaluations measuring CACREP section III student learning skills and practices
- Skill rubrics used for all key assessments, qualifying exams, case studies, counseling skills demonstrations, and research papers.
- Rating scales completed by practicum and internship supervisors

**Ongoing throughout the program**
- End of the semester during a student’s practicum and internship experience

**In terms of aggregate outcomes, the School Counseling track adequately met expectations or better (on a 4-point scale) in the demonstration of professional knowledge, skills, and practices, for all CACREP section III domain, as follows:**
- **Knowledge**
  - Foundations: 3.28
  - Conn. Prev. Intervention: 3.37
  - Diversity & Advocacy: 3.25
  - Assessment: 3.4
- **Skills & Practices**
  - Research & Evaluation: 3.2
  - Academic Development: 3.47
  - Collaboration: 3.03
  - Leadership: 3.32

**Goal C:**
To prepare counseling students to become competent, self-aware, and socially conscious in order to work in a variety of settings serving a diverse population.

**Objective C:**
Students will engage in personal and professional growth experiences that will allow them to assess their academic progress, personal and professional development skills, self-understanding, interpersonal effectiveness, and commitment and readiness to enter the counseling field.

**Student Progress Monitoring Evaluations**
- Faculty and self-rating scale
- End of a student’s first;
- End of a student’s practicum semester;
- Mid-term of a student’s final semester;
- 100% of 2nd year students adequately met expectations or better on terms of overall progress in the program, which measures, academic progress, counseling dispositions, and personal and professional development skills (n=5).
- 100% of 1st year students adequately met expectations or better for overall progress in the program (n=6).

**Table:**

<table>
<thead>
<tr>
<th>Domains</th>
<th>Knowledge</th>
<th>Skills &amp; Practices</th>
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</thead>
<tbody>
<tr>
<td>Foundations</td>
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<td>3.25</td>
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**Key Assignments:**
- Implement other section III standards into the rubric of each qualifying exam question.
- Consider ideas for enhancing professional skills and competencies related to academic development, consultation, and leadership.
- Will add a key assignment for Internship in School Counseling that requires students to work in consultation with other school personnel to develop and evaluate a program that addresses a specific student need in the school then evaluate its impact. This assignment is intended to measure skills and practice in academic development, collaboration, and consultation.
- Continue to use multiple key assignments to validate the professional skills and practice student learning outcomes.
- Continue to update key assignments to validate the professional skills and practice student learning outcomes.