

**George Mason University**  
**College of Education and Human Development**  
Counseling and Development

EDCD 791 (008) - Internship in Counseling  
3 Credits, Fall 2016  
Wednesdays, 4:30 – 7:10 pm  
Robinson Hall Room B122

**Faculty**

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**Prerequisites/Corequisites**

Completion of CNDV program course work except for electives [total credits cannot exceed three credit hours]; overall GPA of 3.00; no grade lower than B in skills courses EDCD 603, 606/609, and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.

**University Catalog Course Description**

Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process. Builds on previous practicum experiences.

**Course Overview**

Provides supervised practice for a minimum of 200 hours in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on site processing.

**Course Delivery Method**

This course will be delivered using a seminar-style with class discussions, group supervision, and triadic supervision. Class discussions will include brief didactic presentations on relevant and emerging topics for the practicum students, and will include time for group discussion. Group supervision will focus on providing students an opportunity to present, discuss, conceptualize, and receive feedback on current students the practicum students are working with and other professional issues practicum students are experiencing at their practicum setting. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions. Triadic supervision will occur between instructor/supervisor and two students, with supervisees taking turns sharing a taped counseling interaction with a student/client. Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. Students may not discuss cases in other classes, with friends or relatives, or in social situations. It is

essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. Please do not discuss cases in class. That is the primary purpose for meeting. It is also imperative that students discuss cases with their on-site supervisor. If students have questions or concerns that need immediate attention, please contact your university instructor.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Demonstrate self-awareness, sensitivity to others, and the skills needed to related to diverse individuals, groups, and classrooms;
2. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students;
3. Designs and implements prevention and intervention plans related to 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;
4. Demonstrate the ability to recognize her or his limitations as a school counselor and to seek supervision or refer clients when appropriate;
5. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students;
6. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students;
7. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations;
8. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students;
9. Conducts programs designed to enhance student academic development;
10. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities;
11. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success;
12. Consults with teachers, staff, and community based organizations to promote student academic, career, and persona/social development;

13. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

### **Professional Standards (CACREP)**

EDCD 791 is a culminating course for master's degree students in the Counseling and Development Program. The experience is designed to enhance counseling skills and to provide students with site-based school counseling experiences. This course will provide the opportunity for students to meet the following CACREP standards for School Counseling Programs:

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (B.1)
2. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D.1)
3. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (D.2)
4. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (D.5)
5. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F.1)
6. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (F.2)
7. Assesses barriers that impede students' academic, career, and personal/social development. (H. 5)
8. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (J.2)
9. Analyzes and uses data to enhance school counseling programs. (J.3)
10. Conducts programs designed to enhance student academic development. (L.1)
11. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (P.1)
12. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (P.2)

### **Required Texts**

None

### **Recommended Texts and Readings**

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs (3rd Ed.)*. Alexandria, VA: Author.

Dimmitt, C., Carey, J.C., & Hatch, T. (2007). *Evidence-Based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Kaffenberger, C. & Young, A. (2013). *Making DATA work (3<sup>rd</sup> Ed.)*. Alexandria, VA: American School Counseling Association.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

*Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.*

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

**EDCD 791 is graded on a Pass/Fail basis.** The completion of the following assignments must be met to receive a passing grade:

1. **Assignment Descriptions:**

- a. **Successful Completion of all course requirements (listed above).** Students must successfully complete all course requirements as identified above in order to pass this course.
- b. **Participation.** As a class that focuses on learning from practical experiences of the students, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:
  - i. **attendance** (every student is expected to be at every class),
  - ii. **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
  - iii. **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions),
  - iv. **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way).

**c. Cover Letter**

Students will write a cover letter applying for a job as a professional school counselor. Students will provide and receive feedback from other class members on their letters.

**d. Introductory Letter**

In anticipation of your new job, students will each write a letter to use at a new school, to serve as an introduction to your new school community (Students, faculty, administration, and/or parents).

- e. Student-Client consultation presentations.** Students will present one student-client presentation during group supervision in order to receive feedback and consultation from the group. For the group supervision case presentation, practicum students should provide the class with a brief, 1-2 page handout that includes: a brief summary of the client's presenting problem; background, and/or identifying data; discussion of the counseling process, including number of sessions, the nature of those sessions, strategies used, goals, attention to diversity/multicultural issues, use of multicultural counseling strategies, counselor thoughts about 'what's going on;' plans for future sessions, and an evaluation of counseling skills and effectiveness. These forms will be given to the instructor after class so that they may be shredded.

**f. Closing the Achievement Gap Project.**

**Part 1:** Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (e.g., achievement, attainment or access, and/or school culture. Data should be disaggregated according to race, ethnicity, gender, socioeconomic status, and other criteria (as mandated by the NCLB Act) to illuminate and analyze any inequities in student achievement. If a school is racially and ethnically homogeneous, then data should be disaggregated by cultural groupings (e.g., gender, socioeconomic status) and school/class characteristics (e.g., teacher, courses taken, grades, etc.). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention could address. If applicable, the proposed school counseling intervention(s) should focus on individual, group and/or school-wide outcomes.

Based on this data analysis and consultation, students will create a document that:

- a) Outlines the identified concern found through data analysis (What is the issue or area of concern?)
- b) Presents a basic needs assessment to address the concern (Who/what is needed to help?)
- c) Details a counseling program/intervention (e.g., classroom lesson or group) that could address the concern (What we will do about it?)

d) Details the types of data to be collected (e.g., process, perception, and outcome data) and time line for completion (How will we know if it worked?)

This document should be presented to your site supervisor and other school stakeholders as well as to your Practicum class. Students may use the Closing the Gap Action Plan, School Counseling Core Curriculum Action Plan, or Small-Group Action Plan templates provided by the ASCA National Model (2012) as a guideline.

**Part 2:** Based on the identified concern, students will deliver a classroom lesson or facilitate a small-group. Students will collect data on the unit or small group and create a document of the program's effectiveness and make suggestions for future implementation of the program. Students may use the School Counseling Core Curriculum Results Report or the Small Group Results Report templates provided by the ASCA National Model (2012) as a guideline. The document is due November 30<sup>th</sup> and students will present their findings to the class.

- **Other Requirements**

### **COURSE REQUIREMENTS**

In order for students to successfully complete their internship experience, each student must meet the following requirements:

1. **Attendance and active participation at your internship site.**
  - All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
  - Internship students follow a regular schedule at their site, which is negotiated with the on-site supervisor.
2. **Attendance and active participation in internship class.**
  - Students are expected to arrive on time and stay for the entire class period.
  - Students are expected to actively participate in class, including providing constructive feedback and suggestions for classmates.
  - Missing two classes will result in failing this course.
3. **Completion of all assignments of acceptable quality, turned in by date due.**
4. **Professional Counseling Liability Insurance.** Internship students must provide evidence of their professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
5. **Practicum/Internship documents.** Internship students are responsible for downloading Practicum/Internship documents and providing copies to site supervisors.

We encourage you to ask your site supervisor whether they would like an electronic copy or a print copy, and make it your responsibility that they have a copy in their desired format. The following documents are located on the Community Blackboard site:[<https://gmucommunity.blackboard.com>] Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation of Site Experience.

6. **School Counseling Practicum/Internship Contract. Contracts** will be downloaded, completed, and printed out from the C&D BlackBoard site, and must be signed by the Site Supervisor, University Supervisor and practicum student.
7. **Internship Goal Statement.** Students should develop a Personal Goal Statement for their practicum experience. This Goal Statement should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student's needs, the needs of the site, and the experiences available.
8. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and internship students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.
9. **Evaluation of Clinical Field Experience** will be completed by internship student at the end of the semester.
10. **Completion of on-site hours.** A minimum of 200 hours must be spent at the school placement. Hours spent on off-site training experiences may be counted only if prior approval from instructor has been obtained. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. The minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time. *Internship students are strongly encouraged to spend at least on full day per week at their site in order to get the true experience of being a professional school counselor.*
11. **Log of Hours.** Practicum students will complete the Log of Hours, found on the C&D Organization page on Blackboard. The Log of Hours records all internship activities and hours is to be maintained, and is to be signed by both the student and the on-site supervisor at the completion of the practicum, and submitted on the last day of class. *The Log of Activities should be made available to the site supervisor during weekly supervision sessions with the site supervisor. Recommendation for related internship activities:*

- *60 hours of Direct Contact (in-person interactions between school counselors and students)*
- *140 hours of Indirect Contact (services provided on behalf of students as a result of the school counselor's interactions with others)*

12. **Professional Growth Opportunity.** Part of being a successful professional school counselor is being a life-long learner and taking advantage of professional growth opportunities to continually build your knowledge and skills. Towards this end, each student is expected to participate in one or more professional growth opportunities during the semester. You may count the actual hours of attendance at the PGO (seat hours) toward your 200 hours up to a maximum of five hours. Students will collect handouts for the groups, and will share your PGO experiences with the class.
13. **School Crisis Management and Response Plan.** Students will ask their site supervisor for access to the school /district crisis management and response plan, and will report back to the group regarding the school counselor's roles and responsibilities in the event of a) a school wide crisis, b) suicidal thoughts or intentions on the part of a student, c) threat assessment.
14. **School and district policy regarding CPS Reporting.** Students will discuss with their site supervisor the school and/or district policy regarding the school counselor's role in reporting suspected abuse or neglect to CPS. Students will discuss this policy in group supervision.
15. **Participation in Child Study Team.** All students must attend one child study or RTI meeting in order to learn more about special education services available to students and the role of the professional school counselor. Collect any sample child study, special education, and 504 forms used at the school for your own files and to share with other students. Students will discuss their experience in group supervision.
16. **Professional Portfolio.** The Professional Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience and is structured by the ASCA National Model and the C & D mission statement. It is an evolving record that authenticates a person's growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. Students will continue to maintain professional portfolios built during EDCD 626. Students will give their practicum instructor their portfolio address in order to receive feedback.

**Recorded counseling sessions for review/feedback.** Students will record at least two counseling sessions with students and play the recordings during triadic and/or group supervision in order to receive feedback and consultation from the instructor and peers.

Practicum students are required to obtain written parent permission prior to taping sessions with a minor. The original of the parent permission form should be kept in the school with the site supervisor, but the student should keep a copy of the form for his or her records. Although the requirement is two tapes, students are encouraged to collect as many recordings as possible to facilitate the supervision process.

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

**GMU's Professional Dispositions** GMU students are expected to exhibit professional behavior and dispositions as stated:

*The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:*

- *Commitment to the profession;*
- *Commitment to honoring profession ethical standards;*
- *Commitment to key elements of professional practice;*
- *Commitment to being a member of a learning community;*
- *Commitment to democratic values and social justice.*

## **C & D's Professional Performance Criteria**

As counselor trainees, students have additional professional performance standards. The codes of conduct for the American Counseling Association require counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to GMU University and C&D's Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

## **Ethical Obligations**

All counselors, to include University Supervisors, Students, and On-Site Supervisors, are bound by the professional ethical standards and practices of the American Counseling Association (ACA). University and On-Site Supervisors must also adhere to *ACA's Code of Ethics, Section F: Supervision, Training and Teaching*. See the ACA Ethical Codes (2014) for detailed information.

## **Other Reminders**

### **Job Fairs**

Check specific school district's website for detailed information: usually under Human Resources or Employment -> Job Fair.

GMU: Education Recruitment Fair: <http://careers.gmu.edu>

Alexandria City Public Schools: <http://www.acps.k12.va.us/>

Arlington City Public Schools: <http://www.arlington.k12.va.us/aps>

Fairfax County Public Schools: <http://www.fcps.edu>  
Frederick County Public Schools: <http://fcps.org>  
Loudoun County Public Schools: <http://cmsweb1.loudon.k12.va.us/loudoun>  
Manassas Park City Schools: <http://mpark.net>  
Prince William County Schools: <http://www.pwcs.edu>

### **Graduation Reminder**

The graduation website is <http://gse.gmu.edu/graduation>. There are several requirements included in the graduation process. All students graduating must file the graduation on-line intent form. These will be available late January. You do not need an advisor signature on these forms. Contact Dean Rodgers' office with questions regarding graduation.

### **Graduation Exit Interview**

Please remember to download the Graduation Exit Interview from Blackboard, and complete it thoroughly and honestly, and submit before the end of the semester. This data will be compiled without students' names and presented to the faculty for program review. We do use this data, so please answer honestly.

- **Course Performance Evaluation Weighting**  
NA
- **Grading Policies**  
**EDCD 791 is graded on a Pass/Fail basis.** The completion of the assignments listed above must be met to receive a passing grade.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

Week	Date	Topic(s)	Assignment(s) Due
1	August 31 <sup>st</sup> , 2016 Class: 4:30P – 7:10P	Welcome, Orientation to Class, Expectations, Syllabus Review, Group Supervision	
2	September 7 <sup>th</sup> , 2016 Class: 4:30P – 7:10P	Basic Counseling Skills Review; Overview of Accountability Project Group Supervision	<b>Professional Liability Insurance</b>
3	September 14 <sup>th</sup> , 2016 Class: 4:30P – 7:10P	Multicultural Counseling Review; Group Counseling Review; Group Supervision	<b>Reminder Supervision Training is 9/15 Submit Practicum Learning Goals</b>
4	September 21 <sup>st</sup> , 2014 Group A: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision – Group A Emerging Topics Group Supervision	<b>Submit School Counseling Practicum/Internship Contract Resume and Cover letter</b>
5	September 28 <sup>th</sup> , 2016 Group B: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision – Group B Emerging Topics Group Supervision	
6	October 5 <sup>th</sup> , 2016 Group C: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision – Group C Emerging Topics Group Supervision	
7	October 12 <sup>th</sup> , 2016 Group A: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision – Group A Emerging Topics Group Supervision	
8	October 19 <sup>th</sup> , 2016 Group B: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision – Group B Emerging Topics Group Supervision	<b>Site Supervisor Midterm Evaluation Introductory Letter</b>
9	October 26 <sup>th</sup> , 2016 Group C: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision - Group C Emerging Topics Group Supervision	
10	November 2 <sup>nd</sup> , 2016 Group A: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision - Group A – Final Emerging Topics Group Supervision	
11	November 9 <sup>th</sup> , 2016 Group B: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision - Group B – Final Emerging Topics Group Supervision	

12	November 16 <sup>th</sup> , 2016 Group C: 4:30P – 5:10P Class: 5:15P – 7:10P	Triadic Supervision - Group C – Final Emerging Topics Group Supervision	
	November 23 <sup>rd</sup> , 2016	<b>Thanksgiving Break – No Class</b>	
13	November 30 <sup>th</sup> , 2014 Class: 4:30P – 7:10P	Closing the Achievement Gap Project Group Supervision	<b>Closing the Achievement Gap Project</b>
14	December 7 <sup>th</sup> , 2016 Class: 4:30P – 7:10P	Closing the Achievement Gap Project Course Wrap Up	<ol style="list-style-type: none"> <li><b>1. Practicum Hours Log</b></li> <li><b>2. Site Supervisor Final Evaluations;</b></li> <li><b>3. Evaluation of Clinical Experience;</b></li> <li><b>4. Results reports uploaded to Taskstream</b></li> </ol>
15	December 14 <sup>th</sup> , 2016 <b>TBA</b>		<b>ALL DOCUMENTS DUE</b>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## Assessment Rubric(s)

### EDCD 791 Closing the Achievement Gap Project

	<b>Exceeds Standards</b> <b>5 (94-100)</b>	<b>Meets Standards</b> <b>4 (87-93)</b>	<b>Approaching Standards</b> <b>3 (80-86)</b>	<b>Below Standards</b> <b>2-1 (79 and below)</b>	<b>Score/Level</b>
Intervention Goal (Research-G.8.b.)	Goal set meets SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound)	Goal mostly follows SMART goals format but needs some improvement/specifications	Goal is reasonable, but does not follow SMART goal format	Goal is inappropriate, irrelevant, or absent	
Intervention Plan (Research-G.8.b.; G.8.d.)	Activity outlined is well thought out and researched, relevant to the stated goal, and appropriate to the role of a professional school counselor	Activity outlined is fairly well thought out and/or researched, relevant to the stated goal, and appropriate to the role of a professional school counselor	Activity is not particularly well thought out, or is not relevant to the goal, or is an inappropriate school counseling intervention	Activity is not well thought out, is not relevant to the goal, and/or is an inappropriate school counseling intervention	
Data Collected (Research-G.8.b.; G.8.d.)	Process, Perception, and Outcome data were collected and clearly identified, and were relevant to stated goals	Process, Perception, and Outcome data were collected, but were either presented in a confusing way, or were not completely relevant to stated goals	Process or Perception data were irrelevant to the stated goal of the intervention, or there were problems with the process or perception data collected	Data were missing, or outcome data were irrelevant to the goal	
Data Analysis and Recommendations (Research-G.8.c.; G.8.d; G.8.e.)	Data accurately and thoughtfully analyzed; Recommendations made are clear, insightful, related to the data, and useful to improve future efforts to improve student success	Data are accurately analyzed and recommendations are related to the data and useful for future efforts to improve student success	Data are superficially analyzed and recommendations have limited usefulness for future efforts to improve student success	Data are not sufficiently or accurately analyzed; recommendations are missing or not useful in planning future interventions	