

Virginia Commonwealth University

Counselor Education

**Summer 2021 to Spring 2022
Program Assessment Report**

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Program Assessment Report (Summer 2021 to Spring 2022)

This program assessment report summarizes data collected and analyzed for the purposes of informing program effectiveness and program improvements. Data in the report is based on the 2016 CACREP standards. The sets of data in the annual program assessment include:

- Admissions, Demographics, and Graduation Data
- Program Survey Data
- Core Counseling Student Learning Outcomes for Program Objectives
- Clinical Evaluation Data
- Student Learning Objectives for Key Performance Indicators

I. Admissions, Demographics, and Graduation Data

A. Admissions (Summer 2021 & Fall 2021)

The counselor education program holds admissions once a year for both masters and doctoral programs. For the master's program areas, 125 applicant admissions were reviewed in and/or interviewed in Spring 2021 for summer/fall 2021, 80 admitted, and 52 individuals are attending. Of those attending, the following data were obtained:

Table 1. Summary of Demographics of Students Admitted and Attending Masters Program (2021-22)

GRE	MAT	Gender	Age
GRE is no longer a requirement of admissions.	MAT is no longer a requirement of admissions.	Female=85%	19-24 years = 60%
		Male=15%	25-29 years = 25%
			30-39 years = 12%
			40-49 years = 3%

For the Ph.D. in Education, Counselor Education and Supervision concentration, 10 applicants were reviewed in Spring 2021 for a Fall 2021 start date, 9 were admitted, and 1 individual is attending. Due to lack of resources on funding, only one student with secured funding is attending and was advised to follow a program of study in the first year for exposure to research methodology. This student will join next year's cohort of students.

Table 2. Summary of Demographics of Students Attending Doctoral Program (2021) (n=1)

Because only one student is attending and data cannot be masked, this information will not be reported this year but will be included in the materials reported next year.

B. Demographics

Table 3 includes our 2022 student demographics, disaggregated by masters track (CFC, CCSA, and SC) and level (masters and doctoral).

Table 3. Summary of Demographics of Students (2022)

Academic Period	Spring 2022											
SCHEV Ethnicity	Asian		Black/African American		Hispanic/Latino		Two or More Races		Unknown		White	
Gender	F	M	F	M	F	M	F	M	F	M	F	M
Program Description	Students Enrolled											
MEd-CStudentDev	0	0	0	0	0	0	0	0	0	0	2	0
MEd-CCSA	1	0	2	1	1	0	1	2	0	0	5	1
MEd-Couples&Fam	1	0	7	0	4	0	1	0	0	0	8	1
MEd-School	0	0	4	1	3	0	1	0	1	0	29	3
PhD-CESN	0	1	5	0	0	0	0	1	0	0	8	3
Total	2	1	18	2	8	0	3	3	1	0	52	8

C. Graduation Data

Table 4 represents our 2022 graduates (Summer 2021 to Spring 2022), disaggregated by track (CCSA, SC, and Doctoral program) and Semester of Graduation.

Table 4. Summary Program Graduates (2022)

Program	Summer 2021	Fall 2021	Spring 2022
CCSA/CSDV	5	0	2
Couples & Family	0	0	4
School	9	0	11
Masters Total	14	0	17
Doctoral Total	0	1	2

II. Program Survey Data

The School of Education Office of Assessment and VCU Career Services administers program evaluation surveys on a regular basis. These surveys assess areas of strengths and weaknesses, thus informing program faculty members of areas in need of improvement. Below, the results of these surveys represent:

- Alumni Surveys (master and doctoral)
- Graduation Exit Surveys (master and doctoral)
- Employer Surveys (master)

The Graduation Exit Surveys is facilitated by a centralized VCU collection service outside of the School of Education Office of Data Analytics. VCU changed how graduation surveys are conducted and the timing of the results provided to programs starting in the Fall 2020 to Spring 2021 cycle. Graduation surveys are now given over a six-month period from spring to fall with results shared the following spring; hence, data reports lag a year behind each May graduation.

A. 2021-22 Alumni Survey - Counselor Education

Note: This is the first year for CFC graduates so no data for that concentration is reported.

Masters: College Counseling and Student Affairs

PROFESSIONAL DISPOSITIONS: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	50%	50%	0%	0%	0%	4
Understanding professional and ethical standards in your area of expertise	75%	25%	0%	0%	0%	4

LEARNING ENVIRONMENT: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	100%	0%	0%	0%	0%	4
Creating an environment that encourages the personal growth of all students	100%	0%	0%	0%	0%	4
Creating an environment that encourages the social growth of all students	100%	0%	0%	0%	0%	4
Creating an environment that encourages the career growth of all students	75%	25%	0%	0%	0%	4

Creating an environment where high expectations are held of all students	75%	25%	0%	0%	0%	4
Creating an environment where diversity is celebrated	100%	0%	0%	0%	0%	4

PLANNING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programming and/or classroom guidance based on diverse student needs	75%	25%	0%	0%	0%	4
Planning counseling based on diverse student needs	75%	25%	0%	0%	0%	4
Using ethical standards when planning for and delivering services	100%	0%	0%	0%	0%	4
Using professional standards when planning for and delivering services	75%	25%	0%	0%	0%	4

PROGRAMMING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Implementing a comprehensive school counseling program or college student development program	50%	50%	0%	0%	0%	4
Understanding various ways to promote student academic success	75%	25%	0%	0%	0%	4

Understanding various ways to promote student personal success	100%	0%	0%	0%	0%	4
Understanding various ways to promote student social success	75%	25%	0%	0%	0%	4
Understanding various ways to promote student career success	50%	50%	0%	0%	0%	4
Delivering relevant programming	50%	50%	0%	0%	0%	4
Using a broad range of counseling strategies for serving diverse student populations	100%	0%	0%	0%	0%	4
Selecting technologies, informed by research, to promote learning for all students	75%	25%	0%	0%	0%	4
Integrating technology into your professional work	75%	25%	0%	0%	0%	4
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	75%	25%	0%	0%	0%	4

ASSESSMENT AND REFLECTIVE PRACTICE: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Evaluating overall program effectiveness	75%	25%	0%	0%	0%	4
Assessing student needs	75%	25%	0%	0%	0%	4
Assessing student academic outcomes	75%	25%	0%	0%	0%	4
Assessing student personal outcomes	100%	0%	0%	0%	0%	4

Assessing student social outcomes	100%	0%	0%	0%	0%	4
Assessing student career outcomes	50%	50%	0%	0%	0%	4
Using assessment results to inform and adjust practice	75%	25%	0%	0%	0%	4
Using current research to inform practice	75%	25%	0%	0%	0%	4
Using critical thinking skills to inform practice	75%	25%	0%	0%	0%	4
Engaging in reflective and evidence-based practice	100%	0%	0%	0%	0%	4
Collaborating professionally with colleagues and other relevant individuals	75%	25%	0%	0%	0%	4

	Excellent	Good	Fair	# of Responses
<i>SUMMARY: How would you describe the overall professional preparation you received at VCU.</i>	75%	25%	0%	4

Masters: School Counseling

PROFESSIONAL DISPOSITIONS: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	50%	33%	17%	0%	0%	7
Understanding professional and ethical standards in your area of expertise	66%	17%	17%	0%	0%	7

LEARNING ENVIRONMENT: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	57%	43%	0%	0%	0%	7
Creating an environment that encourages the personal growth of all students	71%	29%	0%	0%	0%	7
Creating an environment that encourages the social growth of all students	72%	14%	14%	0%	0%	7
Creating an environment that encourages the career growth of all students	43%	43%	14%	0%	0%	7
Creating an environment where high expectations are held of all students	43%	57%	0%	0%	0%	7
Creating an environment where diversity is celebrated	86%	14%	0%	0%	0%	7

PLANNING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programming and/or classroom guidance based on diverse student needs	57%	43%	0%	0%	0%	7

Planning counseling based on diverse student needs	57%	43%	0%	0%	0%	7
Using ethical standards when planning for and delivering services	57%	43%	0%	0%	0%	7
Using professional standards when planning for and delivering services	43%	57%	0%	0%	0%	7

PROGRAMMING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Implementing a comprehensive school counseling program or college student development program	43%	57%	0%	0%	0%	7
Understanding various ways to promote student academic success	57%	29%	14%	0%	0%	7
Understanding various ways to promote student personal success	57%	43%	0%	0%	0%	7
Understanding various ways to promote student social success	71%	29%	0%	0%	0%	7
Understanding various ways to promote student career success	29%	43%	29%	0%	0%	7
Delivering relevant programming	72%	14%	14%	0%	0%	7
Using a broad range of counseling strategies for serving diverse student populations	86%	14%	0%	0%	0%	7
Selecting technologies, informed by research, to promote learning for all students	71%	29%	0%	0%	0%	7

Integrating technology into your professional work	57%	14%	29%	0%	0%	7
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	72%	14%	14%	0%	0%	7

ASSESSMENT AND REFLECTIVE PRACTICE: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Evaluating overall program effectiveness	57%	43%	0%	0%	0%	7
Assessing student needs	71%	29%	0%	0%	0%	7
Assessing student academic outcomes	72%	14%	14%	0%	0%	7
Assessing student personal outcomes	57%	29%	14%	0%	0%	7
Assessing student social outcomes	43%	43%	14%	0%	0%	7
Assessing student career outcomes	43%	14%	43%	0%	0%	7
Using assessment results to inform and adjust practice	57%	29%	14%	0%	0%	7
Using current research to inform practice	72%	14%	14%	0%	0%	7
Using critical thinking skills to inform practice	57%	43%	0%	0%	0%	7
Engaging in reflective and evidence-based practice	57%	43%	0%	0%	0%	7
Collaborating professionally with colleagues and other relevant individuals	57%	43%	0%	0%	0%	7

	Excellent	Good	Fair	# of Responses
<i>SUMMARY: How would you describe the overall professional preparation you received at VCU.</i>	57%	43%	0%	0%

Doctoral: PhD in Education, Concentration Counselor Education & Supervision

Counselor Ed and Supervision			
	N	Mean	S.D.
All			
COURSEWORK - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Broad knowledge in educational foundations, including theoretical, social, political, and contextual issues in my discipline	3	N/A	N/A
In-depth knowledge and skills in my concentration area	3	N/A	N/A
Designing quantitative research	3	N/A	N/A
Conducting quantitative research	2	N/A	N/A
Writing-up or reporting quantitative research results	2	N/A	N/A
Designing qualitative research	2	N/A	N/A
Conducting qualitative research	2	N/A	N/A
Analyzing and interpreting qualitative research results	2	N/A	N/A
Writing-up or reporting qualitative research results	3	N/A	N/A
Counselor Education			
Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Advanced counseling skills related to the major theoretical paradigms in counseling	3	N/A	N/A
Counseling supervision knowledge and skills used for professional and training sites	4	N/A	N/A
Knowledge and skills related to leadership and advocacy in the counseling profession and in counselor education	3	N/A	N/A
All			

PROFESSIONAL DEVELOPMENT OPPORTUNITIES - Scale: 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Externship	2	N/A	N/A
Co-curricular activities	2	N/A	N/A
Graduate Assistantship	3	N/A	N/A
Counselor Education			
PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Supervision Externship	4	N/A	N/A
Counseling Advanced Practicum	3	N/A	N/A
Teaching Internship	3	N/A	N/A
Research Internship	1	N/A	N/A
All			
CURRICULAR AND PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Designing quantitative research	3	N/A	N/A
Conducting quantitative research	3	N/A	N/A
Analyzing and interpreting quantitative research results	3	N/A	N/A
Writing-up or reporting quantitative research results	3	N/A	N/A
Designing qualitative research	3	N/A	N/A
Conducting qualitative research	3	N/A	N/A
Analyzing and interpreting qualitative research results	3	N/A	N/A
Writing-up or reporting qualitative research results	3	N/A	N/A
Academic writing	4	N/A	N/A
Grant writing	3	N/A	N/A
Course design	N	N/A	N/A
Teaching	N	N/A	N/A
Counselor Education			
PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Clinical Supervision	N	N/A	N/A
Program Evaluation	N	N/A	N/A

Orientation/acclimation into the field of counselor education and supervision	3	N/A	N/A
Leadership Development	3	N/A	N/A
All			
Scale: 1 Yes; 2 Yes, with some reservation; 3 No			
Would you recommend VCU School of Education to a friend or colleague considering graduate work in the field of education?	2	N/A	N/A

B. 2020-2021 Graduation Exit Survey-Counselor Education (masters and doctoral)

The Graduation Exit Surveys is facilitated by a centralized VCU collection service outside of the School of Education Office of Data Analytics. VCU changed how graduation surveys are conducted and the timing of the results provided to programs starting in the Fall 2020 to Spring 2021 cycle. Graduation surveys are now given over a six-month period from spring to fall with results shared the following spring; hence, data reports lag a year behind each May graduation.

Masters, N=3

PROFESSIONAL DISPOSITIONS: *Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.*

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	100%					3
Understanding professional and ethical standards in your area of expertise	100%					3

LEARNING ENVIRONMENT: *Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.*

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	100%					3
Creating an environment that encourages the personal growth of all students	100%					3
Creating an environment that encourages the social growth of all students	100%					3
Creating an environment where all students can be successful	100%					3
Creating an environment where different perspectives are taken into account	100%					3

PLANNING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programs and group counseling based on diverse individual student needs	67%	33%				3
Using ethical standards when planning for and delivering services	67%	33%				3
Using professional standards when planning for and delivering services	67%	33%				3

PROGRAMMING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Understanding various ways to promote student academic success	67%	33%				3
Delivering relevant programming	67%	33%				3
Using a broad range of counseling strategies for serving diverse student populations	100%					2
Selecting technologies, informed by research, to promote learning for all students	100%					3
Integrating technology into your professional work	67%	33%				3
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	67%	33%				3

ASSESSMENT AND REFLECTIVE PRACTICE: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.

	Excellent	Good	Fair	Poor	Did not receive any preparation	

						# of Responses
Assessing student needs	67%	33%				3
Assessing student academic outcomes	67%	33%				3
Using assessment results to inform and adjust practice	100%					3
Using current research to inform practice	100%					3
Using critical thinking skills to inform practice	100%					3
Engaging in reflective and evidence-based practice	100%					3
Collaborating professionally with colleagues and other relevant individuals	67%	33%				3

Doctoral Graduation Exit Survey

Counselor Ed and Supervision			
	N	Mean	S.D.
COURSEWORK - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Broad knowledge in educational foundations, including theoretical, social, political, and contextual issues in my discipline	1	4.0	NA
In-depth knowledge and skills in my concentration area	1	4.0	NA
Designing quantitative research	1	4.0	NA
Conducting quantitative research	1	3.0	NA
Analyzing and interpreting quantitative research results	1	3.0	NA
Writing up or reporting quantitative research results	1	4.0	NA
Designing qualitative research	1	3.0	NA
Conducting qualitative research	1	3.0	NA
Analyzing and interpreting qualitative research results	1	3.0	NA
Writing up or reporting qualitative research results	1	4.0	NA

PROFESSIONAL DEVELOPMENT OPPORTUNITIES - Scale: 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Externship	NA	NA	NA
Co-curricular activities	1	3.0	NA
Graduate Assistantship	1	4.0	NA
CURRICULAR AND PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Designing quantitative research	1	3.0	NA
Conducting quantitative research	1	3.0	NA
Analyzing and interpreting quantitative research results	1	3.0	NA
Writing-up or reporting quantitative research results	1	4.0	NA
Designing qualitative research	1	3.0	NA
Conducting qualitative research	1	3.0	NA
Analyzing and interpreting qualitative research results	1	3.0	NA
Writing-up or reporting qualitative research results	1	4.0	NA
Academic writing	1	4.0	NA
Grant writing	1	3.0	NA
Course design	1	3.0	NA
Teaching	1	4.0	NA

Counselor Ed and Supervision			
	N	Mean	S.D.
Counselor Education			
Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Advanced counseling skills related to the major theoretical paradigms in counseling	1	4.0	NA
Counseling supervision knowledge and skills used for professional and training sites	1	4.0	NA
Knowledge and skills related to leadership and advocacy in the counseling profession and in counselor education	1	4.0	NA

Counselor Education			
PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Supervision Externship	NA	NA	NA
Counseling Advanced Practicum	1	3.0	NA
Teaching Internship	1	4.0	NA
Research Internship	1	3.0	NA
Counselor Education			
PROFESSIONAL DEVELOPMENT EXPERIENCES - Scale: 0 Did not receive any preparation; 1 Poor; 2 Fair; 3 Good; 4 Excellent			
Clinical Supervision	1	4.0	NA
Program Evaluation	1	3.0	NA
Orientation/acclturation into the field of counselor education and supervision	1	4.0	NA
Leadership Development	1	3.0	NA

C. 2020-2021 Employer Survey for Counselor Education (masters only)

Note: This was the first time for CFC graduates so no employer surveys are reported for this group.

Masters: College Counseling and Student Affairs

How many years have you supervised this graduate?

	1 yr	2 yr	3 yr	4+yr	# of Responses
	0%	100%	0%	0%	2

Please rate this graduate on the following areas:

	Excellent	Good	Fair	Poor	# of Responses
Counseling practice/skills	100%	0%	0%	0%	2
Program development and implementation	100%	0%	0%	0%	2
Evaluation of counseling/program effectiveness	100%	0%	0%	0%	2
Application of research	100%	0%	0%	0%	2
Advocacy and leadership	100%	0%	0%	0%	2
Ethical and professional behavior	100%	0%	0%	0%	2
Multicultural awareness and competence	100%	0%	0%	0%	2
Collaboration with colleagues	100%	0%	0%	0%	2
Collaboration with outside professionals	100%	0%	0%	0%	2

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	100%	0%	0%	0%	2

How satisfied are you with the overall skills and practices of this graduate?	100%	0%	0%	0%	2
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	Yes	Yes, with some reservation	No	# of Responses
Would you recommend graduates of VCU's Counselor Education M.Ed. program to another employer?	100%	0%	0%	2

Masters: School Counseling

How many years have you supervised this graduate?

	1 yr	2 yr	3 yr	4+yr	# of Responses
	0%	100%	0%	0%	5

Please rate this graduate on the following areas:

	Excellent	Good	Fair	Poor	# of Responses
Counseling practice/skills	100%	0%	0%	0%	5
Program development and implementation	100%	0%	0%	0%	5
Evaluation of counseling/program effectiveness	100%	0%	0%	0%	5
Application of research	100%	0%	0%	0%	5
Advocacy and leadership	100%	0%	0%	0%	5
Ethical and professional behavior	100%	0%	0%	0%	5
Multicultural awareness and competence	100%	0%	0%	0%	5
Collaboration with colleagues	100%	0%	0%	0%	5
Collaboration with outside professionals	100%	0%	0%	0%	5

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	100%	0%	0%	0%	5
How satisfied are you with the overall skills and practices of this graduate?	100%	0%	0%	0%	5

	Yes	Yes, with some reservation	No	# of Responses
Would you recommend graduates of VCU's Counselor Education M.Ed. program to another employer?	100%	0%	0%	5

III. Program Objectives

The master's program objectives and doctoral program objectives are connected to the 2016 CACREP student learning standards. Program objectives and related key performance indicators were revised in 2020 for the master's program and reflected below. In this section, each program objective will list the student learning outcomes for 2021.

A. Masters' Program Objectives

CACREP Standard	Student Learning Outcome 1. Students will obtain theoretical knowledge grounded in research and reflective of current national and state standards in the areas of individual and group counseling, human development, multicultural counseling, wellness, and career counseling.
1.b.	CLED 600-Missing CLED 604-72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met CLED 608-75%-Very Good; 25%-Adequate CLED 609-42.86%-Very Good; 28.57%-Adequate; 28.57%-Not Met CLED 672 (CCSA)-100% Very Good CLED 672 (CFC)-100% Very Good CLED 672 (SC)-100%-Very Good
2.b.	CLED 607-100% Exceeds (Summer 2021; Spring 2022) CLED 604-72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met CLED 608-75%-Very Good; 25%-Adequate CLED 609-14.29%-Very Good; 85.71%-Adequate CLED 672 (CCSA)-75%-Very Good; 25%-Adequate CLED 672 (CFC)-100%-Very Good CLED 672 (SC)-100%-Very Good
2.c.	CLED 607-Missing CLED 604-90.91%-Very Good; 9.09%-Not Met CLED 608-75%-Very Good; 25%-Adequate CLED 609-28.57%-Very Good; 57.14%-Adequate; 14.29%-Not Met CLED 672 (CCSA)-100%-Very Good CLED 672 (CFC)-100%-Very Good CLED 672 (SC)-100%-Very Good
3.a.	CLED 615-Missing CLED 604-72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met CLED 608-100%-Very Good CLED 609-14.29%-Very Good; 71.43%-Adequate; 14.29%-Not Met CLED 672 (CCSA)-75%-Very Good; 25%-Adequate CLED 672 (CFC)-100%-Very Good CLED 672 (SC)-100%-Very Good

3.f.	CLED 615-Missing	
	CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met	
	CLED 608-75%-Very Good; 25%-Adequate	
	CLED 609-28.57%-Very Good; 71.43%-Adequate	
	CLED 672 (CCSA) 100%-Very Good	
	CLED 672 (CFC) 100%-Very Good	
4.e.	CLED 672 (SC) 100%-Very Good	
	CLED 605-Missing	
	CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met	
	CLED 608-100%-Very Good	
	CLED 609-14.29%-Very Good; 71.43%-Adequate; 14.29%-Not Met	
	CLED 672 (CCSA) 50%-Very Good; 50%-Adequate	
5.a.	CLED 672 (CFC) 100%-Very Good	
	CLED 672 (SC) 100%-Very Good	
	CLED 601-Missing	
	CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met	
	CLED 608-75%-Very Good; 25%-Adequate	
	CLED 609-28.57%-Very Good; 42.86%-Adequate; 28.57%-Not Met	
6.d.	CLED 672 (CCSA) 100%-Very Good	
	CLED 672 (CFC) 100%-Very Good	
	CLED 672 (SC) 100%-Very Good	
	CLED 603-67% Exceeds; 32%-Meets Expectations; 1%-Unmet	
	CLED 604-90.91%-Very Good; 9.09%-Not Met	
	CLED 608-100%-Very Good	
6.e.	CLED 609-28.57%-Very Good; 71.43%-Adequate	
	CLED 672 (CCSA) 100%-Very Good	
	CLED 672 (CFC) 100%-Very Good	
	CLED 672 (SC) 100%-Very Good	
	CLED 603-Missing	
	CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met	
CACREP Standard	Student Learning Outcome	
	2. Students will develop the skills and knowledge to support and enhance students' and clients' resiliency from a multicultural framework.	
	2.b.	CLED 607-100% Exceeds (Summer 2021; Spring 2022)
		CLED 604-72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met
		CLED 608-75%-Very Good; 25%-Adequate
		CLED 609-14.29%-Very Good; 85.71%-Adequate
CLED 672 (CCSA)-75%-Very Good; 25%-Adequate		
CLED 672 (CFC)-100%-Very Good		

	CLED 672 (SC)-100%-Very Good
2.c.	CLED 607-Missing
	CLED 604-90.91%-Very Good; 9.09%-Not Met
	CLED 608-75%-Very Good; 25%-Adequate
	CLED 609-28.57%-Very Good; 57.14%-Adequate; 14.29%-Not Met
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)-100%-Very Good
	CLED 672 (SC)-100%-Very Good
3.f.	CLED 615-Missing
	CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608-75%-Very Good; 25%-Adequate
	CLED 609-28.57%-Very Good; 71.43%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 100%-Very Good
5.g.	CLED 672 (SC) 100%-Very Good
	CLED 602 (Spring 2022)-3.62%-Very Good; 56.91%-Adequate; 33.22%-Minimal; 6.25%-Not Met
	CLED 604-82.83%-Very Good; 11.11%-Adequate; 6.06%-Not Met
	CLED 608-90.28%-Very Good; 9.72%-Adequate
	CLED 609-47.62%-Very Good; 45.24%-Adequate; 7.14%-Not Met
	CLED 672 (CCSA) 90.28%-Very Good; 9.72%-Adequate
	CLED 672 (CFC) 100%-Very Good
	CLED 672 (SC) 100%-Very Good

CACREP Standard	Student Learning Outcome
	3. Students will demonstrate the knowledge and skills to be critical consumers of research in their roles as counselors.
7.i.	CLED 606-Missing
	CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608-75%-Very Good; 25%-Adequate
	CLED 609-71.43%-Adequate; 28.57%-Not Met
	CLED 672 (CCSA) 50%-Very Good; 50%-Adequate
	CLED 672 (CFC) 100%-Very Good
8.a.	CLED 672 (SC) 100%-Very Good
	EDUS 660-96.88%-Advanced; 3.12% Proficient
	CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608-50%-Very Good; 50%-Adequate
	CLED 609-14.29%-Very Good; 57.14%-Adequate; 28.57%-Not Met
	CLED 672 (CCSA) 75%-Very Good; 25%-Adequate
	CLED 672 (CFC) 100%-Very Good
	CLED 672 (SC) 100%-Very Good

CACREP Standard	Student Learning Outcome
	4. Students will develop and demonstrate advocacy and leadership skills through their professional development and extracurricular learning activities.
2.b.	CLED 607-100% Exceeds (Summer 2021; Spring 2022) CLED 604-72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met CLED 608-75%-Very Good; 25%-Adequate CLED 609-14.29%-Very Good; 85.71%-Adequate CLED 672 (CCSA)-75%-Very Good; 25%-Adequate CLED 672 (CFC)-100%-Very Good CLED 672 (SC)-100%-Very Good
2.c.	CLED 607-Missing CLED 604-90.91%-Very Good; 9.09%-Not Met CLED 608-75%-Very Good; 25%-Adequate CLED 609-28.57%-Very Good; 57.14%-Adequate; 14.29%-Not Met CLED 672 (CCSA)-100%-Very Good CLED 672 (CFC)-100%-Very Good CLED 672 (SC)-100%-Very Good
3.f.	CLED 615-Missing CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met CLED 608-75%-Very Good; 25%-Adequate CLED 609-28.57%-Very Good; 71.43%-Adequate CLED 672 (CCSA) 100%-Very Good CLED 672 (CFC) 100%-Very Good CLED 672 (SC) 100%-Very Good
7.m.	CLED 606-Missing CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met CLED 608-50%-Very Good; 50%-Adequate CLED 609-71.43%-Adequate; 28.57%-Not Met CLED 672 (CCSA) 75%-Very Good; 25%-Adequate CLED 672 (CFC) 100%-Very Good CLED 672 (SC) 90%-Very Good; 10%-Adequate

CACREP Standard	Student Learning Outcome
	5. Student will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.
1.i.	CLED 600-Missing CLED 604-72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met CLED 608-75%-Very Good; 25%-Adequate CLED 609-42.86%-Very Good; 28.57%-Adequate; 28.57%-Not Met CLED 672 (CCSA) 100%-Very Good

	CLED 672 (CFC) 100%-Very Good
	CLED 672 (SC) 100%-Very Good
7.m.	CLED 606-Missing
	CLED 604-81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608-50%-Very Good; 50%-Adequate
	CLED 609-71.43%-Adequate; 28.57%-Not Met
	CLED 672 (CCSA) 75%-Very Good; 25%-Adequate
	CLED 672 (CFC) 100%-Very Good
	CLED 672 (SC) 90%-Very Good; 10%-Adequate

CACREP Standard	Student Learning Outcome CCSA-Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in higher education settings. (College Counseling and Student Affairs)
1.b.	CCSA CLED 620 (Fall 2021) 100%-Exceeds Expectations
	CLED 608-75%-Very Good; 25%-Adequate
	CLED 672 (CCSA)-100% Very Good
2.c.	CCSA CLED 620 (Fall 2021) 100%-Exceeds Expectations
	CLED 608-75%-Very Good; 25%-Adequate
	CLED 672 (CCSA)-100%-Very Good

CACREP Standard	Student Learning Outcome CFC-Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in community, couples, and family settings. (Couples & Family Counseling)
2.g.	CFC CLED 645 (Spring 2022) 92%-Excellent; 8%-Adequate
	CLED 609- 100%-Very Good
	CLED 672 (CFC) 100%-Very Good
2.m.	CFC CLED 641 (Fall 2021) 80%-Excellent; 7%-Very Good; 13%-Adequate
	CLED 609-27.57%-Very Good; 57.14%-Adequate; 14.29%-Not Met
	CLED 672 (CFC) 100%-Very Good
3.c.	CFC CLED 641 (Fall 2021) 73%-Excellent; 20%-Very Good; 7%-Adequate
	CFC CLED 645 (Spring 2022) 69%-Excellent; 31%-Very Good
	CLED 609-Missing
	CLED 672 (CFC) 100%-Very Good

CACREP Standard	Student Learning Outcome SC-Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in K-12 school settings. (School Counseling)
1.b.	SC CLED 622 (Fall 2021) 59%-Exceeds; 41%-Meets Expectations
	CLED 604-72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met
	CLED 672 (SC)-100%-Very Good
2.a.	SC CLED 622 (Fall 2021) 59%-Exceeds; 41%-Meets Expectations

	CLED 604-90.91%-Very Good; 9.09%-Not Met
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	CLED 672 (SC) 100%-Very Good
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B. Doctoral Program Objectives

NOTE: A first-year cohort was not accepted for this year so some areas will be Not Applicable.

CACREP Standard	Student Learning Outcome
	1. Students will demonstrate professional leadership and identity through curricular and co-curricular experiences.
5.a.	Comprehensive Exam-100%-Strong
5.b.	Comprehensive Exam-100%-Strong
5.c.	Comprehensive Exam-100%-Strong
5.d.	Comprehensive Exam-100%-Strong
5.e.	Comprehensive Exam-100%-Strong
5.f.	Comprehensive Exam-100%-Strong
5.g.	Comprehensive Exam-100%-Strong
5.h.	Comprehensive Exam-100%-Strong
5.i.	Comprehensive Exam-100%-Strong
5.j.	Comprehensive Exam-100%-Strong
5.k.	Comprehensive Exam-100%-Strong
5.l.	Comprehensive Exam-100%-Strong

CACREP Standard	Student Learning Outcome
	2. Students will learn and apply teaching theory and demonstrate this knowledge in professional teaching experiences.
3.a.	Comprehensive Exam-100%-Strong
3.b.	Comprehensive Exam-100%-Strong
3.c.	Comprehensive Exam-100%-Strong
3.d.	Comprehensive Exam-100%-Strong
3.e.	Comprehensive Exam-100%-Strong
3.f.	Comprehensive Exam-100%-Strong
3.g.	Comprehensive Exam-100%-Strong
3.h.	Comprehensive Exam-100%-Strong
3.i.	Comprehensive Exam-100%-Strong

CACREP Standard	Student Learning Outcome
	3. Students will learn and apply advanced counseling theories and demonstrate this knowledge and skills through professional counseling practice.
1.a.	Comprehensive Exam-100%-Strong
1.b.	Comprehensive Exam-100%-Strong
1.c.	Comprehensive Exam-100%-Strong
1.d.	Comprehensive Exam-100%-Strong
1.e.	Comprehensive Exam-100%-Strong
1.f.	Comprehensive Exam-100%-Strong

CACREP Standard	Student Learning Outcome
	4. Students will learn and apply supervision theories and demonstrate this knowledge and skills through professional supervision practice.

2.a.	Comprehensive Exam-100%-Strong
2.b.	Comprehensive Exam-100%-Strong
2.c.	Comprehensive Exam-100%-Strong
2.d.	Comprehensive Exam-100%-Strong
2.e.	Comprehensive Exam-100%-Strong
2.f.	Comprehensive Exam-100%-Strong
2.g.	Comprehensive Exam-100%-Strong
2.h.	Comprehensive Exam-100%-Strong
2.i.	Comprehensive Exam-100%-Strong
2.j.	Comprehensive Exam-100%-Strong
2.k.	Comprehensive Exam-100%-Strong

CACREP Standard	Student Learning Outcome 6. Students will learn research methods and design and demonstrate this knowledge through application in supervised settings.
4.a.	Comprehensive Exam-100%-Strong
4.c.	Comprehensive Exam-100%-Strong
4.e.	Comprehensive Exam-100%-Strong
4.f.	Comprehensive Exam-100%-Strong
4.g.	Comprehensive Exam-100%-Strong
4.h.	Comprehensive Exam-100%-Strong

CACREP Standard	Student Learning Outcome 6. Students will grow in their multicultural competence and demonstrate this through advocacy and social justice.
1.f.	Comprehensive Exam-100%-Strong
2.k.	Comprehensive Exam-100%-Strong
3.h.	Comprehensive Exam-100%-Strong
5.k.	Comprehensive Exam-100%-Strong
5.l.	Comprehensive Exam-100%-Strong

IV. Comprehensive Exam Pass Rates (Masters-only)

Test	N	Spring	Fall	Summer
Comp. Exam	21	100% pass	N/A	N/A

V. Student Dispositions

Student dispositions are assessed at admission, annually through a faculty student review, CLED 602, CLED 604/608/609 (Practicum-Masters), CLED 672 (Internship-Masters), CLED 730 (Advanced Practicum-Doctoral), Continuing Doctoral Status (Doctoral). The following charts capture the data collected in CLED 602, 604/608/609/672, and 730.

A. Masters Students

1st year, 2nd semester CLED 602

Section I Dispositions	%Target	%Very Good	%Adequate	%Minimal	%Not Met
1. Openness to new ideas	0%	1.75%	63.16%	35.09%	0%
2. Flexibility	0%	0%	61.4%	36.84%	1.75%
3. Cooperativeness with others	0%	19.3%	61.4%	19.3%	0%
4. Willingness to accept and use feedback	0%	19.3%	54.39%	26.32%	0%
5. Awareness of own impact on others	0%	7.02%	26.32%	64.91%	1.75%
6. Ability to deal with conflict	0%	0%	36.84%	61.4%	1.75%
7. Ability to accept personal responsibility	0%	0%	59.65%	40.35%	0%
8. Ability to express feelings effectively and appropriately	0%	1.75%	47.37%	50.88%	0%
9. Attention to ethical and legal considerations	0%	0%	59.65%	40.35%	0%
10. Initiative and motivation	0%	17.54%	50.88%	31.58%	0%
Total/Percentage	0%	6.67%	52.11%	40.7%	.53%

2nd year, 3rd/4th semester CLED 604 (SC)

Section I Dispositions	%Target	%Adequate	%Not Met
1. Openness to new ideas	100%	0%	0%
2. Flexibility	96.77%	3.23%	0%
3. Cooperativeness with others	96.77%	3.23%	0%
4. Willingness to accept and use feedback	100%	0%	0%
5. Awareness of own impact on others	93.55%	6.45%	0%
6. Ability to deal with conflict	93.55%	6.45%	0%
7. Ability to accept personal responsibility	93.55%	6.45%	0%
8. Ability to express feelings effectively and appropriately	93.55%	6.45%	0%
9. Attention to ethical and legal considerations	100%	0%	0%
10. Initiative and motivation	93.55%	3.23%	3.23%
Total/Percentage	96.1%	3.57%	.32%

2nd year, 3rd/4th semester CLED 608 (CCSA)

Section I Dispositions	%Target	%Adequate	%Not Met
1. Openness to new ideas	100%	0%	0%
2. Flexibility	75%	25%	0%
3. Cooperativeness with others	100%	0%	0%
4. Willingness to accept and use feedback	100%	0%	0%
5. Awareness of own impact on others	100%	0%	0%
6. Ability to deal with conflict	100%	0%	0%
7. Ability to accept personal responsibility	100%	0%	0%
8. Ability to express feelings effectively and appropriately	75%	25%	0%
9. Attention to ethical and legal considerations	100%	0%	0%
10. Initiative and motivation	100%	0%	0%
Total/Percentage	95%	5%	0%

2nd year, 3rd/4th semester CLED 609 (CFC)

Section I Dispositions	%Target	%Adequate	%Not Met
1. Openness to new ideas	64.29%	35.71%	0%
2. Flexibility	78.57%	21.43%	0%
3. Cooperativeness with others	71.43%	28.57%	0%
4. Willingness to accept and use feedback	78.57%	21.43%	0%
5. Awareness of own impact on others	64.29%	35.71%	0%
6. Ability to deal with conflict	50%	50%	0%
7. Ability to accept personal responsibility	71.43%	28.57%	0%
8. Ability to express feelings effectively and appropriately	57.14%	42.86%	0%
9. Attention to ethical and legal considerations	50%	50%	0%
10. Initiative and motivation	78.57%	21.43%	0%
Total/Percentage	66.43%	33.57%	0%

2nd year, 4th semester or after CLED 672 (SC)

Section I Dispositions	%Target	%Adequate	%Not Met
1. Openness to new ideas	100%	0%	0%
2. Flexibility	100%	0%	0%
3. Cooperativeness with others	100%	0%	0%
4. Willingness to accept and use feedback	100%	0%	0%
5. Awareness of own impact on others	100%	0%	0%
6. Ability to deal with conflict	100%	0%	0%
7. Ability to accept personal responsibility	100%	0%	0%
8. Ability to express feelings effectively and appropriately	100%	0%	0%
9. Attention to ethical and legal considerations	100%	0%	0%
10. Initiative and motivation	100%	0%	0%
Total/Percentage	100%	0%	0%

2nd year, 4th semester or after CLED 672 (CCSA)

Section I Dispositions	%Target	%Adequate	%Not Met
1. Openness to new ideas	100%	0%	0%
2. Flexibility	100%	0%	0%
3. Cooperativeness with others	100%	0%	0%
4. Willingness to accept and use feedback	100%	0%	0%
5. Awareness of own impact on others	100%	0%	0%
6. Ability to deal with conflict	100%	0%	0%
7. Ability to accept personal responsibility	100%	0%	0%
8. Ability to express feelings effectively and appropriately	87.5%	12.5%	0%
9. Attention to ethical and legal considerations	100%	0%	0%
10. Initiative and motivation	100%	0%	0%
Total/Percentage	98.75%	1.25%	0%

2nd year, 4th semester or after CLED 672 (CFC)

Section I Dispositions	%Target	%Adequate	%Not Met
1. Openness to new ideas	100%	0%	0%
2. Flexibility	100%	0%	0%
3. Cooperativeness with others	100%	0%	0%
4. Willingness to accept and use feedback	100%	0%	0%
5. Awareness of own impact on others	100%	0%	0%
6. Ability to deal with conflict	100%	0%	0%
7. Ability to accept personal responsibility	100%	0%	0%
8. Ability to express feelings effectively and appropriately	100%	0%	0%
9. Attention to ethical and legal considerations	100%	0%	0%
10. Initiative and motivation	100%	0%	0%
Total/Percentage	100%	0%	0%

B. Doctoral Students NOTE: Not Applicable this year

A. Professional Dispositions	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations
1. Self Awareness			
2. Emotional Stability			
3. Self Control			
4. Cooperativeness			
5. Adaptability			
6. Ability to be a team player			
1. Dependability			
2. Use of Suggestions and constructive criticism			
3. Promptness			
4. Ability to work independently			
5. Willingness to assume responsibility			
6. Initiative			
7. Cross Cultural Competence/ Multicultural Sensitivity			

VI. Clinical Data

A. *Masters Practicum and Internship Clinical Evaluation Data*

Supervisee Evaluation of Site Supervisor (Practicum)

Table 5: Supervisee Evaluation of Site Supervisor (CCSA Practicum Students)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	0%	0%	100%	0%	2
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%	2
Gave me feedback about my role as a counselor	0%	0%	0%	50%	50%	2
Gave me feedback I could use	0%	0%	0%	100%	0%	2
Helped me clarify the major issues that my client brought to the session	0%	0%	0%	100%	0%	2
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	0%	100%	0%	2
Encouraged me to develop a plan for the semester	0%	0%	0%	100%	0%	2
Modeled appropriate techniques when necessary	0%	0%	0%	100%	0%	2
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%	2
Provided opportunities to experience the professional role	0%	0%	0%	100%	0%	2
Provided one hour per week supervision as required	0%	0%	0%	100%	0%	2
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	95.83%	4.17%	24
MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	0%	0%	100%	0%	2

Opportunities for me to meet the course requirements according to the syllabus	0%	0%	0%	100%	0%	2
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	100%	0%	6
I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	0%	100%	0%	2
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%	2
My supervisor was committed to his/her role as a supervisor	0%	0%	0%	100%	0%	2
My supervisor motivated and encouraged me	0%	0%	0%	100%	0%	2
My supervisor served as an appropriate professional role model	0%	0%	0%	100%	0%	2
Supervision sessions allowed for personal and professional growth	0%	0%	0%	100%	0%	2
My supervisor recognizes his/her own limitations	0%	0%	0%	100%	0%	2
My supervisor was genuine, congruent, empathic, and honest	0%	0%	0%	100%	0%	2
My supervisor consistently modeled effective time management and organization skills	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	100%	0%	18
MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	0%	50%	50%	2
Focus on specific counseling strategies and plans to assist the client	0%	0%	0%	100%	0%	2
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	0%	100%	0%	2
Develop techniques to resolve conflict	0%	0%	0%	100%	0%	2
Understand the counselor's role in the Crisis Plan for this site	0%	0%	0%	100%	0%	2
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	0%	2

Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	0%	100%	0%	2
Find opportunities to offer a variety of counseling or support groups	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	93.75%	6.25%	16

Table 6: Supervisee Evaluation of Site Supervisor (School Practicum Students)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	12.5%	37.5%	50%	0%	8
Made me feel at ease with the supervisory process	0%	0%	25%	75%	0%	8
Gave me feedback about my role as a counselor	0%	0%	37.5%	62.5%	0%	8
Gave me feedback I could use	0%	0%	37.5%	62.5%	0%	8
Helped me clarify the major issues that my client brought to the session	0%	12.5%	12.5%	75%	0%	8
Assisted me in understanding my own feelings about the client and his/her issues	0%	12.5%	25%	62.5%	0%	8
Encouraged me to develop a plan for the semester	12.5%	0%	25%	62.5%	0%	8
Modeled appropriate techniques when necessary	12.5%	0%	12.5%	75%	0%	8
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	25%	75%	0%	8
Provided opportunities to experience the professional role	0%	0%	37.5%	62.5%	0%	8
Provided one hour per week supervision as required	12.5%	12.5%	0%	75%	0%	8
Provided appropriate supervision in addition to the one hour a week requirement	0%	25%	0%	75%	0%	8
Total/Percentage	3.12%	6.25%	22.92%	67.71%	0%	96

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	12.5%	50%	37.5%	0%	8
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	37.5%	62.5%	0%	8
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	12.5%	25%	62.5%	0%	8
Total/Percentage	0%	8.33%	37.5%	54.17%	0%	24
I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	12.5%	10%	0%	87.5%	0%	8
My supervisor respected me and was concerned with my professional growth	0%	0%	25%	75%	0%	8
My supervisor was committed to his/her role as a supervisor	0%	12.5%	25%	62.5%	0%	8
My supervisor motivated and encouraged me	0%	12.5%	25%	62.5%	0%	8
My supervisor served as an appropriate professional role model	0%	12.5%	12.5%	75%	0%	8
Supervision sessions allowed for personal and professional growth	0%	12.5%	25%	62.5%	0%	8
My supervisor recognizes his/her own limitations	0%	12.5%	12.5%	75%	0%	8
My supervisor was genuine, congruent, empathic, and honest	0%	0%	12.5%	87.5%	0%	8
My supervisor consistently modeled effective time management and organization skills	0%	12.5%	37.5%	50%	0%	8
Total/Percentage	1.39%	8.33%	19.44%	70.83%	0%	72
MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	12.5%	0%	62.5%	25%	0%	8

Focus on specific counseling strategies and plans to assist the client	12.5%	0%	25%	62.5%	0%	8
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	25%	75%	0%	8
Develop techniques to resolve conflict	0%	25%	25%	50%	0%	8
Understand the counselor's role in the Crisis Plan for this site	0%	0%	37.5%	62.5%	0%	8
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	12.5%	87.5%	0%	8
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	12.5%	25%	62.5%	0%	8
Find opportunities to offer a variety of counseling or support groups	0%	12.5%	50%	37.5%	0%	8
Total/Percentage	3.12%	6.25%	32.81%	57.81%	0%	64

Supervisor Evaluation of Practicum Students (by concentration area)

Table 7: Supervisor Evaluation of CCSA Practicum Students (Clinical Continuum)

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	100%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	100%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	100%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	100%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	100%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	100%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	25%	75%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	100%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	100%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g.)	0%	0%	100%	0%
12. Develops effective measurable outcomes for clients (5.i; 8.d.)	0%	25%	75%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a.)	0%	25%	75%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c.)	0%	25%	75%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f.)	0%	25%	75%	0%

16. Articulates and utilizes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients (2.b.)	0%	25%	75%	0%
17. Demonstrates effective usages of theories of individual and family development across the lifespan (3.a.)	0%	0%	100%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	0%	25%	75%	0%
Total/Percentage	0%	9.72%	90.28%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Plans, implements, and evaluates student affairs programming and services effectively, using multiple data sources (8.c; 8.e; CCSA 1.e; 3.e)	0%	0%	100%	0%
2. Effectively incorporates student development theories relevant to student learning and personal, career, and identity development (CCSA 1.b)	0%	0%	100%	0%
3. Effectively identifies, selects, and utilizes assessments relevant for students in their academic, career, personal, and social/emotional development (7.i)	0%	25%	75%	0%
4. Utilizes strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (4.c; 4.e; CCSA 3.a)	0%	0%	100%	0%
5. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	50%	50%	0%
6. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	0%	25%	75%	0%
7. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	100%	0%
8. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	100%	0%
9. Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including	0%	25%	75%	0%

biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e; 3.f)				
10. Demonstrates the ability as a college counselor or student affairs professional to be a leader, advocate, and systems change agent as needed to help students/clients.	0%	25%	75%	0%
11. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher educational settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (1.e; 2.b; 2.c; 2.h)	0%	25%	75%	0%
Total/Percentage	0%	15.91%	84.09%	0%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	0%	100%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	50%	50%	0%
3. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; 1.m)	0%	0%	100%	0%
Total/Percentage	0%	16.67%	83.33%	0%

Table 8: Supervisor Evaluation of Couples & Family Practicum Students (Clinical Continuum)

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	14.29%	85.71%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	28.57%	71.43%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	42.86%	57.14%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	28.57%	71.43%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	42.86%	57.14%	0%
6. Demonstrates effective summarization (5.g)	0%	42.86%	57.14%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	57.14%	42.86%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	14.29%	28.57%	57.14%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	14.29%	57.14%	28.57%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	28.57%	71.43%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g.)	14.29%	14.29%	71.43%	0%
12. Develops effective measurable outcomes for clients (5.i; 8.d.)	14.29%	71.43%	14.29%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a.)	28.57%	42.86%	28.57%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c.)	14.29%	57.14%	28.57%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f.)	0%	71.43%	28.57%	0%

16. Articulates and utilizes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients (2.b.)	0%	85.71%	14.29%	0%
17. Demonstrates effective usages of theories of individual and family development across the lifespan (3.a.)	14.29%	71.43%	14.29%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	14.29%	28.57%	57.14%	
19. Demonstrates effective integration of techniques and interventions of marriage, couple, and family counseling (CFC 3.c).	No response	No response	No response	No response
Total/Percentage	7.14%	45.24%	47.62%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Effectively designs and evaluates counseling interventions and programs (8.c)	14.29%	71.43%	14.29%	0%
2. Effectively identifies, selects, and utilizes assessments relevant for clients in their academic, career, personal, and social/emotional development (7.i)	28.57%	71.43%	0%	0%
3. Utilizes strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (4.c; 4.e.)	14.29%	71.43%	14.29%	0%
4. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	28.57%	71.43%	0%	0%
5. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	28.57%	28.57%	42.86%	0%
6. Demonstrates effective group leadership skills and techniques (6.d)	0%	71.43%	28.57%	0%
7. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	85.71%	14.29%	0%
8. Demonstrates skills of critically examining the connections between cultural, social, familial, emotional, behavioral, career, and life problems and family functioning, including bio-, neuro-, and physiological factors that affect	14.29%	57.14%	28.57%	0%

development, functioning and behavior; and provides rationale for applying specific interventions relating to development (3.a; 3.b; 3.c; 3.d; 3.e; 3.f;.5.a; CFC 2.k; 2.m; 3.d)				
9. Demonstrates effective use of data to inform the development, decision making, and evaluation of counseling services (7.m; 8.c.; 8.i; CFC 1.e; 2.d;.3.a; 3.d)	28.57%	57.14%	14.29%	0%
10. Develops treatment plans that account for differing abilities and differentiated intervention strategies (8.g; 3.h; CFC 3.a; 3.d)	42.86%	42.86%	14.29%	0%
11. Demonstrate use of developmentally appropriate behavioral and counseling assessments (i.e., general and issue-specific) and evidence-based interventions (i.e., general and crisis-specific) to promote family functioning (1.c; 4.e; 4.f; 4.i; 5.g; 5.h; 5.j; 7.i; 7.j; 7..m; 8.b; 8.c; 8.d; 8.e; 8.g; CFC 1.e; 1.f; 2.c; 2.d; 2.g; 3.a; 3.c; 3.e)	14.29%	57.14%	28.57%	0%
12. Demonstrates strategies to foster family wellness and improve family functioning related to effects of aging, intergenerational processes, un/under- employment, and changes in socioeconomic standing (CFC 3.b; f.2).	28.57%	57.14%	14.29%	0%
13. Demonstrates approaches to increase family functioning with attention to physical, mental health, and related systemic influences such as the effect of culture, context and issues pertaining to human sexuality, addiction, and interpersonal violence on the couple (CFC 2.e; 2. f; 2.g; 2.h; 2.i; 2.j; 2.k; 2.l; 2.m)	14.29%	71.43%	14.29%	0%
14. Understands an effective referral process and knowledge of community resources (5.k; CFC 3.a)	14.29%	71.43%	14.29%	0%
15. Demonstrate techniques to incorporate consultation and a systemic approach to couple and family needs (5.c; CFC 2.e; 2. f; 2.g; 2.h; 2.i; 2.j; 2.k; 2.l; 2.m; 3.a; 3.b; 3.c; 3.d; 3.e)	14.29%	71.43%	14.29%	0%
16. Demonstrates effective use of technology in providing counseling services (1.j; 5.e)	0%	85.71%	14.29%	0%
17. Demonstrates the ability as a counselor to be a leader, advocate, and systems change agent as needed to help clients.	0%	71.43%	28.57%	0%
18. Develops and implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in the community and settings couples/families engage in,	28.57%	57.14%	14.29%	0%

which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b; 2.c; 2.h)				
Total/Percentage	17.46%	65.08%	17.46%	0%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	28.57%	71.43%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	28.57%	57.14%	14.29%	0%
3. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; l.m)	0%	42.86%	57.14%	0%
4. Understands and demonstrates the role and identity of a professional marriage, couple, and family counselor, including being a member of the community and an advocate for couples/families and the profession. (1.b., d.).	14.29%	71.43%	14.29%	0%
Total/Percentage	10.71%	50%	39.29%	0%

Table 9: Supervisor Evaluation of School Counseling Practicum Students (Clinical Continuum)

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	9.09%	0%	90.91%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	9.09%	90.91%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	27.27%	72.73%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	27.27%	72.73%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	9.09%	90.91%	0%
6. Demonstrates effective summarization (5.g)	0%	18.18%	81.82%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	9.09%	9.09%	81.82%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	9.09%	18.18%	72.73%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	9.09%	0%	90.91%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	9.09%	90.91%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g)	9.09%	9.09%	81.82%	0%
12. Develops effective measurable outcomes for clients (CACREP 5.i;8.d)	9.09%	9.09%	81.82%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a),	9.09%	9.09%	81.82%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c)	9.09%	0%	90.91%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f)	9.09%	9.09%	81.82%	0%
16. Articulates and utilizes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients	9.09%	18.18%	72.73%	0%

(2.b)				
17. Demonstrates effective usage of theories of individual and family development across the lifespan. (3.a)	9.09%	18.18%	72.73%	
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (CACREP 1.c; 5.m)	9.09%	0%	90.91%	
Total/Percentage	6.06%	11.11%	82.83%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Understands and supports implementation of models of school counseling programs (5.j; 7.i; 7.j; 8.b; 8.e; 8.g; SC 1.b.)	9.09%	9.09%	81.82%	0%
2. Effectively designs school counseling classroom lessons, develops session plans, utilizes classroom management strategies, and offers differentiated instructional strategies (SC 3.c)	0%	9.09%	90.91%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j, 8.b; SC 3.d)	9.09%	0%	90.91%	0%
4. Utilizes developmentally appropriate and evidence-based career counseling interventions and assessments (4.e; 4.f; 4.i; 5.j; 8.b; SC 3.e)	9.09%	9.09%	81.82%	0%
5. Incorporates techniques of social/emotional counseling in school settings (5.g.; 5.h.; SC 3.f.)	0%	9.09%	90.91%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	9.09%	72.73%	42.86%	0%
7. Incorporates evidence-based interventions to promote college and career readiness, including strategies to promote equity in student achievement and college access (5.j; 8.b; SC 3.j; SC3.k)	9.09%	9.09%	81.82%	0%
8. Collects, analyzes, and uses data to inform decision making and advocate for students and programs (7.m., 8.c; 8.i; SC 3.n.; SC 3.o)	9.09%	0%	90.91%	0%
9. Demonstrates effective group leadership skills and techniques (6.d)	9.09%	0%	90.91%	0%
10. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	9.09%	9.09%	81.82%	0%
11. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	9.09%	0%	90.91%	0%
12. Understands operation of emergency management plan	9.09%	9.09%	81.82%	0%

and the roles of school counselors during crises, disasters, and other trauma-causing events (CACREP 1.c; 5.m; SC 2.e)				
13. Understands an effective referral process and knowledge of community resources (SC 2.k)	9.09%	9.09%	81.82%	0%
14. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l)	0%	9.09%	90.91%	0%
15. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	9.09%	18.18%	72.73%	0%
16. Effectively uses appropriate technology as a management, evaluation, and counseling tool (1.j)	9.09%	9.09%	81.82%	0%
17. Effectively identifies, selects, and utilizes assessments relevant for students in their academic, career, personal, and social/emotional development (7.i)	9.09%	9.09%	81.82%	0%
18. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	9.09%	9.09%	81.82%	0%
19. Demonstrate the ability as a school counselor to be a leader, advocate, and systems change agent as needed to help students. (SC 2.a)	9.09%	0%	90.91%	0%
20. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in pk-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (1.e; 2.b; 2.c; 2.h)	9.09%	18.18%	72.73%	0%
Total/Percentage	7.73%	8.18%	84.09%	0%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	9.09%	90.91%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	9.09%	9.09%	81.82%	0%
3. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; l.m)	0%	0%	100%	0%

4. Understands and demonstrates role and identity of a professional counselor in pk-12 school settings, including being a member of the school community and an advocate for students and the profession (1.b; 1.d)	9.09%	0%	90.91%	0%
Total/Percentage	4.55%	4.55%	90.91%	0%

Supervisee Evaluation of Site Supervisor (Internship)

Table 10: Supervisee Evaluation of Site Supervisor (Masters- CCSA Internship Students)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly			% Strongly Agree	% Not Applicable	Total Valid Responses
	Disagree	% Disagree	% Agree			
Explained his/her role as my supervisor	0%	0%	0%	100%	0%	2
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%	2
Gave me feedback about my role as a counselor	0%	0%	0%	100%	0%	2
Gave me feedback I could use	0%	0%	0%	100%	0%	2
Helped me clarify the major issues that my client brought to the session	0%	0%	0%	100%	0%	2
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	0%	100%	0%	2
Encouraged me to develop a plan for the semester	0%	0%	0%	100%	0%	2
Modeled appropriate techniques when necessary	0%	20%	0%	100%	0%	2
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%	2
Provided opportunities to experience the professional role	0%	0%	0%	100%	0%	2
Provided one hour per week supervision as required	0%	0%	0%	100%	0%	2
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	100%	0%	24

MY SUPERVISOR HELPED PROMOTE:	% Strongly			% Strongly Agree	% Not Applicable	Total Valid Responses
	Disagree	% Disagree	% Agree			
My professional identity by encouraging membership in professional organizations	0%	0%	50%	50%	0%	2
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	50%	50%	0%	2

Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	33.33%	66.67%	0%	6

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	0%	100%	0%	2
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%	2
My supervisor was committed to his/her role as a supervisor	0%	0%	0%	100%	0%	2
My supervisor motivated and encouraged me	0%	0%	0%	100%	0%	2
My supervisor served as an appropriate professional role model	0%	0%	0%	100%	0%	2
Supervision sessions allowed for personal and professional growth	0%	0%	0%	100%	0%	2
My supervisor recognizes his/her own limitations	0%	0%	0%	100%	0%	2
My supervisor was genuine, congruent, empathic, and honest	0%	0%	0%	100%	0%	2
My supervisor consistently modeled effective time management and organization skills	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	100%	0%	18

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	0%	100%	0%	2
Focus on specific counseling strategies and plans to assist the client	0%	0%	0%	100%	0%	2
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	0%	100%	0%	2
Develop techniques to resolve conflict	0%	0%	0%	100%	0%	2
Understand the counselor's role in the Crisis Plan for this site	0%	0%	0%	100%	0%	2
Meet with individual students from a variety of backgrounds, ages,	0%	0%	0%	100%	0%	2

race/ethnicities, developmental levels, and issues/concerns						
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	0%	100%	0%	2
Find opportunities to offer a variety of counseling or support groups	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	100%	0%	16

Table 11: Supervisee Evaluation of Site Supervisor (Masters- Couples & Family Counseling Internship Students)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	0%	0%	100%	0%	2
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%	2
Gave me feedback about my role as a counselor	0%	0%	0%	100%	0%	2
Gave me feedback I could use	0%	0%	0%	100%	0%	2
Helped me clarify the major issues that my client brought to the session	0%	0%	0%	100%	0%	2
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	0%	100%	0%	2
Encouraged me to develop a plan for the semester	0%	0%	0%	100%	0%	2
Modeled appropriate techniques when necessary	0%	20%	0%	100%	0%	2
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%	2
Provided opportunities to experience the professional role	0%	0%	0%	100%	0%	2
Provided one hour per week supervision as required	0%	0%	0%	100%	0%	2
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	100%	0%	24

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	0%	0%	100%	0%	2
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	0%	100%	0%	2
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	100%	0%	6

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	0%	100%	0%	2
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%	2
My supervisor was committed to his/her role as a supervisor	0%	0%	50%	50%	0%	2
My supervisor motivated and encouraged me	0%	0%	0%	100%	0%	2
My supervisor served as an appropriate professional role model	0%	0%	0%	100%	0%	2
Supervision sessions allowed for personal and professional growth	0%	0%	0%	100%	0%	2
My supervisor recognizes his/her own limitations	0%	0%	0%	100%	0%	2
My supervisor was genuine, congruent, empathic, and honest	0%	0%	0%	100%	0%	2
My supervisor consistently modeled effective time management and organization skills	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	5.56%	94.44%	0%	18

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	0%	100%	0%	2
Focus on specific counseling strategies and plans to assist the client	0%	0%	0%	100%	0%	2
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	0%	100%	0%	2
Develop techniques to resolve conflict	0%	0%	0%	100%	0%	2
Understand the counselor's role in the Crisis Plan for this site	0%	0%	0%	100%	0%	2
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	0%	2

Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	0%	100%	0%	2
Find opportunities to offer a variety of counseling or support groups	0%	0%	0%	100%	0%	2
Total/Percentage	0%	0%	0%	100%	0%	16

Table 12: Supervisee Evaluation of Site Supervisor (Masters- School Internship Students)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	20%	0%	80%	0%	5
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%	5
Gave me feedback about my role as a counselor	0%	0%	20%	80%	0%	5
Gave me feedback I could use	0%	0%	0%	100%	0%	5
Helped me clarify the major issues that my client brought to the session	0%	20%	0%	80%	0%	5
Assisted me in understanding my own feelings about the client and his/her issues	0%	20%	20%	60%	0%	5
Encouraged me to develop a plan for the semester	0%	0%	20%	80%	0%	5
Modeled appropriate techniques when necessary	0%	20%	0%	100%	0%	5
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	40%	60%	0%	5
Provided opportunities to experience the professional role	0%	0%	20%	80%	0%	5
Provided one hour per week supervision as required	0%	0%	40%	60%	0%	5
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	40%	60%	0%	5
Total/Percentage	0%	5%	16.67%	78.33%	0%	60

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	40%	20%	40%	0%	5
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	20%	80%	0%	5
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	20%	80%	0%	5

Total/Percentage	0%	13.33%	20%	66.67%	0%	15
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I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	0%	100%	0%	5
My supervisor respected me and was concerned with my professional growth	0%	0%	20%	80%	0%	5
My supervisor was committed to his/her role as a supervisor	0%	20%	0%	80%	0%	5
My supervisor motivated and encouraged me	0%	0%	20%	80%	0%	5
My supervisor served as an appropriate professional role model	0%	0%	40%	60%	0%	5
Supervision sessions allowed for personal and professional growth	0%	0%	20%	80%	0%	5
My supervisor recognizes his/her own limitations	0%	20%	40%	40%	0%	5
My supervisor was genuine, congruent, empathic, and honest	0%	0%	20%	80%	0%	5
My supervisor consistently modeled effective time management and organization skills	0%	0%	60%	40%	0%	5
Total/Percentage	0%	4.44%	24.44%	71.11%	0%	45

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	40%	20%	40%	0%	5
Focus on specific counseling strategies and plans to assist the client	0%	0%	20%	80%	0%	5
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	40%	60%	0%	5
Develop techniques to resolve conflict	0%	0%	20%	60%	20%	5
Understand the counselor's role in the Crisis Plan for this site	0%	0%	40%	60%	0%	5
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	0%	5

Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	20%	80%	0%	5
Find opportunities to offer a variety of counseling or support groups	0%	0%	60%	40%	0%	5
Total/Percentage	0%	5%	27.5%	65%	2.5%	40

Supervisor Evaluation of Internship Student (by concentration area)

Table 13: Supervisor Evaluation of CCSA Internship Students (Clinical Continuum)

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	100%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	25%	75%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	100%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	100%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	25%	75%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	100%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	100%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	100%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	25%	75%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	100%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g.)	0%	0%	100%	0%
12. Develops effective measurable outcomes for clients (5.i; 8.d.)	0%	0%	100%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a.)	0%	0%	100%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c.)	0%	0%	100%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f.)	0%	0%	100%	0%

16. Articulates and utilizes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients (2.b.)	0%	25%	75%	0%
17. Demonstrates effective usages of theories of individual and family development across the lifespan (3.a.)	0%	25%	75%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	0%	50%	50%	
Total/Percentage	0%	9.72%	90.28%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Plans, implements, and evaluates student affairs programming and services effectively, using multiple data sources (8.c; 8.e; CCSA 1.e; 3.e)	0%	0%	100%	0%
2. Effectively incorporates student development theories relevant to student learning and personal, career, and identity development (CCSA 1.b)	0%	0%	100%	0%
3. Effectively identifies, selects, and utilizes assessments relevant for students in their academic, career, personal, and social/emotional development (7.i)	0%	50%	50%	0%
4. Utilizes strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (4.c; 4.e; CCSA 3.a)	0%	50%	50%	0%
5. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	25%	75%	0%
6. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	0%	0%	100%	0%
7. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	100%	0%
8. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	100%	0%
9. Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement, including	0%	0%	100%	0%

biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e; 3.f)				
10. Demonstrates the ability as a college counselor or student affairs professional to be a leader, advocate, and systems change agent as needed to help students/clients.	0%	0%	100%	0%
11. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher educational settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (1.e; 2.b; 2.c; 2.h)	0%	25%	75%	0%
Total/Percentage	0%	13.64%	83.36%	0%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	0%	100%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	25%	75%	0%
3. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; 1.m)	0%	0%	100%	0%
Total/Percentage	0%	8.33%	91.67%	0%

Table 14: Supervisor Evaluation of Couples & Family Internship Students (Clinical Continuum)

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	100%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	100%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	100%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	100%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	100%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	100%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	100%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	100%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	100%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g.)	0%	0%	100%	0%
12. Develops effective measurable outcomes for clients (5.i; 8.d.)	0%	0%	100%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a.)	0%	0%	100%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c.)	0%	0%	100%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f.)	0%	0%	100%	0%

16. Articulates and utilizes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients (2.b.)	0%	0%	100%	0%
17. Demonstrates effective usages of theories of individual and family development across the lifespan (3.a.)	0%	0%	100%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	0%	0%	100%	
19. Demonstrates effective integration of techniques and interventions of marriage, couple, and family counseling (CFC 3.c).	0%	0%	100%	0%
Total/Percentage	0%	0%	100%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Effectively designs and evaluates counseling interventions and programs (8.c)	0%	0%	100%	0%
2. Effectively identifies, selects, and utilizes assessments relevant for clients in their academic, career, personal, and social/emotional development (7.i)	0%	0%	100%	0%
3. Utilizes strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (4.c; 4.e.)	0%	0%	100%	0%
4. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	0%	100%	0%
5. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	0%	0%	100%	0%
6. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	100%	0%
7. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	100%	0%
8. Demonstrates skills of critically examining the connections between cultural, social, familial, emotional, behavioral, career, and life problems and family functioning, including bio-, neuro-, and physiological factors that affect	0%	0%	100%	0%

development, functioning and behavior; and provides rationale for applying specific interventions relating to development (3.a; 3.b; 3.c; 3.d; 3.e; 3.f;.5.a; CFC 2.k; 2.m; 3.d)				
9. Demonstrates effective use of data to inform the development, decision making, and evaluation of counseling services (7.m; 8.c.; 8.i; CFC 1.e; 2.d;.3.a; 3.d)	0%	0%	100%	0%
10. Develops treatment plans that account for differing abilities and differentiated intervention strategies (8.g; 3.h; CFC 3.a; 3.d)	0%	0%	100%	0%
11. Demonstrate use of developmentally appropriate behavioral and counseling assessments (i.e., general and issue-specific) and evidence-based interventions (i.e., general and crisis-specific) to promote family functioning (1.c; 4.e; 4.f; 4.i; 5.g; 5.h; 5.j; 7.i; 7.j; 7..m; 8.b; 8.c; 8.d; 8.e; 8.g; CFC 1.e; 1.f; 2.c; 2.d; 2.g; 3.a; 3.c; 3.e)	0%	0%	100%	0%
12. Demonstrates strategies to foster family wellness and improve family functioning related to effects of aging, intergenerational processes, un/under- employment, and changes in socioeconomic standing (CFC 3.b; f.2).	0%	0%	100%	0%
13. Demonstrates approaches to increase family functioning with attention to physical, mental health, and related systemic influences such as the effect of culture, context and issues pertaining to human sexuality, addiction, and interpersonal violence on the couple (CFC 2.e; 2. f; 2.g; 2.h; 2.i; 2.j; 2.k; 2.l; 2.m)	0%	0%	100%	0%
14. Understands an effective referral process and knowledge of community resources (5.k; CFC 3.a)	0%	0%	100%	0%
15. Demonstrate techniques to incorporate consultation and a systemic approach to couple and family needs (5.c; CFC 2.e; 2. f; 2.g; 2.h; 2.i; 2.j; 2.k; 2.l; 2.m; 3.a; 3.b; 3.c; 3.d; 3.e)	0%	0%	100%	0%
16. Demonstrates effective use of technology in providing counseling services (1.j; 5.e)	0%	0%	100%	0%
17. Demonstrates the ability as a counselor to be a leader, advocate, and systems change agent as needed to help clients.	0%	0%	100%	0%
18. Develops and implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in the community and settings couples/families engage in,	0%	0%	100%	0%

which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b; 2.c; 2.h)				
Total/Percentage	0%	0%	100%	0%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	0%	100%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	0%	100%	0%
3. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; l.m)	0%	0%	100%	0%
4. Understands and demonstrates the role and identity of a professional marriage, couple, and family counselor, including being a member of the community and an advocate for couples/families and the profession. (1.b., d.).	0%	0%	100%	0%
Total/Percentage	0%	0%	100%	0%

Table 15: Supervisor Evaluation of School Counseling Internship Students (Clinical Continuum)

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	100%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	100%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	100%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	100%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	100%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	100%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	0%	100%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	100%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	100%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g)	0%	0%	100%	0%
12. Develops effective measurable outcomes for clients (CACREP 5.i;8.d)	0%	0%	100%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a),	0%	0%	100%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c)	0%	0%	100%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f)	0%	0%	100%	0%
16. Articulates and utilizes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients	0%	0%	100%	0%

(2.b)				
17. Demonstrates effective usage of theories of individual and family development across the lifespan. (3.a)	0%	0%	100%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (CACREP 1.c; 5.m)	0%	0%	100%	0%
Total/Percentage	0%	0%	100%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Understands and supports implementation of models of school counseling programs (5.j; 7.i; 7.j; 8.b; 8.e; 8.g; SC 1.b.)	0%	0%	100%	0%
2. Effectively designs school counseling classroom lessons, develops session plans, utilizes classroom management strategies, and offers differentiated instructional strategies (SC 3.c)	0%	0%	100%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j, 8.b; SC 3.d)	0%	0%	100%	0%
4. Utilizes developmentally appropriate and evidence-based career counseling interventions and assessments (4.e; 4.f; 4.i; 5.j; 8.b; SC 3.e)	0%	0%	100%	0%
5. Incorporates techniques of social/emotional counseling in school settings (5.g.; 5.h.; SC 3.f.)	0%	0%	100%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	100%	0%
7. Incorporates evidence-based interventions to promote college and career readiness, including strategies to promote equity in student achievement and college access (5.j; 8.b; SC 3.j; SC3.k)	0%	0%	100%	0%
8. Collects, analyzes, and uses data to inform decision making and advocate for students and programs (7.m., 8.c; 8.i; SC 3.n.; SC 3.o)	0%	0%	100%	0%
9. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	100%	0%
10. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	100%	0%
11. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	0%	100%	0%
12. Understands operation of emergency management plan	0%	0%	100%	0%

and the roles of school counselors during crises, disasters, and other trauma-causing events (CACREP 1.c; 5.m; SC 2.e)				
13. Understands an effective referral process and knowledge of community resources (SC 2.k)	0%	0%	100%	0%
14. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l)	0%	0%	100%	0%
15. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	0%	0%	100%	0%
16. Effectively uses appropriate technology as a management, evaluation, and counseling tool (1.j)	0%	0%	100%	0%
17. Effectively identifies, selects, and utilizes assessments relevant for students in their academic, career, personal, and social/emotional development (7.i)	0%	0%	100%	0%
18. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	10%	90%	0%
19. Demonstrate the ability as a school counselor to be a leader, advocate, and systems change agent as needed to help students. (SC 2.a)	0%	0%	100%	0%
20. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in pk-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (1.e; 2.b; 2.c; 2.h)	0%	0%	100%	0%
Total/Percentage	0%	2.5%	97.5%	0%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	0%	100%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	0%	100%	0%
3. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; l.m)	0%	0%	100%	0%

4. Understands and demonstrates role and identity of a professional counselor in pk-12 school settings, including being a member of the school community and an advocate for students and the profession (1.b; 1.d)	0%	0%	100%	0%
Total/Percentage	0%	0%	100%	0%

B. Doctoral Advanced Practicum Clinical Evaluation Data

Table 16: Clinical Evaluation of Supervisee (Advanced Practicum-Doctoral Students)

NOTE: NO DATA AVAILABLE DUE TO NO FIRST YEAR COHORT FOR 2021-2022

C. COUNSELING SKILLS AND PROCESS (CACREP II.1.b-d, f)	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations	% N/A
1. Genuine interest in clients	N/A	N/A	N/A	N/A
2. Ability to understand the client's point of view	N/A	N/A	N/A	N/A
3. Ability to relate to diverse clients	N/A	N/A	N/A	N/A
4. Ability to establish and maintain rapport	N/A	N/A	N/A	N/A
5. Ability to assess and have insight into client's problems	N/A	N/A	N/A	N/A
6. Demonstrates effective helping skills (paraphrasing, feeling reflection, summarizing, effective probing etc.)	N/A	N/A	N/A	N/A
Total/Percentage	N/A	N/A	N/A	N/A
D. COMPETENCE IN IMPLEMENTATION	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations	% N/A
1. Assessment and evaluation skills (CACREP II.1.e)	N/A	N/A	N/A	N/A
2. Implementation of individual counseling techniques(CACREP II.1.d)	N/A	N/A	N/A	N/A
3. Implementation of group counseling techniques (CACREP II.1.d)	N/A	N/A	N/A	N/A
4. Ability to plan and implement developmental activities for clients	N/A	N/A	N/A	N/A
5. Ability to establish and implement consultation relationships	N/A	N/A	N/A	N/A

VII. Student Learning Outcomes for Key Performance Indicators

A. Masters Core

CACREP CORE Standards	Courses	Assessment	Spring 2022	Summer 2021	Fall 2021
1. Professional Counseling Orientation & Professional Practice					
Key Assessments: 600 Interview (Rubric), Paper, & Clinical Continuum					
KPI #1 b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	CLED 600	Interview	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 15	N/A	N/A	72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 3, Item 6	N/A	N/A	75%-Very Good; 25%-Adequate
	CLED 609	CFC Clinical Evaluation Section 3, Item 5	N/A	N/A	42.86%-Very Good; 28.57%-Adequate; 28.57%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 6	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 5	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 15	100%-Very Good	N/A	N/A
KPI #2 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	CLED 600	Ethics Paper	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation, Section 4, Item 1	N/A	N/A	71.43%-Very Good; 28.57%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 4, Item 1	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 4, Item 1	N/A	N/A	90.91%-Very Good; 9.09%-Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 4, Item 1	100%-Very Good	N/A	NA
	CLED 672 (CFC)	CFC Clinical Evaluation Section 4, Item 1	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2022	Summer 2021	Fall 2021
	CLED 672 (SC)	SC Clinical Evaluation Section 4, Item 1	100%-Very Good	N/A	N/A
2. Social & Cultural Diversity					
Key Assessments: Journals & Clinical Continuum					
KPI #3 b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	CLED 607	CID, SJ&A Reflection Journal	100% Exceeds	100% Exceeds	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 16	N/A	N/A	72.73%-Very Good; 18.18% Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 2, Item 16	N/A	N/A	75%-Very Good; 25%-Adequate
	CLED 609	CFC Clinical Evaluation Section 2, Item 16	N/A	N/A	14.29%-Very Good; 85.71% Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 16	75%-Very Good; 25%-Adequate	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 16	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 16	100%-Very Good	N/A	N/A
KPI #4 c. multicultural counseling competencies	CLED 607	Multicultural Competencies Reflection Journal	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 14	N/A	N/A	90.91%-Very Good; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 2, Item 14	N/A	N/A	75%-Very Good; 25%-Adequate
	CLED 609	CFC Clinical Evaluation Section 2, Item 14	N/A	N/A	28.57%-Very Good; 57.14%-Adequate; 14.29%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 14	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 14	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2022	Summer 2021	Fall 2021
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 14	100%-Very Good	N/A	N/A
3. Human Growth & Development					
Key Assessments: 615 Interview Paper, Movie Presentation & Clinical Continuum					
KPI #5 3.a. theories of individual and family development across the lifespan	CLED 615	Interview Paper	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 17	N/A	N/A	72.73%-Very Good; 18.18%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 2, Item 17	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation, Section 2, Item 17			14.29%-Very Good; 71.43%-Adequate; 14.29%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 17	75%-Very Good; 25%-Adequate	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 17	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 17	100%-Very Good	N/A	N/A
KPI #6 f. systemic and environmental factors that affect human development, functioning, and behavior	CLED 615	Movie Presentation	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section #2, Item 15	N/A	N/A	81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 2, Item 15	N/A	N/A	75%-Very Good; 25%-Adequate
	CLED 609	CFC Clinical Evaluation, Section 2, Item 15	N/A	N/A	28.57%-Very Good; 71.43%-Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 15	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 15	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 15	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2022	Summer 2021	Fall 2021
4. Career Development					
Key Assessments: 605 Paper & Clinical Continuum					
KPI #7 e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	CLED 605	O*Net Interest & Values Profiler and Reaction Paper	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 4	N/A	N/A	81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 3, Item 4	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 3	N/A	N/A	14.29%-Very Good; 71.43%-Adequate; 14.29%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 4	50%-Very Good; 50%-Adequate	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 3	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 4	100%-Very Good	N/A	N/A
5. Helping Relationships					
Key Assessments: 601 Paper, 602 Final Skills Evaluation & Clinical Continuum					
KPI #8 a. theories and models of counseling	CLED 601	Theoretical Model Paper	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 13	N/A	N/A	81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 2, Item 13	N/A	N/A	75%-Very Good; 25%-Adequate
	CLED 609	CFC Clinical Evaluation Section 2, Item 13			28.57%-Very Good; 42.86%-Adequate; 28.57%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 13	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 13	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2022	Summer 2021	Fall 2021
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 13	100%-Very Good	N/A	N/A
KPI #9 g. essential interviewing, counseling, and case conceptualization skills	CLED 602	Final CLED 602 Clinical Skills Evaluation	3.62%-Very Good; 56.91%-Adequate; 33.22%-Minimal; 6.25%-Not Met	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Items 1-18	N/A	N/A	82.83%-Very Good; 11.11%-Adequate; 6.06%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 2, Items 1-18	N/A	N/A	90.28%-Very Good; 9.72%-Adequate
	CLED 609	CFC Clinical Evaluation, Section 2, Items 1-19	N/A	N/A	47.62%-Very Good; 45.24%-Adequate; 7.14%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Items 1-18	90.28%-Very Good; 9.72%-Adequate	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Items 1-19	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Items 1-18	100%-Very Good	N/A	N/A
	6. Group Work				
Key Assessments: Paper, Project & Clinical Continuum					
KPI #10 d. characteristics and functions of effective group leaders	CLED 603	Group Leader Interview Paper	67% Exceeds Expectations; 32% Met Expectations 1% Unmet	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 9	N/A	N/A	90.91%-Very Good; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 3, Item 7	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 6	N/A	N/A	28.57%-Very Good; 71.43%-Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 7	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2022	Summer 2021	Fall 2021
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 6	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 9	100%-Very Good	N/A	N/A
KPI #11 e. approaches to group formation, including recruiting, screening, and selecting members	CLED 603	Group Project	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 10	N/A	N/A	81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 3, Item 8	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 7	N/A	N/A	14.29%-Very Good; 85.71%-Adequate
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 8	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 7	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 10	100%-Very Good	N/A	N/A
7. Assessment & Testing					
Key Assessments: CLED 606 Assessment Instrument, Exam & Clinical Continuum					
KPI #12 i. use of assessments relevant to academic/educational, career, personal, and social development	CLED 606	Assessment Instrument Completion and Response	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 17	N/A	N/A	81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 3, Item 3	N/A	N/A	75%-Very Good; 25% Adequate
	CLED 609	CFC Clinical Evaluation Section 3, Item 2			71.43%-Adequate; 28.57%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 3	50%-Very Good; 50%-Adequate	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2022	Summer 2021	Fall 2021
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 2	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 17	100%-Very Good	N/A	N/A
KPI #13 m. ethical and culturally relevant strategies for selecting administering, and interpreting assessment and test results	CLED 606	Content Examination	N/A	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 18	N/A	N/A	81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 3, Item 5	N/A	N/A	50%-Very Good; 50%-Adequate
	CLED 609	CFC Clinical Evaluation Section 3, Item 4	N/A	N/A	71.43%-Adequate; 28.57%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 5	75%-Very Good; 25%-Adequate	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 4	100%-Very Good	N/A	N/A
	CLED 672 (SC)	SC Clinical Evaluation, Section 3, Item 18	90%-Very Good; 10%-Adequate	N/A	N/A
8. Research & Program Evaluation					
Key Assessments: Research Proposal & Clinical Continuum					
KPI #14 a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	EDUS 660	Research Proposal	96.88%-Advanced; 3.12%-Proficient	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 4, Item 2	N/A	N/A	81.82%-Very Good; 9.09%-Adequate; 9.09%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 4, Item 2	N/A	N/A	50%-Very Good; 50%-Adequate
	CLED 609	CFC Clinical Evaluation Section 4, Item 2	N/A	N/A	14.29%-Very Good; 57.14%-Adequate; 28.57%-Not Met
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 4, Item 2	75%-Very Good; 25%-Adequate	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 4, Item 2	100%-Very Good		

CACREP CORE Standards	Courses	Assessment	Spring 2022	Summer 2021	Fall 2021
	CLED 672 (SC)	SC Clinical Evaluation Section 4, Item 2	100%-Very Good	N/A	N/A

B. Masters (CCSA) KPIs

Standards	COLLEGE COUNSELING & STUDENT AFFAIRS. Evidence of student learning in specialty areas. In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice), not for individual standards listed under each domain heading.				
1. Foundations	Courses	Assessment	Spring	Summer	Fall
CCSA KPI#1 b. student development theories relevant to student learning and personal, career, and identity development	CLED 620	Handout	N/A	N/A	100%-Exceeds Expectations
	CLED 608	Clinical Evaluation Section 3, Item 2	N/A	N/A	100%-Very Good
	CLED 672 (CCSA)	Clinical Evaluation Section 3, Item 2	100%-Very Good	N/A	N/A
2. Contextual Dimensions	Courses	Assessment			
CCSA KPI#2 c. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and post-secondary transitions	CLED 620	Functional Area Project-Final Presentation	N/A	N/A	100%-Exceeds Expectations
	CLED 608	CCSA Clinical Evaluation Section 4, Item 4	N/A	N/A	No response
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 4, Item 4	No response	N/A	N/A

C. Masters (Couples and Family Counseling) KPIs

Standards	MARRIAGE, COUPLES, AND FAMILY COUNSELING. Evidence of student learning in specialty areas. In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice).				
2. Contextual Dimensions	Courses	Assessment	Spring	Summer	Fall
CFC KPI#1 g. impact of crisis or trauma on marriages, couples, and families	CLED 645	Couple History Interview	92%-Excellent; 8%-Adequate	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 3, Item 13	N/A	N/A	100%-Very Good
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 13	100%-Very Good	N/A	N/A
CFC KPI#2 m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	CLED 641	Family Case Study and Case Conceptualization Assignment	N/A	N/A	80%-Excellent; 7%-Very Good; 13%-Adequate
	CLED 609	CFC Clinical Evaluation Section 3, Item 8	N/A	N/A	27.57%-Very Good; 57.14%-Adequate; 14.29%-Not Met
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 8	100%-Very Good	N/A	N/A
CFC KPI#3 c. techniques and interventions of marriage, couples, and families	CLED 641/645	Co-Teaching: Research Based Couples Intervention (CLED 645); Parent and Family Psychoeducation Project (CLED 641)	CLED 645 69%-Excellent; 31% Very Good	N/A	CLED 641 73%-Excellent; 20% Adequate; 7%-Adequate
	CLED 609	CFC Clinical Evaluation Section 2, Item 19	N/A	N/A	No response
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 19	100%-Very Good	N/A	N/A

D. Masters (School Counseling) KPIs

Standards	SCHOOL COUNSELING. Evidence of student learning in specialty areas. <i>In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice).</i>				
1. Foundations	Courses	Assessment	Spring	Summer	Fall
SC KPI#1 b. models of school counseling programs	CLED 622	SC Program Design & Delivery	N/A	N/A	59% Exceeds; 41% Meets
	CLED 604	SC Clinical Evaluation Section 3, Item 1	N/A	N/A	14%-Very Good 86%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 1	100%-Very Good	N/A	N/A
2. Contextual Dimensions	Courses	Assessment			
SC KPI#2 a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	CLED 622	SC Program Design & Delivery	N/A	N/A	59% Exceeds; 41% Meets
	CLED 604	SC Clinical Evaluation Section 3, Item 19	N/A	N/A	90.91%-Very Good; 9.09%-Not Met
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 19	100%-Very Good	N/A	N/A

E. Doctoral KPIs

NOTE: Due to not accepting a first year cohort for 2021-2022, some areas will be not applicable.

Standards	DOCTORAL CACREP 2016 STANDARDS: COUNSELOR EDUCATION AND SUPERVISION SECTION II: DOCTORAL PROFESSIONAL IDENTITY				
1. Counseling	Courses	Assessment	Spring	Summer	Fall
Key Assessments: Paradigm Pres Rubric & Comps Rubric – knowledge & skills					
a. scholarly examination of theories relevant to counseling	CLED 730	Theoretical Paradigm Pres.	N/A	N/A	N/A
		Rating of Counseling Skills	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
b. integration of theories relevant to counseling	CLED 730	-Theoretical Paradigm Pres.	N/A	N/A	N/A
		Rating of Counseling Skills	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
2. Contextual Dimensions	Courses	Assessment	Spring	Summer	Fall
b. theoretical frameworks and models of clinical supervision	CLED 810 Supervision	-Supervision Philosophy Paper	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
d. skills of clinical supervision	CLED 810 Supervision	-Supervision of 604/608 Students	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A

f. assessment of supervisees' developmental level and other relevant characteristics	EDUS 700/810 Supervision	-Supervision of 604/608 Practicum	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
g. modalities of clinical supervision and the use of technology	EDUS 700/810 Supervision	-Supervision of 604/608 Practicum	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
3. Teaching Key Assessments: Phil Rubric, Obs. & Portfolio (CLED 810 Checklist A) & Comps Rubric – knowledge & skills	Courses	Assessment	Spring	Summer	Fall
a. roles and responsibilities related to educating counselors	CLED 721	-Teaching Philosophy	N/A	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy	N/A	N/A	N/A
		-Teaching Obs. -Teaching Portfolio	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
b. pedagogy and teaching methods relevant to counselor education	CLED 721	-Teaching Philosophy	N/A	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy	N/A	N/A	N/A
		-Teaching Obs. -Teaching Portfolio	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	CLED 721	-Teaching Philosophy	N/A	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy	N/A	N/A	N/A
		-Teaching Obs. -Teaching Portfolio	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A

g. assessment of learning	CLED 721	-Teaching Philosophy	N/A	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy	N/A	100%-Exceeds	N/A
		-Teaching Obs. -Teaching Portfolio	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
4. Research & Scholarship Key Assessments: Qualifying (Rubric), Comps (Rubric) & Prospectus (Prospectus Rating For – knowledge & skills	Courses	Assessment	Spring	Summer	Fall
a. research designs appropriate to quantitative and qualitative research questions		-SOE Ph.D. Qualifying Exam (NO LONGER REQUIRED)	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	N/A
f. models and methods of program evaluation	CLED 721	-Prog. Eval.	N/A	N/A	N/A
	CLED 810-Research	-Supervision and Time Logs -Final Project	N/A	N/A	N/A
g. research questions appropriate for professional research and publication	CLED 760 (NO LONGER REQUIRED)	-Manuscript & Presentation	N/A	N/A	N/A
	CLED 810-Research	-Supervision and Time Logs -Final Project	N/A	N/A	N/A
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
h. professional writing for journal and newsletter	CLED 730	-Crisis Model Paper	N/A	N/A	N/A
	CLED 760 *No longer	-Manuscript -Peer Review	N/A	N/A	N/A

publication	require this course)				
	EDUS 890/899	Dissertation Prospectus/proposal	N/A	N/A	N/A
l. ethical and culturally relevant strategies for conducting research		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
	EDUS 890/899	Dissertation Prospectus/ proposal	N/A	N/A	N/A
5. Leadership & Advocacy Key Assessments: 720 Rubric A/B & Comps Rubric	Courses	Assessment	Spring	Summer	Fall
a. theories and skills of leadership	CLED 720	-Leadership Philosophy Statement	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
b. leadership and leadership development in professional organizations	CLED 720	-Leadership Philosophy Statement	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	CLED 720	Self-eval & plan	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A
i. role of counselors and counselor educators advocating on behalf of the profession and professional identity	CLED 720	Self-eval and plan	N/A	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	100%-Strong	N/A	N/A

RECOMMENDATIONS

I. Admissions, Demographics, and Graduation Data

Overall, admissions for both the masters program was significantly higher for our masters program and significantly lower for our doctoral program increased when compared to 2020. We continued to conduct more concentrated efforts to recruit and modify admission deadlines to increase the number of applications. We saw an increase of 25% of master's students attending in comparison to fall 2020. Although 10 applications were received for the doctoral program, only one student prepared to attend and take non-counselor education courses while a cohort of students would be admitted in the next year.

Both the masters and doctoral program areas continue to have more students reporting female and white identities, with the majority of student aged between 19-24 years old in the masters program. Specific to masters concentrations, the couples and family counseling track demonstrates more of a balance of white and female female students with the school counseling track demonstrating a bigger gap in the larger number of white females compared to a smaller number of black females.

The demographic trend in the masters program reflects the counselor education faculty, currently, and is not reflective of the demographics in the surrounding school divisions. Although recruitment is a function of centralized School of Education efforts, program efforts (including the newer VCU undergraduate bridge program), alumni and employers of graduates, more specific and intentional recruitment efforts to increase the ethnic and racial diversity among students and faculty would increase representation and enrich classroom and clinical experiences.

In 2021-2022, the school counseling concentration reported the largest number of graduates. Looking to the future with more students declaring the couples and family concentration, the program may see an increase in graduates in this area with college counseling and student affairs trailing in graduates. The program faculty may need to consider intentional recruitment in the CCSA area and/or other program modifications.

II. Program Survey Data (Master's and Doctoral)

Overall, most of the students (existing and alumni) rated preparation received in the counselor education program as good to excellent. For masters alumni, lower ratings related to feeling prepared in career growth were reported. For doctoral alumni, a need for more experiential engagement surrounding research and hands-on opportunities throughout the program were reported. Employers of masters program alumni reported high levels of satisfaction.

Since the masters program is a 60-credit program that includes coursework required for Virginia LPC and with the addition of the couples and family concentration, more frequent conversations about the career options available to masters students may need to be integrated throughout the program. For the doctoral program, students are required to complete a 1-hour research internship that provides opportunities for students to have more experiential opportunities with research. The program may want to consider more intentional efforts to increase those opportunities for all doctoral students.

III. Program Objectives

The program objectives chart for both the masters and doctoral program areas represent how current student learning outcomes as measured by key performance indicators are performing. In 2020, the counselor education program faculty revised the masters program objectives and KPIs and were implemented in 2021. Based on the data collected, it appears that most students are demonstrating how they are meeting or excelling on these program objectives. This indicates that the program objectives, at this time are appropriate for the program. More attention will be given if data was missing for analysis.

Due to not admitting a cohort of doctoral students in 2021, much of the KPIs that are linked to program objectives is not available. However, the existing data indicates students are meeting and/or excelling in these areas. The program faculty made decision to revise KPIs and keep existing doctoral program objectives to be implemented for fall 2022. Due to evaluation components for the SOE's Ph.D. in Education program, the GRE will continue to be a requirement for admissions.

IV. Comprehensive Exam Results

During the Summer 2021 to Spring 2022 period, a total of 21 students took our in-house comprehensive examination that is made up of a total of 160 questions. All passed the exam during this time. Faculty review the results of the assessment each year and a passing score is considered one standard deviation below the mean average. This exam will be administered only in the spring semester in the future.

V. Student Dispositions

Student disposition data is collected at various times during the matriculation of a student throughout the program. It begins during admissions. For the master's students who attend the interview, they are required to participate in an on-site writing exercise where they respond to their choice of the professional standards of behavior (dispositions). These are reviewed by the counselor education faculty as part of the admissions process. In addition, the master's students have instructors/site supervisors/faculty supervisors rate their professional behaviors in CLED 602, 604/608/609, and 672. These results were in the table earlier in the report. Finally, those professional behaviors are reviewed by the faculty during the annual student review. Based on the data, it appears that the master's students demonstrated progress with their professional behaviors. This is what is expected. Lower ratings (but still adequate) are reported in CLED 602 and in CLED 604/608. It is important to note that behaviors were much higher in the target areas in CLED 672 (internship). The counselor education faculty will continue to use these measures and review for the master's students.

For the doctoral program, evaluating professional behaviors begins during the individual admissions interview with the faculty. In addition, the doctoral students have instructors/site supervisors/faculty supervisors rate their professional behaviors in CLED 730 (Advanced Practicum). Due to no cohort being admitted, no data is available for new students nor for CLED 730 (since it was not offered). Additionally, no dispositional concerns for current doctoral students were reported in annual review.

VI. Clinical Data

Masters Practicum and Internship Students

For the practicum, the counselor education faculty have an expectation that students will receive ratings that are appropriate for a beginning counseling student. This would mean that ratings of Adequate or Very Good may be the most consistent ratings. This was true for the practicum students during 2021. For internship students, we expect to see progress with these ratings to more consistent ratings of Very Good. Hence, growth was demonstrated in skill levels from practicum to internship. For the couples and family counseling practicum students, their ratings trended down in comparison to their peers in the school and college counseling and student affairs practica. Because this area is a new concentration for the counselor education program, implications may be for site supervisor training and more supports for these students at their sites.

In addition to the supervisors' ratings of the students, we collected data on the students' rating of their site supervisors. For 2021-2022, these were overwhelmingly positive for Couples & Family, School, and CCSA internship students. We did have some lower percentages on the Supervisor Evaluation by Student for the School Practicum and a CLED 672 Internship section (Note: Largest group of students are placed in these areas). The overarching concerns for the students in the School Counseling concentration were in the areas of quality and quantity of supervision experiences. Specifically, students rated supervisors lower in the areas of role clarity, modeling, intentional supervision time, and connecting theory to practice and strategies within counseling. Clarifying roles and responsibilities of site supervisors and integrating requirements related to application of theory may be considered.

Doctoral Advanced Practicum Students

The advanced practicum is a way for doctoral students to demonstrate seasoned clinical skills and explore new/different theoretical approaches to their clinical work. Due to not accepting a cohort for 2021, this area is not reported.

VII. Student Learning Outcomes for Key Performance Indicators

Key Performance Indicators (KPIs) are indicators of student learning that occur at multiple points in time during a student's matriculation in the counselor education program. This is useful to keep in mind when reviewing the charts that report data across the year (i.e., Spring, Summer, & Fall). For example, we expect to see some progress over time. The most observable change can be seen for students in practicum in spring and then in internship during the fall semester.

Masters

Overall, most master's students are meeting or exceeding on the KPIs for the core and specialty areas of CCSA, Couples & Family, and School Counseling. There continues to be some data missing due to TK-20 technology glitches, though this continues to improve each year. The masters program KPIs were revised and implemented this year as seen in the report.

Doctoral

Overall, the doctoral student KPIs indicate that most students demonstrate strong performance. Although performance is adequate in the area of research, this can be an area that continues to need strengthening over the past few years. Additional assignments in courses that specifically focus on more detailed literature reviews and research designs and projects have been added. In addition, faculty have continued to provide opportunities for doctoral students to be involved in research and presentations. The program faculty have revised the KPIs for the doctoral program, with an effort to streamline reporting. As a concentration of the School of Education's Ph.D. in Education, the program is required to expand to 60 credits, so revision of the program of study included expanding the research internship from one credit to three credits and adding the requirement of two additional research electives that will be implemented in the fall 2023 semester.

Context of Findings

The impact of COVID was still demonstrated in these findings with the program faculty not accepting a doctoral cohort for this year and the practicum and internship students' perceptions of experiences, especially in public K-12 schools. However, the program is attracting numerous applicants that has increased enrollments. The faculty anticipate that experiences will improve as stability increases in all field placements.