Virginia Commonwealth University

Counselor Education

Summer 2023 to Spring 2024
Program Assessment Report

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Program Assessment Report (Summer 2023 to Spring 2024)

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 2023)

The counselor education program holds admissions once a year for both masters and doctoral programs with two starting times (summer/fall). For the master's program areas, 91 applicant admissions were reviewed in and/or interviewed in Spring 2023 for summer 2023, 76 admitted, and 46 individuals are attending. Of those attending, the following data were obtained:

Table 1. Summary of Demographics of Students Admitted and Attending Master's Program (2023-24)

Gender (All)	Age (newly admitted)
Female=96%	18-24 years = 70% 25-29 years = 17%
Male=4%	30-39 years = 7% 40-49 years = 4% 50-64 years = 2%

For the Ph.D. in Education, Counselor Education and Supervision concentration, 13 new applicants were reviewed to consider in Spring 2023 for Fall 2023 start date, 10 were admitted, and 5 individuals are attending.

Table 2. Summary of Demographics of Students Attending Doctoral Program (2023)

GRE (newly admitted)	Gender (All)	Age (newly admitted)
Verbal Mean=153.4 Quantitative Mean=147.8 Total Mean=301.2	Female=100% Male=0%	30-39 years = 80% 50-64 years = 20%

B. *Demographics*

Table 3 includes our 2023-2024 student demographics, disaggregated by masters track (CFC, CCSA, and SC) and doctoral track.

Table 3. Summary of Demographics of Students (2023-2024)

Academic Period	2023-2024													
SCHEV Ethnicity	Asian		Black/ African American		Hispanic/ Latino		Two or More Races		Interna -tional		Unknown		White	
Gender	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Program Description	Students Enrolled													
MEd-CCSA	0	0	1	1	2	0	0	1	0	0	0	0	2	2
MEd-Couples&Fam	0	0	11	0	2	1	4	0	2	0	0	0	22	3
MEd-School	1	0	12	1	4	1	4	1	1	0	0	0	30	5
PhD-CESN	0	0	6	0	1	0	0	1	1	1	0	0	13	2
Total	1	0	30	2	9	2	8	3	4	1	0	0	67	12

C. *Graduation Data*

Table 4 represents our 2024 Spring graduates (Summer 2023 to Spring 2024), disaggregated by track (CCSA, CFC, SC, and Doctoral program).

Table 4. Summary Program Graduates (2023-2024)

Program	Summer 2023 - Spring 2024
Masters-CCSA/CSDV	1
Masters-Couples & Family Counseling	17
Masters-School Counseling	19
Masters Total	37
Doctoral Total	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)
- Program Evaluation (by site supervisors of master's practicum and internship)

The Graduation Exit Surveys is facilitated by a centralized VCU collection service outside of the School of Education Office of Data Analytics through VCU Career Services using Handshake. Graduation surveys are now given over a six-month period from spring to fall.

A. *2023-24 Alumni Survey - Counselor Education*

NOTE: No Alumni Surveys were submitted for Couples and Family Counseling or the Ph.D. in Education-Counselor Education and Supervision Concentration

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.
Program Objective #5

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	0%	100%	0%	0%	0%	1
Understanding professional and ethical standards in your area of expertise	0%	100%	0%	0%	0%	1

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.
Program Objective #2

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	0%	0%	100%	0%	0%	1
Creating an environment that encourages the personal growth of all students	0%	0%	100%	0%	0%	1
Creating an environment that encourages the social growth of all students	0%	0%	0%	100%	0%	1

Creating an environment that encourages the career growth of all students	0%	0%	0%	100%	0%	1
Creating an environment where high expectations are held of all students	0%	0%	100%	0%	0%	1
Creating an environment where diversity is celebrated	0%	100%	0%	0%	0%	1

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. Program Objective #1*

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programming and/or classroom guidance based on diverse student needs	100%	0%	0%	0%	0%	1
Planning counseling based on diverse student needs	100%	0%	0%	0%	0%	1
Using ethical standards when planning for and delivering services	0%	100%	0%	0%	0%	1
Using professional standards when planning for and delivering services	0%	100%	0%	0%	0%	1

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.*
Program Objective #2; CCSA 6a

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Implementing a comprehensive school counseling program or college student development program	0%	100%	0%	0%	0%	1

Understanding various ways to promote student academic success	100%	0%	0%	0%	0%	1
Understanding various ways to promote student personal success	100%	0%	0%	0%	0%	1
Understanding various ways to promote student social success	100%	0%	0%	0%	0%	1
Understanding various ways to promote student career success	100%	0%	0%	0%	0%	1
Delivering relevant programming	100%	0%	0%	0%	0%	1
Using a broad range of counseling strategies for serving diverse student populations	100%	0%	0%	0%	0%	1
Selecting technologies, informed by research, to promote learning for all students	0%	100%	0%	0%	0%	1
Integrating technology into your professional work	0%	100%	0%	0%	0%	1
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	0%	100%	0%	0%	0%	1

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. Program Objectives #3 and #4*

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Evaluating overall program effectiveness	0%	0%	100%	0%	0%	1
Assessing student needs	0%	0%	100%	0%	0%	1

Assessing student academic outcomes	0%	0%	100%	0%	0%	1
Assessing student personal outcomes	0%	0%	100%	0%	0%	1
Assessing student social outcomes	0%	0%	100%	0%	0%	1
Assessing student career outcomes	0%	0%	100%	0%	0%	1
Using assessment results to inform and adjust practice	0%	0%	100%	0%	0%	1
Using current research to inform practice	0%	0%	100%	0%	0%	1
Using critical thinking skills to inform practice	0%	100%	0%	0%	0%	1
Engaging in reflective and evidence-based practice	0%	100%	0%	0%	0%	1
Collaborating professionally with colleagues and other relevant individuals	100%	0%	0%	0%	0%	1

	Excellent	Good	Fair	# of Responses
SUMMARY: How would you describe the overall professional preparation you received at VCU.	0%	100%	0%	1

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.
Program Objective #5

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	100%	0%	0%	0%	0%	2
Understanding professional and ethical standards in your area of expertise	100%	0%	0%	0%	0%	2

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.
Program Objective #2

	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%	2
Creating an environment that encourages the personal growth of all students	100%	0%	0%	0%	0%	2
Creating an environment that encourages the social growth of all students	100%	0%	0%	0%	0%	2
Creating an environment that encourages the career growth of all students	100%	0%	0%	0%	0%	2

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment where high expectations are held of all students	100%	0%	0%	0%	0%	2
Creating an environment where diversity is celebrated	100%	0%	0%	0%	0%	2

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. . Program Objective #1

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programming and/or classroom guidance based on diverse student needs	50%	50%	0%	0%	0%	2
Planning counseling based on diverse student needs	100%	0%	0%	0%	0%	2
Using ethical standards when planning for and delivering services	100%	0%	0%	0%	0%	2
Using professional standards when planning for and delivering services	100%	0%	0%	0%	0%	2

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.
Program Objective #2; SC 6c

	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%	2
Understanding various ways to promote student academic success	0%	100%	0%	0%	0%	2

Understanding various ways to promote student personal success	**100%**	**0%**	**0%**	**0%**	**0%**	**2**
Understanding various ways to promote student social success	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Understanding various ways to promote student career success	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Delivering relevant programming	**100%**	**0%**	**0%**	**0%**	**0%**	**2**
Using a broad range of counseling strategies for serving diverse student populations	**100%**	**0%**	**0%**	**0%**	**0%**	**2**
Selecting technologies, informed by research, to promote learning for all students	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Integrating technology into your professional work	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	**0%**	**100%**	**0%**	**0%**	**0%**	**2**

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. Program Objectives #3 and #4*

	Excellent	**Good**	**Fair**	**Poor**	**Did not receive any preparation**	**# of Responses**
Evaluating overall program effectiveness	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Assessing student needs	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Assessing student academic outcomes	**50%**	**50%**	**0%**	**0%**	**0%**	**2**

Assessing student personal outcomes	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Assessing student social outcomes	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Assessing student career outcomes	**50%**	**50%**	**0%**	**0%**	**0%**	**2**
Using assessment results to inform and adjust practice	**100%**	**0%**	**0%**	**0%**	**0%**	**2**
Using current research to inform practice	**100%**	**0%**	**0%**	**0%**	**0%**	**2**
Using critical thinking skills to inform practice	**100%**	**0%**	**0%**	**0%**	**0%**	**2**
Engaging in reflective and evidence-based practice	**100%**	**0%**	**0%**	**0%**	**0%**	**2**
Collaborating professionally with colleagues and other relevant individuals	**100%**	**0%**	**0%**	**0%**	**0%**	**2**

	Excellent	**Good**	**Fair**	**# of Responses**
SUMMARY: How would you describe the overall professional preparation you received at VCU.	**100%**	**0%**	**0%**	**2**

B. *2023-2024 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 through VCU Career Services using Handshake. Graduation surveys are now given over a six-month period from spring to fall. The following data was received in November 2024 at the end of the six-month period of data collection.

Masters, N=23

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.*
Program Objective #5

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	52%	44%	4%	0%	0%	23
Understanding professional and ethical standards in your area of expertise	65%	31%	4%	0%	0%	23

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.*
Program Objective #2

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	61%	26%	9%	4%	0%	23
Creating an environment that encourages the personal growth of all students	65%	32%	4%	0%	0%	23
Creating an environment that encourages the social growth of all students	52%	35%	9%	4%	0%	23
Creating an environment where all students can be successful	52%	26%	18%	4%	0%	23
Creating an environment where different perspectives are taken into account	57%	30%	13%	0%	0%	23

**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. Program Objective #1

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programs and group counseling based on diverse individual student needs	46%	36%	14%	4%	0%	22
Using ethical standards when planning for and delivering services	65%	22%	9%	4%	0%	23
Using professional standards when planning for and delivering services	61%	31%	4%	4%	0%	23

**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.
**Program Objective #2; CCSA 6a, CFC 6b, SC 6c**

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Understanding various ways to promote student academic success	57%	22%	17%	4%	0%	23
Delivering relevant programming	39%	48%	4%	9%	0%	23
Using a broad range of counseling strategies for serving diverse student populations	52%	35%	13%	0%	0%	23
Selecting technologies, informed by research, to promote learning for all students	52%	35%	9%	4%	0%	23
Integrating technology into your professional work	44%	35%	13%	4%	0%	23
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	43%	39%	9%	9%	0%	23

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. Program Objectives #3 & #4*

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Assessing student needs	35%	47%	9%	9%	0%	23
Assessing student academic outcomes	48%	39%	9%	4%	0%	23
Using assessment results to inform and adjust practice	30%	57%	13%	0%	0%	23
Using current research to inform practice	53%	33%	14%	0%	0%	23
Using critical thinking skills to inform practice	57%	26%	13%	4%	0%	23
Engaging in reflective and evidence-based practice	69%	22%	9%	0%	0%	23
Collaborating professionally with colleagues and other relevant individuals	61%	22%	13%	0%	4%	23

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	3.0	NA
Designing qualitative research	1	4.0	NA
Conducting qualitative research	1	4.0	NA
Analyzing and interpreting qualitative research results	1	4.0	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	NA	NA	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	3.0	NA
Designing qualitative research	1	4.0	NA
Conducting qualitative research	1	4.0	NA

	N	Mean	S.D.
Analyzing and interpreting qualitative research results	1	4.0	NA
Writing-up or reporting qualitative research results	1	4.0	NA
Academic writing	1	4.0	NA
Grant writing	1	2.0	NA
Course design	1	2.0	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	1	4.0	NA
Counseling Advanced Practicum	1	4.0	NA
Teaching Internship	1	4.0	NA
Research Internship	1	4.0	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	4.0	NA
Orientation/acculturation into the field of counselor education and supervision	1	4.0	NA
Leadership Development	1	4.0	NA

C. 2023-2024 Employer Survey for Counselor Education (masters only)

Note: No Employer Surveys were submitted for Couples and Family Counseling, College Counseling and Student Affairs, or the Doctoral Program

Masters: School Counseling

How many years have you supervised this graduate?

	1 yr	2 yr	3 yr	4+yr	# of Responses
	43%	14%	29%	14%	7

Please rate this graduate on the following areas:

	Excellent	Good	Fair	Poor	# of Responses
Counseling practice/skills	57%	29%	14%	0%	7
Program development and implementation	57%	29%	14%	0%	7
Evaluation of counseling/program effectiveness	43%	43%	14%	0%	7
Application of research	43%	43%	14%	0%	7
Advocacy and leadership	43%	43%	14%	0%	7
Ethical and professional behavior	57%	14%	29%	0%	7
Multicultural awareness and competence	57%	43%	0%	0%	7
Collaboration with colleagues	57%	29%	14%	0%	7
Collaboration with outside professionals	57%	43%	0%	0%	7

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	57%	29%	14%	0%	7
How satisfied are you with the overall skills and practices of this graduate?	57%	29%	0%	14%	7

	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%	6

D.   VCU Counselor Education Program Evaluation (by Site Supervisors)
(This form asks site supervisors during the 2023-2024 academic year to evaluate the VCU Counselor Education Program)

NOTE: No Responses were submitted for College Counseling and Student Affairs

Couples and Family Counseling

Item	Very Poor	Poor	Average	Above Average	Excellent	N/A	N
Compared to other Master's degree students from other university counselor education programs that are completing their practicum/internship requirements, Virginia Commonwealth University's students' overall educational preparation is	0%	0%	8%	50%	34%	8%	12
Based on your observations, the VCU student's clinical ability is	0%	0%	33%	42%	17%	8%	12
Based on your observations, the VCU student's conceptualization of client or clients is	0%	0%	25%	42%	25%	8%	12
Based on your observations, the VCU student's ethical behavior is	0%	0%	8%	42%	50%	0%	12
Based on your observations, the VCU student's theoretical knowledge is	0%	8%	42%	17%	33%	0%	12
Based on your observations, the VCU student's advocacy and leadership in their development as a professional counselor is	0%	0%	25%	58%	17%	0%	12
Based on your observations, the VCU student's knowledge and application of research to practice is	0%	0%	25%	8%	17%	50%	12
Based on your observations, the VCU student's administrative skills are	0%	0%	25%	42%	25%	8%	12
Based on your observations, the VCU student's use of different forms of technology in their role as a counselor is	0%	0%	26%	33%	33%	8%	12

Item	Very Poor	Poor	Average	Above Average	Excellent	N/A	N
Based on your observations, the VCU student's ability to recognize professional limitations and seek supervision when appropriate is	0%	0%	25%	33	42%	0%	12
The supervisor's (your) perception of support from Virginia Commonwealth University Counselor Education program faculty and staff is	0%	0%	9%	27%	55%	9%	11

School Counseling

Item	Very Poor	Poor	Average	Above Average	Excellent	N/A	N
Compared to other Master's degree students from other university counselor education programs that are completing their practicum/internship requirements, Virginia Commonwealth University's students' overall educational preparation is	0%	0%	17%	30%	49%	4%	23
Based on your observations, the VCU student's clinical ability is	0%	0%	26%	30%	44%	0%	23
Based on your observations, the VCU student's conceptualization of client or clients is	0%	0%	22%	39%	39%	0%	23
Based on your observations, the VCU student's ethical behavior is	0%	0%	4%	26%	70%	0%	23
Based on your observations, the VCU student's theoretical knowledge is	0%	0%	26%	30%	44%	0%	23
Based on your observations, the VCU student's advocacy and leadership in their development as a professional counselor is	0%	4%	14%	46%	36%	0%	23
Based on your observations, the VCU student's knowledge and application of research to practice is	0%	0%	30%	30%	40%	0%	23
Based on your observations, the VCU student's administrative skills are	0%	5%	18%	50%	27%	0%	23
Based on your observations, the VCU student's use of different forms of technology in their role as a counselor is	0%	0%	13%	48%	39%	0%	23
Based on your observations, the VCU student's ability to recognize professional limitations and seek supervision when appropriate is	0%	4%	9%	40%	47%	0%	23
The supervisor's (your) perception of support from Virginia Commonwealth University	0%	4%	18%	14%	64%	0%	23

Item	Very Poor	Poor	Average	Above Average	Excellent	N/A	N
Counselor Education program faculty and staff is							

III. Program Objectives

The master's program objectives and doctoral program objectives are connected to the 2016 CACREP student learning standards. In this section, each program objective will list the student learning outcomes, program survey data, and comprehensive exam data for 2023-2024.

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.
	Course-Based and Site Supervisor Data
1.b.	CLED 600-82%-Target;16%-Acceptable;2%-Does not meet
	CLED 604-47%-Very Good; 53%-Adequate
	CLED 608-N/A (No students)
	CLED 609-78%-Very Good; 22%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)-95%-Very Good; 5%-Adequate
	CLED 672 (SC)- 88%-Very Good; 12%-Adequate
2.b.	CLED 607-85%-Target;13%-Acceptable;2%-Does not meet
	CLED 604-82%-Very Good; 18%-Adequate
	CLED 608-N/A (No students)
	CLED 609-100%-Very Good
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 95%-Very Good; 5%-Adequate
	CLED 672 (SC)- 88%-Very Good; 12%-Adequate
2.c.	CLED 607-98%-Exceeds; 2%-Does not meet
	CLED 604-53%-Very Good; 47%-Adequate
	CLED 608-N/A (No students)
	CLED 609-39%-Very Good; 61%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 91%-Very Good; 9%-Adequate
	CLED 672 (SC)- 88%-Very Good; 12%-Adequate
3.a.	CLED 615-100%-Exceeds
	CLED 604-53%-Very Good; 47%-Adequate
	CLED 608-N/A (No students)
	CLED 609-72%-Very Good; 28%-Adequate
	CLED 672 (CCSA)- 50%-Very Good; 50%-Adequate
	CLED 672 (CFC)- 82%-Very Good; 18%-Adequate
	CLED 672 (SC)- 75%-Very Good; 25%-Adequate
3.f.	CLED 615-100%-Exceeds

	CLED 604-71%-Very Good; 29%-Adequate
	CLED 608-N/A (No students)
	CLED 609-67%-Very Good; 33%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 95%-Very Good;5%-Adequate
	CLED 672 (SC) 100%-Very Good
4.e.	**CLED 605-100%-Exceeds**
	CLED 604-82%-Very Good; 18%-Adequate
	CLED 608-N/A (No students)
	CLED 609-39%-Very Good; 61%-Adequate
	CLED 672 (CCSA) 50%-Very Good; 50%-Adequate
	CLED 672 (CFC) 91%-Very Good; 9%-Not Met
	CLED 672 (SC) 100%-Very Good
5.a.	**CLED 601-92%-Exceeds; 7%-Meets; 1%-Does not Meet**
	CLED 604-53%-Very Good; 41%-Adequate; 6%-Not Met
	CLED 608-N/A (No students)
	CLED 609-50%-Very Good; 50%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 82%-Very Good; 18%-Adequate
	CLED 672 (SC) 100%-Very Good
6.d.	**CLED 603-74%-Exceeds; 20%-Meets; 6%-Does Not Meet**
	CLED 604-94%-Very Good; 6%-Adequate
	CLED 608-N/A (No students)
	CLED 609-56%-Very Good; 44%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 86%-Very Good; 14%-Adequate
	CLED 672 (SC) 88%-Very Good; 12%-Adequate
6.e.	**CLED 603-87%-Exceeds; 13%-Meets**
	CLED 604-88%-Very Good; 12%-Adequate
	CLED 608-N/A (No students)
	CLED 609- 56%-Very Good; 44%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 86%-Very Good; 14%-Adequate
	CLED 672 (SC) 100%-Very Good
**Survey Data**
Alumni Surveys	**CCSA 50%-Excellent; 50%-Good**
	SC 75%-Excellent; 25%-Good
	CFC (No data reported
Exit Surveys	**For all Concentrations: 57%-Excellent; 30%-Good; 9%-Fair; 4%-Poor**
Employer Surveys	**CCSA-No data reported**
	SC-57%-Excellent; 29%-Good; 14%-Fair
	CFC-No data reported
**Comprehensive Exam Data**
Spring 2024	**All concentrations: 1st Attempt 89% pass, 11% fail; 2nd Attempt 100% pass**

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.
	Course-Based and Site Supervisor Data
2.b.	CLED 607-98%-Exceeds; 2%-Does not meet
	CLED 604-41%-Very Good; 59%-Adequate
	CLED 608-N/A (No students)
	CLED 609-61%-Very Good; 39%-Not Met
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 77%-Very Good;23%-Adequate
	CLED 672 (SC)- 88%-Very Good; 12%-Adequate
2.c.	CLED 607-98%-Exceeds; 2%-Does not meet
	CLED 604-53%-Very Good; 47%-Adequate
	CLED 608-N/A (No students)
	CLED 609-83%-Very Good; 17%-Adequate
	CLED 672 (CCSA)- 39%-Very Good; 61%-Adequate
	CLED 672 (CFC)- 91%-Very Good; 9%-Adequate
	CLED 672 (SC)- 88%-Very Good; 12%-Adequate
3.f.	CLED 615-100%-Exceeds
	CLED 604-71%-Very Good; 29%-Adequate
	CLED 608-N/A (No students)
	CLED 609-67%-Very Good; 33%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 95%-Very Good; 5%-Adequate
	CLED 672 (SC) 100%-Very Good
5.g.	CLED 602-4%-Very Good; 57%-Adequate; 33%-Minimal; 6%-Not Met
	CLED 604-74%-Very Good; 25%-Adequate; 1%-Not Met
	CLED 608-N/A (No students)
	CLED 609-70%-Very Good; 30%-Adequate
	CLED 672 (CCSA) 92%-Very Good; 8%-Adequate
	CLED 672 (CFC) 90%-Very Good; 10%-Adequate
	CLED 672 (SC) 93%-Very Good 7%-Adequate
	Survey Data
Alumni Surveys	CCSA 38%-Excellent; 31%-Good; 19%-Fair; 12%-Poor
	SC 72%-Excellent; 28%-Good
	CFC-No data reported
Exit Surveys	For all concentrations: 52%-Excellent; 33%-Good; 11%-Fair; 4%-Poor
Employer Surveys	CCSA-No data reported
	SC-57%-Excellent; 43%-Good
	CFC-No data reported
	Comprehensive Exam Data
Spring 2024	All concentrations: 1st Attempt 89% pass, 11% fail; 2nd Attempt 100% pass

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CACREP Standard	Student Learning Outcome 3. Students will demonstrate the knowledge and skills to be critical consumers of research in their roles as counselors.
Course-Based and Site Supervisor Data	
7.i.	CLED 606-66%-Exceeds; 23%-Meets; 11%-Does Not Meet
	CLED 604-41%-Very Good; 59%-Adequate
	CLED 608-N/A (No students)
	CLED 609-44%-Very Good; 56%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 91%-Very Good; 9%-Adequate
	CLED 672 (SC) 100%-Very Good
8.a.	CLED 640-78%-Proficient; 20%-Developing; 2%-Minimal/Not Present
	CLED 604-47%-Very Good; 53%-Adequate
	CLED 608-N/A (No students)
	CLED 609-50%-Very Good; 50%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 95%-Very Good; 5%-Adequate
	CLED 672 (SC) 88%-Very Good; 12%-Adequate
Survey Data	
Alumni Surveys	CCSA 9%-Excellent; 18%-Good; 73%-Fair
	SC 73%-Excellent; 27%-Good
	CFC-No data reported
Exit Surveys	All concentrations: 50%-Excellent; 35%-Good; 11%-Fair; 3%-Poor; 1%-Did not receive any preparation
Employer Surveys	CCSA-No data reported
	SC-43%-Excellent; 43%-Good; 14%-Fair
	CFC-No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: 1st Attempt 89% pass, 11% fail; 2nd Attempt 100% pass

CACREP Standard	Student Learning Outcome **4. Students will develop and demonstrate advocacy and leadership skills through their professional development and extracurricular learning activities.**
Course-Based and Site Supervisor Data	
2.b.	**CLED 607-98%-Exceeds; 2%-Does not meet**
	CLED 604-41%-Very Good; 59%-Adequate
	CLED 608-N/A (No students)
	CLED 609-61%-Very Good; 39%-Not Met
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 77%-Very Good; 23%-Adequate
	CLED 672 (SC)- 88%-Very Good; 12%-Adequate
2.c.	**CLED 607-98%-Exceeds; 2%-Does not meet**
	CLED 604-53%-Very Good; 47%-Adequate
	CLED 608-N/A (No students)
	CLED 609-39%-Very Good; 61%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 91%-Very Good; 9%-Adequate
	CLED 672 (SC)- 88%-Very Good; 12%-Adequate
3.f.	**CLED 615-100%-Exceeds**
	CLED 604-71%-Very Good; 29%-Adequate
	CLED 608-N/A (No students)
	CLED 609-67%-Very Good; 33%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 95%-Very Good; 5%-Adequate
	CLED 672 (SC) 100%-Very Good
7.m.	**CLED 606-82%-Exceeds; 10%-Meets; 8%-Does Not Meet**
	CLED 604-29%-Very Good; 53%-Adequate; 18%-N/A
	CLED 608-N/A (No students)
	CLED 609-39%-Very Good; 61%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 95%-Very Good; 5%-Adequate
	CLED 672 (SC) 88%-Very Good; 12%-Adequate
Survey Data	
Alumni Surveys	**CCSA 9%-Excellent; 18%-Good; 73%-Fair**
	SC 73%-Excellent; 27%-Good
	CFC-No data reported
Exit Surveys	**All concentrations: 50%-Excellent; 35%-Good; 11%-Fair; 3%-Poor; 1%-Did not receive any preparation**
Employer Surveys	**CCSA-No data reported**
	SC-43%-Excellent; 43%-Good; 14%-Fair
	CFC-No data reported

Comprehensive Exam Data
Spring 2024   All concentrations: 1st Attempt 89% pass, 11% fail; 2nd Attempt 100% pass

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.
	Course-Based and Site Supervisor Data
1.i.	CLED 600-85%-Target; 13%-Acceptable; 2%-Does not meet
	CLED 604-82%-Very Good; 18%-Adequate
	CLED 608-N/A (No students)
	CLED 609-100%-Very Good
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 95%-Very Good; 5%-Adequate
	CLED 672 (SC) 88%-Very Good;12%-Adequate
7.m.	CLED 606-82%-Exceeds; 10%-Meets; 8%-Does Not Meet
	CLED 604-29%-Very Good; 53%-Adequate; 18%-N/A
	CLED 608-N/A (No students)
	CLED 609-39%-Very Good; 61%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 95%-Very Good; 5%-Adequate
	CLED 672 (SC) 88%-Very Good; 12%-Adequate
	Survey Data
Alumni Surveys	CCSA 100%-Good
	SC 100%-Excellent
	CFC-No data reported
Exit Surveys	All concentrations: 58%-Excellent; 38%-Good; 4%-Fair
Employer Surveys	CCSA-No Data Reported
	SC-57%-Excellent; 14%-Good; 29%-Fair
	CFC-No data reported
	Comprehensive Exam Data
Spring 2024	All concentrations: 1st Attempt 89% pass, 11% fail; 2nd Attempt 100% pass

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)
Course-Based and Site Supervisor Data	
1.b.	CCSA CLED 620- Class not offered
	CLED 608-N/A (No students)
	CLED 672 (CCSA)-100%-Adequate
2.c.	CCSA CLED 620-Class not offered
	CLED 608-N/A (No students)
	CLED 672 (CCSA)-100%-Very Good
Survey Data	
Alumni Surveys	CCSA 38%-Excellent; 31%-Good; 19%-Fair; 12%-Poor
Exit Surveys	All concentrations: 52%-Excellent; 33%-Good; 11%-Fair; 4%-Poor
Employer Surveys	No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: 1st Attempt 89% pass, 11% fail; 2nd Attempt 100% pass

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)
Course-Based and Site Supervisor Data	
2.g.	CFC CLED 645- 92%-Excellent; 8%-Adequate
	CLED 609- 100%-Very Good
	CLED 672 (CFC) 95%-Very Good; 5%-Adequate
2.m.	CFC CLED 641- 100%-Excellent
	CLED 609-89%-Very Good; 11%-Adequate
	CLED 672 (CFC) 86%-Very Good; 14%-Adequate
3.c.	CFC CLED 645- 100%-Excellent
	CLED 609-89%-Very Good; 11%-Not Met
	CLED 672 (CFC) 95%-Very Good; 5%-Adequate
Survey Data	
Alumni Surveys	No data reported
Exit Surveys	All concentrations: 52%-Excellent; 33%-Good; 11%-Fair; 4%-Poor
Employer Surveys	No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: 1st Attempt 89% pass, 11% fail; 2nd Attempt 100% pass

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)**
Course-Based and Site Supervisor Data	
1.b.	SC CLED 622- 100%-Exceeds
	CLED 604-86%-Very Good; 14%-Adequate
	CLED 672 (SC)-100%-Very Good
2.a.	SC CLED 622- 100%-Exceeds
	CLED 604-100%-Very Good
	CLED 672 (SC) 100%-Very Good
Survey Data	
Alumni Surveys	SC 72%-Excellent; 28%-Good
Exit Surveys	All concentrations: 52%-Excellent; 33%-Good; 11%-Fair; 4%-Poor
Employer Surveys	43%-Excellent; 43%-Good; 14%-Fair
Comprehensive Exam Data	
Spring 2024	All concentrations: 1st Attempt 89% pass, 11% fail; 2nd Attempt 100% pass

B.   Doctoral Program Objectives

CACREP Standard	Student Learning Outcome 1. Students will grow in their multicultural competence and demonstrate this through advocacy and social justice.
5.i.	CLED 770- 100%-Exceeds
	Comprehensive Exam-41%-Strong; 59%-Satisfactory
Exit Surveys	100%-Excellent
Alumni Surveys	No data reported
Employer Surveys	No data reported

CACREP Standard	Student Learning Outcome 2. Students will learn and apply teaching theory and demonstrate this knowledge in professional teaching experiences.
3.b.	CLED 721- 100% Exceeds
	CLED 810 (Teaching) – 100%-Strong
	Comprehensive Exam-53%-Strong; 47%-Satisfactory
Exit Surveys	100%-Excellent
Alumni Surveys	No data reported
Employer Surveys	No data reported

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.b.	CLED 730 Paper- 67%-Exceeds; 33%-Meets
	CLED 730 Skills Ratings- 95%-Exceeds; 5%-Meets
	Comprehensive Exam-53%-Strong; 47%-Satisfactory
Exit Surveys	100%-Excellent
Alumni Surveys	No data reported
Employer Surveys	No data reported

CACREP Standard	Student Learning Outcome 4. Students will learn and apply supervision theories and demonstrate this knowledge and skills through professional supervision practice.
2.b.	CLED 740- 100%-Exceeds
	CLED 810 (Supervision)- 57%-Exceeds; 43%-Meets
	Comprehensive Exam-65%-Strong; 35%-Satisfactory
Exit Surveys	100%-Excellent
Alumni Surveys	No data reported
Employer Surveys	No data reported

CACREP Standard	Student Learning Outcome 5. Students will learn research methods and design and demonstrate this knowledge through application in supervised settings.
4.h.	CLED 720-50%-Exceeds; 50%-Meets
	CLED 770- 100%-Exceeds
	Comprehensive Exam-41%-Strong; 59%-Satisfactory
Exit Surveys	59%-Excellent; 41%-Good
Alumni Surveys	No data reported
Employer Surveys	No data reported

IV.   Comprehensive Exam Pass Rates (Masters-only)

Test	N	Spring 2024
Comp. Exam	35	Attempt 89% pass, 11% fail Second Attempt 100% pass

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	%Not Met	%Unacceptable	%Adequate	%Target	%Very Good
1. Openness to new ideas	0%	0%	50%	50%	0%
2. Flexibility	0%	0%	33%	67%	0%
3. Cooperativeness with others	0%	0%	100%	0%	0%
4. Willingness to accept and use feedback	0%	0%	33%	67%	0%
5. Awareness of own impact on others	0%	0%	33%	67%	0%
6. Ability to deal with conflict	0%	0%	50%	50%	0%
7. Ability to accept personal responsibility	0%	0%	17%	83%	0%
8. Ability to express feelings effectively and appropriately	0%	0%	33%	67%	0%
9. Attention to ethical and legal considerations	0%	0%	67%	33%	0%
10. Initiative and motivation	0%	0%	33%	50%	17%
Total Percentage	0%	0%	45%	53%	2%

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

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	6%	94%
2. Flexibility	0%	12%	88%
3. Cooperativeness with others	0%	6%	94%
4. Willingness to accept and use feedback	0%	12%	88%
5. Awareness of own impact on others	0%	12%	88%
6. Ability to deal with conflict	0%	6%	94%
7. Ability to accept personal responsibility	0%	12%	88%
8. Ability to express feelings effectively and appropriately	0%	12%	88%
9. Attention to ethical and legal considerations	0%	6%	94%
10. Initiative and motivation	1%	11%	88%
Total Percentage	0.5%	9.5%	90%

2nd year, 3rd/4th semester CLED 608 (CCSA Practicum) NOTE: NO enrollment

2nd year, Summer CLED 609 (CFC Practicum)

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	17%	83%
2. Flexibility	0%	22%	78%
3. Cooperativeness with others	0%	22%	78%
4. Willingness to accept and use feedback	0%	39%	61%
5. Awareness of own impact on others	0%	33%	67%
6. Ability to deal with conflict	0%	22%	78%
7. Ability to accept personal responsibility	0%	18%	72%
8. Ability to express feelings effectively and appropriately	0%	39%	61%
9. Attention to ethical and legal considerations	0%	17%	83%
10. Initiative and motivation	6%	22%	72%
Total Percentage	1%	26%	73%

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

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	0%	100%
2. Flexibility	0%	0%	100%
3. Cooperativeness with others	0%	0%	100%
4. Willingness to accept and use feedback	0%	0%	100%
5. Awareness of own impact on others	0%	0%	100%
6. Ability to deal with conflict	0%	0%	100%
7. Ability to accept personal responsibility	0%	12%	88%
8. Ability to express feelings effectively and appropriately	0%	12%	88%
9. Attention to ethical and legal considerations	0%	0%	100%
10. Initiative and motivation	0%	12%	88%
Total Percentage	0%	4%	96%

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

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	0%	100%
2. Flexibility	0%	0%	100%
3. Cooperativeness with others	0%	0%	100%
4. Willingness to accept and use feedback	0%	0%	100%
5. Awareness of own impact on others	0%	0%	100%
6. Ability to deal with conflict	0%	50%	50%
7. Ability to accept personal responsibility	0%	0%	100%
8. Ability to express feelings effectively and appropriately	0%	50%	50%
9. Attention to ethical and legal considerations	0%	0%	100%
10. Initiative and motivation	0%	0%	100%
Total Percentage	0%	10%	90%

2nd year, 3rd and 4th semesters or after CLED 672 (CFC Internship)

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	9%	91%
2. Flexibility	0%	9%	91%
3. Cooperativeness with others	0%	5%	95%
4. Willingness to accept and use feedback	0%	14%	86%
5. Awareness of own impact on others	0%	5%	95%
6. Ability to deal with conflict	0%	14%	86%
7. Ability to accept personal responsibility	0%	9%	91%
8. Ability to express feelings effectively and appropriately	0%	14%	86%
9. Attention to ethical and legal considerations	0%	5%	95%
10. Initiative and motivation	0%	5%	95%
Total Percentage	0%	9%	91%

B. *Doctoral Students*

CLED 730 (First Year, First semester-Fall 2023)

Section A: Personal Conduct	%Does Not Meet Expectations	%Meets Expectations	%Exceeds Expectations
1. Self Awareness	0%	33%	67%
2. Emotional Stability	0%	0%	100%
3. Self Control	0%	33%	67%
4. Cooperativeness	0%	33%	67%
5. Adaptability	0%	33%	67%
6. Ability to be a team player	0%	33%	67%
Total Percentage	0%	27.5%	72.5%
Section B: Professional Behavior			
1. Dependability	0%	33%	67%
2. Use of suggestions and constructive criticism	0%	33%	67%
3. Promptness	0%	33%	67%
4. Ability to work independently	0%	33%	67%
5. Willingness to assume responsibility	0%	33%	67%
6. Initiative	0%	33%	67%
7. Cross cultural competence/multicultural sensitivity	0%	0%	100%
Total Percentage	0%	28%	72%

VI.   Clinical Data

A.   *Masters Practicum and Internship Clinical Evaluation Data*

Supervisee Evaluation of Site Supervisor (Practicum)

NOTE: No CCSA Practicum students during this time

<u>**Table 5: Supervisee Evaluation of Site Supervisor (Couples & Family Practicum Students)**</u>

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%	56%	44%	0%	9
Made me feel at ease with the supervisory process	11%	0%	33%	56%	0%	9
Gave me feedback about my role as a counselor	0%	22%	33%	45%	0%	9
Gave me feedback I could use	0%	22%	33%	45%	0%	9
Helped me clarify the major issues that my client brought to the session	11%	11%	33%	45%	0%	9
Assisted me in understanding my own feelings about the client and his/her issues	11%	22%	33%	34%	0%	9
Encouraged me to develop a plan for the semester	0%	22%	45%	33%	0%	9
Modeled appropriate techniques when necessary	0%	45%	22%	33%	0%	9
Demonstrated a professional relationship with administrators, faculty, staff, etc.	11%	11%	33%	45%	0%	9
Provided opportunities to experience the professional role	11%	0%	44%	45%	0%	9
Provided one hour per week supervision as required	0%	11%	44%	45%	0%	9
Provided appropriate supervision in addition to the one hour a week requirement	0%	33%	22%	45%	0%	9
Total/Percentage	4%	17%	36%	43%	5%	
MY SUPERVISOR HELPED PROMOTE:	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**	**% Not Applicable**	**Total Valid Responses**

	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	11%	33%	33%	23%	0%	9
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	56%	44%	0%	9
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	11%	56%	33%	0%	9
Total/Percentage	0%	4%	15%	48%	33%	
I FELT:	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**	**% Not Applicable**	**Total Valid Responses**
Confident of the counseling skills of my supervisor	0%	33%	11%	56%	0%	9
My supervisor respected me and was concerned with my professional growth	11%	11%	33%	45%	0%	9
My supervisor was committed to his/her role as a supervisor	0%	11%	56%	33%	0%	9
My supervisor motivated and encouraged me	11%	22%	22%	45%	0%	9
My supervisor served as an appropriate professional role model	11%	11%	33%	45%	0%	9
Supervision sessions allowed for personal and professional growth	11%	11%	45%	33%	0%	9
My supervisor recognizes his/her own limitations	11%	11%	22%	56%	0%	9
My supervisor was genuine, congruent, empathic, and honest	11%	11%	33%	45%	0%	9
My supervisor consistently modeled effective time management and organization skills	0%	22%	56%	22%	0%	9
Total/Percentage	7%	16%	35%	42%	0%	
MY SUPERVISOR HELPED ME:	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**	**% Not Applicable**	**Total Valid Responses**
Clarify my own ideas about counseling theory	0%	22%	45%	33%	0%	9
Focus on specific counseling strategies and plans to assist the client	11%	22%	22%	45%	0%	9
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	67%	33%	0%	9
Develop techniques to resolve conflict	11%	22%	33%	34%	0%	9
Understand the counselor's role in the Crisis Plan for this site	0%	11%	44%	45%	0%	9

Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	56%	22%	22%
					9
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	11%	22%	67%
					9
Find opportunities to offer a variety of counseling or support groups	22%	11%	33%	33%	0%
					9
Total/Percentage	6%	11%	39%	33%	11%	

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%	0%	25%	75%	0%	12
Made me feel at ease with the supervisory process	0%	0%	17%	83%	0%	12
Gave me feedback about my role as a counselor	0%	0%	17%	83%	0%	12
Gave me feedback I could use	0%	0%	9%	91%	0%	12
Helped me clarify the major issues that my client brought to the session	0%	0%	17%	83%	0%	12
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	17%	83%	0%	12
Encouraged me to develop a plan for the semester	0%	0%	33%	67%	0%	12
Modeled appropriate techniques when necessary	0%	0%	25%	75%	0%	12
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	9%	83%	8%	12
Provided opportunities to experience the professional role	0%	0%	17%	83%	0%	12
Provided one hour per week supervision as required	0%	0%	25%	75%	0%	12
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	25%	75%	0%	12
Total/Percentage	0%	0%	19%	80%	1%	
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%	8%	67%	25%	12
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	25%	75%	0%	12

Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	8%	92%	0%	12
Total/Percentage	0%	0%	14%	78%	8%	

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	17%	83%	0%	12
My supervisor respected me and was concerned with my professional growth	0%	0%	8%	92%	0%	12
My supervisor was committed to his/her role as a supervisor	0%	0%	33%	67%	0%	12
My supervisor motivated and encouraged me	0%	0%	17%	83%	0%	12
My supervisor served as an appropriate professional role model	0%	0%	17%	83%	0%	12
Supervision sessions allowed for personal and professional growth	0%	0%	17%	83%	0%	12
My supervisor recognizes his/her own limitations	0%	0%	17%	83%	0%	12
My supervisor was genuine, congruent, empathic, and honest	0%	0%	8%	92%	0%	12
My supervisor consistently modeled effective time management and organization skills	0%	0%	25%	75%	0%	12
Total/Percentage	0%	0%	18%	82%	0%	

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	25%	75%	0%	12
Focus on specific counseling strategies and plans to assist the client	0%	0%	25%	75%	0%	12
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	8%	92%	0%	12
Develop techniques to resolve conflict	0%	0%	33%	67%	0%	12

Understand the counselor's role in the Crisis Plan for this site	0%	0%	17%	75%	8%	12
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	8%	92%	0%	12
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	17%	75%	8%	12
Find opportunities to offer a variety of counseling or support groups	0%	0%	17%	83%	0%	12
Total/Percentage	0%	0%	19%	79%	2%	

Supervisor Evaluation of Practicum Students (by concentration area)

NOTE: No CCSA Practicum students during this time

Table 7: 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%	11%	89%	0%
2. Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	0%	94%	6%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	6%	94%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	33%	67%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	33%	67%	0%
6. Demonstrates effective summarization (5.g)	0%	6%	94%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	61%	39%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	39%	61%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	39%	61%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	11%	89%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g.)	0%	17%	83%	0%
12.Develops effective measurable outcomes for clients (5.i; 8.d.)	0%	50%	50%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a.)	0%	50%	50%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c.)	0%	61%	39%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f.)	0%	33%	67%	0%

	% Not Met	% Adequate	% Very Good	% N/A
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%	39%	61%	0%
17. Demonstrates effective usages of theories of individual and family development across the lifespan (3.a.)	0%	28%	72%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	0%	39%	61%	0%
19. Demonstrates effective integration of techniques and interventions of marriage, couple, and family counseling (CFC 3.c.)	0%	11%	89%	0%
Total/Percentage	0%	29.84%	69.84%	0.32%

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%	50%	50%	0%
2. Effectively identifies, selects, and utilizes assessments relevant for clients in their academic, career, personal, and social/emotional development (7.i)	0%	56%	44%	0%
3. Utilizes strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (4.c; 4.e.)	0%	61%	39%	0%
4. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	61%	39%	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%	22%	78%	0%
6. Demonstrates effective group leadership skills and techniques (6.d)	0%	44%	56%	0%
7. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	44%	56%	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%	11%	89%	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%	61%	39%	0%
10. Develops treatment plans that account for differing abilities and differentiated intervention strategies (8.g; 3.h; CFC 3.a; 3.d)	0%	44%	56%	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%	61%	39%
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%	56%	44%	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%	44%	56%	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%	28%	72%	0%
16. Demonstrates effective use of technology in providing counseling services (1.j; 5.e)	0%	56%	44%	0%
17. Demonstrates the ability as a counselor to be a leader, advocate, and systems change agent as needed to help clients.	0%	44%	56%	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%	33%	67%	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%	40%	58%	2%

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%	56%	44%	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%	11%	89%	0%
Total/Percentage	0%	29%	71%	0%

Table 8: 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)	0%	0%	100%	0%
2. Demonstrates effective encouragers such as "tell me more...", "hmm" (5.g)	0%	6%	94%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	12%	88%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	18%	82%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	24%	76%	0%
6. Demonstrates effective summarization (5.g)	0%	18%	82%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	24%	76%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	6%	18%	76%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	24%	76%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	6%	94%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g)	0%	6%	94%	0%
12. Develops effective measurable outcomes for clients (CACREP 5.i;8.d)	6%	24%	70%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a),	6%	41%	53%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c)	0%	47%	53%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f)	0%	29%	71%	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%	59%	41%	0%

(2.b)				
17. Demonstrates effective usage of theories of individual and family development across the lifespan. (3.a)	0%	47%	53%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (CACREP 1.c; 5.m)	0%	41%	59%	0%
Total/Percentage	1%	25%	74%	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%	6%	94%	0%
2. Effectively designs school counseling classroom lessons, develops session plans, utilizes classroom management strategies, and offers differentiated instructional strategies (SC 3.c)	0%	18%	82%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j, 8.b; SC 3.d)	0%	6%	94%	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%	18%	82%	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%	18%	82%	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)	6%	12%	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)	0%	12%	82%	6%
9. Demonstrates effective group leadership skills and techniques (6.d)	0%	6%	94%	0%
10. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	12%	88%	0%
11. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.) (5.c)	0%	35%	65%	0%
12. Understands operation of emergency management plan	0%	71%	29%	0%

	% Not Met	% Adequate	% Very Good	% N/A
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%	65%	35%	0%
14. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l)	0%	53%	47%	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%	53%	47%	0%
16. Effectively uses appropriate technology as a management, evaluation, and counseling tool (1.j)	0%	12%	88%	0%
17. Effectively identifies, selects, and utilizes assessments relevant for students in their academic, career, personal, and social/emotional development (7.i)	0%	59%	41%	0%
18. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	53%	29%	18%
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%	59%	41%	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%	29%	71%	0%
Total/Percentage	0%	30%	69%	1%

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%	18%	82%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	53%	47%	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%	18%	82%	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%	47%	53%	0%
Total/Percentage	0%	34%	66%	0%

Supervisee Evaluation of Site Supervisor (Internship)

NOTE: No CCSA Internship students reported during this time.

Table 9: 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%	17%	0%	83%	0%	12
Made me feel at ease with the supervisory process	8%	8%	0%	83%	0%	12
Gave me feedback about my role as a counselor	0%	8%	25%	67%	0%	12
Gave me feedback I could use	8%	8%	8%	75%	0%	12
Helped me clarify the major issues that my client brought to the session	0%	8%	17%	75%	0%	12
Assisted me in understanding my own feelings about the client and his/her issues	8%	8%	0%	83%	0%	12
Encouraged me to develop a plan for the semester	0%	8%	33%	58%	0%	12
Modeled appropriate techniques when necessary	8%	0%	25%	67%	0%	12
Demonstrated a professional relationship with administrators, faculty, staff, etc.	8%	0%	8%	75%	8%	12
Provided opportunities to experience the professional role	0%	8%	8%	83%	0%	12
Provided one hour per week supervision as required	0%	0%	25%	75%	0%	12
Provided appropriate supervision in addition to the one hour a week requirement	8%	0%	17%	58%	17%	12
Total/Percentage	4%	6%	14%	74%	2%	

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	8%	17%	8%	67%	0%	12
Opportunities for me to meet the course requirements according to the syllabus	8%	0%	17%	75%	0%	12

	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Legal and ethical practice by discussing and modeling appropriate ethical standards	8%	0%	17%	75%	0%	12
Total/Percentage	8%	6%	14%	72%	0%	

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	8%	0%	17%	75%	0%	12
My supervisor respected me and was concerned with my professional growth	0%	8%	25%	67%	0%	12
My supervisor was committed to his/her role as a supervisor	8%	0%	25%	67%	0%	12
My supervisor motivated and encouraged me	8%	0%	8%	83%	0%	12
My supervisor served as an appropriate professional role model	8%	0%	8%	83%	0%	12
Supervision sessions allowed for personal and professional growth	8%	8%	8%	75%	0%	12
My supervisor recognizes his/her own limitations	8%	0%	8%	75%	8%	12
My supervisor was genuine, congruent, empathic, and honest	0%	8%	17%	75%	0%	12
My supervisor consistently modeled effective time management and organization skills	8%	0%	17%	75%	0%	12
Total/Percentage	6%	3%	15%	75%	1%	

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	9%	9%	27%	55%	0%	12
Focus on specific counseling strategies and plans to assist the client	0%	9%	9%	73%	9%	12
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	18%	73%	9%	12
Develop techniques to resolve conflict	0%	9%	18%	73%	0%	12
Understand the counselor's role in the Crisis Plan for this site	9%	0%	18%	64%	9%	12

Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	27%	64%	9%	12
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	18%	45%	36%	12
Find opportunities to offer a variety of counseling or support groups	0%	9%	18%	64%	9%	12
Total/Percentage	2%	5%	19%	64%	10%	

Table 10: 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%	0%	53%	47%	0%	15
Made me feel at ease with the supervisory process	7%	7%	13%	73%	0%	15
Gave me feedback about my role as a counselor	0%	0%	47%	53%	0%	15
Gave me feedback I could use	0%	0%	13%	87%	0%	15
Helped me clarify the major issues that my client brought to the session	0%	6%	47%	47%	0%	15
Assisted me in understanding my own feelings about the client and his/her issues	7%	0%	53%	40%	0%	15
Encouraged me to develop a plan for the semester	7%	0%	47%	47%	0%	15
Modeled appropriate techniques when necessary	0%	0%	40%	60%	0%	15
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	20%	80%	0%	15
Provided opportunities to experience the professional role	7%	0%	20%	73%	0%	15
Provided one hour per week supervision as required	7%	7%	27%	60%	0%	15
Provided appropriate supervision in addition to the one hour a week requirement	7%	7%	27%	60%	0%	15
Total/Percentage	4%	2%	34%	61%	0%	

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%	7%	67%	20%	7%	15
Opportunities for me to meet the course requirements according to the syllabus	0%	7%	27%	67%	0%	15
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	47%	53%	0%	15

	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Total/Percentage	0%	4%	47%	47%	2%	15

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	47%	53%	0%	15
My supervisor respected me and was concerned with my professional growth	0%	0%	27%	73%	0%	15
My supervisor was committed to his/her role as a supervisor	0%	0%	33%	67%	0%	15
My supervisor motivated and encouraged me	0%	7%	27%	67%	0%	15
My supervisor served as an appropriate professional role model	0%	0%	27%	73%	0%	15
Supervision sessions allowed for personal and professional growth	7%	0%	27%	67%	0%	15
My supervisor recognizes his/her own limitations	0%	7%	40%	53%	0%	15
My supervisor was genuine, congruent, empathic, and honest	0%	0%	27%	73%	0%	15
My supervisor consistently modeled effective time management and organization skills	0%	7%	40%	53%	0%	15
Total/Percentage	1%	2%	33%	64%	0%	

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	73%	13%	13%	15
Focus on specific counseling strategies and plans to assist the client	0%	0%	60%	40%	0%	15
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	7%	40%	53%	0%	15
Develop techniques to resolve conflict	0%	0%	47%	53%	0%	15
Understand the counselor's role in the Crisis Plan for this site	0%	13%	47%	33%	7%	15
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	7%	40%	47%	7%	15

Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	40%	47%	13%	15
Find opportunities to offer a variety of counseling or support groups	7%	0%	33%	60%	0%	15
Total/Percentage	1%	3%	48%	43%	5%	

Supervisor Evaluation of Internship Student (by concentration area)

Table 11: 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%	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%	50%	50%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	50%	50%	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%

	% Not Met	% Adequate	% Very Good	% N/A
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%	50%	50%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	0%	0%	100%	0%
Total/Percentage	0%	8%	92%	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%	100%	0%	0%
2. Effectively incorporates student development theories relevant to student learning and personal, career, and identity development (CCSA 1.b)	0%	100%	0%	0%
3. Effectively identifies, selects, and utilizes assessments relevant for students in their academic, career, personal, and social/emotional development (7.i)	0%	100%	0%	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%	0%	100%	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%	100%	0%	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%	50%	50%	0%
Total/Percentage	0%	45%	55%	0%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the unit, university, and professional ethical code of conduct and legal guidelines at all times (1.i.; CCSA 2.p.)	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; 1.m)	0%	50%	50%	0%
4.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.m.)	0%	0%	100%	0%
Total/Percentage	0%	12.5%	87.5%	0%

Table 12: 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%	5%	95%	0%
2. Demonstrates effective encouragers such as "tell me more…", "hmm" (5.g)	0%	5%	95%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	5%	95%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	9%	91%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	18%	82%	0%
6. Demonstrates effective summarization (5.g)	0%	5%	95%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	18%	82%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	9%	91%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	5%	95%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	9%	91%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g.)	0%	5%	95%	0%
12.Develops effective measurable outcomes for clients (5.i; 8.d.)	0%	9%	91%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a.)	0%	18%	82%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c.)	0%	9%	91%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f.)	0%	5%	95%	0%

	% Not Met	% Adequate	% Very Good	% N/A
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%	23%	77%	0%
17. Demonstrates effective usages of theories of individual and family development across the lifespan (3.a.)	0%	18%	82%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	0%	14%	86%	0%
19. Demonstrates effective integration of techniques and interventions of marriage, couple, and family counseling (CFC 3.c).	0%	5%	95%	0%
Total/Percentage	0%	10%	90%	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%	9%	91%	0%
2. Effectively identifies, selects, and utilizes assessments relevant for clients in their academic, career, personal, and social/emotional development (7.i)	0%	9%	91%	0%
3. Utilizes strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (4.c; 4.e.)	0%	9%	91%	0%
4. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	5%	95%	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%	5%	95%	0%
6. Demonstrates effective group leadership skills and techniques (6.d)	0%	14%	86%	0%
7. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	14%	86%	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%	14%	86%	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%	14%	86%	0%
10. Develops treatment plans that account for differing abilities and differentiated intervention strategies (8.g; 3.h; CFC 3.a; 3.d)	0%	5%	95%	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%	5%	95%	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%	5%	95%	0%
14. Understands an effective referral process and knowledge of community resources (5.k; CFC 3.a)	0%	5%	95%	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%	9%	91%	0%
16. Demonstrates effective use of technology in providing counseling services (1.j; 5.e)	0%	23%	77%	0%
17. Demonstrates the ability as a counselor to be a leader, advocate, and systems change agent as needed to help clients.	0%	14%	86%	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%	14%	86%	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%	10%	90%	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%	5%	95%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	5%	95%	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%	14%	86%	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%	5%	95%	0%
Total/Percentage	0%	7%	93%	0%

Table 13: 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%	12%	88%	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%	37%	63%	0%
12. Develops effective measurable outcomes for clients (CACREP 5.i;8.d)	0%	12%	88%	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%	12%	88%	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%	12%	88%	0%

(2.b)				
17. Demonstrates effective usage 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 (CACREP 1.c; 5.m)	0%	25%	75%	0%
Total/Percentage	0%	7.5%	92.5%	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%	12%	88%	0%
2. Effectively designs school counseling classroom lessons, develops session plans, utilizes classroom management strategies, and offers differentiated instructional strategies (SC 3.c)	0%	12%	88%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j, 8.b; SC 3.d)	0%	12%	88%	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%	12%	88%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	12%	88%	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%	12%	88%	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%	12%	88%	0%
9. Demonstrates effective group leadership skills and techniques (6.d)	0%	12%	88%	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%	12%	88%	0%
12. Understands operation of emergency management plan	0%	12%	88%	0%

	% Not Met	% Adequate	% Very Good	% N/A
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%	12%	88%	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%	12%	88%	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%	12%	88%	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%	12%	88%	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%	12%	88%	0%
Total/Percentage	0%	9%	91%	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%	12%	88%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	12%	88%	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%

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%	12%	88%	0%
Total/Percentage	0%	9%	91%	0%

B. *Doctoral Advanced Practicum Clinical Evaluation Data*

Table 14: Clinical Evaluation of Supervisee (Advanced Practicum-Doctoral Students)

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	0%	0%	100%	0%
2. Ability to understand the client's point of view	0%	0%	100%	0%
3. Ability to relate to diverse clients	0%	0%	100%	0%
4. Ability to establish and maintain rapport	0%	0%	100%	0%
5. Ability to assess and have insight into client's problems	0%	33%	67%	0%
6. Demonstrates effective helping skills (paraphrasing, feeling reflection, summarizing, effective probing etc.)	0%	0%	100%	0%
Total/Percentage	0%	5.5%	94.5%	0%
D. COMPETENCE IN IMPLEMENTATION	**% Does Not Meet Expectations**	**% Meets Expectations**	**% Exceeds Expectations**	**% N/A**
1. Assessment and evaluation skills (CACREP II.1.e)	0%	0%	100%	0%
2. Implementation of individual counseling techniques(CACREP II.1.d)	0%	0%	100%	0%
3. Implementation of group counseling techniques (CACREP II.1.d)	0%	0%	100%	0%
4. Ability to plan and implement developmental activities for clients	0%	0%	100%	0%
5. Ability to establish and implement consultation relationships	0%	0%	100%	0%
Total Percentage	0%	0%	100%	0%

VII.   Student Learning Outcomes for Key Performance Indicators

A.   Masters Core

CACREP CORE Standards	Courses	Assessment	Spring 2024	Summer 2023	Fall 2023
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	82%-Target; 16%-Acceptable; 2%-Does not meet	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 15	N/A	N/A	47%-Very Good; 53%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 3, Item 6	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 3, Item 5	N/A	78%-Very Good; 22%-Adequate	N/A
	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	95%-Very Good; 5%-Adequate	N/A	95%-Very Good; 5%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 15	88%-Very Good; 12%-Adequate	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	85%-Target 13%-Acceptable 2%-Does not meet	N/A
	CLED 604	SC Clinical Evaluation, Section 4, Item 1	N/A	N/A	82%-Very Good; 18%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 4, Item 1	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 4, Item 1	N/A	100%-Very Good	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 4, Item 1	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2024	Summer 2023	Fall 2023
	CLED 672 (CFC)	CFC Clinical Evaluation Section 4, Item 1	95%-Very Good; 5%-Adequate	N/A	95%-Very Good; 5%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 4, Item 1	88%-Very Good; 12%-Adequate	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	98%-Exceeds 2%-Does not meet	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 16	N/A	N/A	41%-Very Good; 59%-Adequate;
	CLED 608	CCSA Clinical Evaluation Section 2, Item 16	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 2, Item 16	N/A	61%-Very Good; 39%-Not Met	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 16	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 16	77%-Very Good; 23%-Adequate	N/A	77%-Very Good; 23%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 16	88%-Very Good; 12%-Adequate	N/A	N/A
KPI #4 c. multicultural counseling competencies	CLED 607	Multicultural Competencies Reflection Journal	98%-Exceeds 2%-Does not meet	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 14	N/A	N/A	53%-Very Good; 47%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 2, Item 14	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 2, Item 14	N/A	39%-Very Good; 61%-Adequate	N/A
	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	91%-Very Good; 9%-Adequate	N/A	91%-Very Good; 9%-Adequate

CACREP CORE Standards	Courses	Assessment	Spring 2024	Summer 2023	Fall 2023
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 14	88%-Very Good; 12%-Adequate	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	100%-Exceeds	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 17	N/A	N/A	53%-Very Good; 47%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 2, Item 17	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation, Section 2, Item 17	N/A	72%-Very Good; 28%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 17	50%-Very Good; 50%-Adequate	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 17	82%-Very Good; 18%-Adequate	N/A	82%-Very Good; 18%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 17	75%-Very Good; 25%-Adequate	N/A	N/A
KPI #6 f. systemic and environmental factors that affect human development, functioning, and behavior	CLED 615	Movie Presentation	N/A	100%-Exceeds	N/A
	CLED 604	SC Clinical Evaluation Section #2, Item 15	N/A	N/A	71%-Very Good; 29%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 2, Item 15	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation, Section 2, Item 15	N/A	67%-Very Good; 33%-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	95%-Very Good; 5%-Adequate	N/A	95%-Very Good; 5%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 15	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2024	Summer 2023	Fall 2023
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	100%-Exceeds
	CLED 604	SC Clinical Evaluation Section 3, Item 4	N/A	N/A	82%-Very Good; 18%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 3, Item 4	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 3, Item 3	N/A	39%-Very Good; 61%-Adequate	N/A
	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	91%-Very Good; 9%-Not Met	N/A	91%-Very Good; 9%-Not Met
	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	92%-Exceeds 7%-Meets 1%-Does not Meet
	CLED 604	SC Clinical Evaluation Section 2, Item 13	N/A	N/A	53%-Very Good; 41%-Adequate; 6%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 2, Item 13	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 2, Item 13	N/A	50%-Very Good; 50%-Adequate	N/A
	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	82%-Very Good; 18%-Adequate	N/A	82%-Very Good; 18%-Adequate

CACREP CORE Standards	Courses	Assessment	Spring 2024	Summer 2023	Fall 2023
	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	74%-Very Good; 25%-Adequate; 1%-Not Met
	CLED 608	CCSA Clinical Evaluation Section 2, Items 1-18	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation, Section 2, Items 1-19	N/A	70%-Very Good; 30%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Items 1-18	92%-Very Good; 8%-Adequate	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Items 1-19	90%-Very Good; 10%-Adequate	N/A	90%-Very Good; 10%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Items 1-18	93%-Very Good 7%-Adequate	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	74%-Exceeds 20%-Meets 6%-Does Not Meet	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 9	N/A	N/A	94%-Very Good; 6%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 3, Item 7	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 3, Item 6	N/A	56%-Very Good; 44%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 7	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2024	Summer 2023	Fall 2023
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 6	86%-Very Good; 14%-Adequate	N/A	86%-Very Good; 14%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 9	88%-Very Good; 12%-Adequate	N/A	N/A
KPI #11 e. approaches to group formation, including recruiting, screening, and selecting members	CLED 603	Group Project	87%-Exceeds 13%-Meets	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 10	N/A	N/A	88%-Very Good; 12%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 3, Item 8	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 3, Item 7	N/A	56%-Very Good; 44%-Adequate	N/A
	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	86%-Very Good; 14%-Adequate	N/A	86%-Very Good; 14%-Adequate
	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	66%-Exceeds 23%-Meets 11%-Does Not Meet
	CLED 604	SC Clinical Evaluation Section 3, Item 17	N/A	N/A	41%-Very Good 59%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 3, Item 3	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 3, Item 2	N/A	44%-Very Good; 56%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 3	100%-Adequate	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2024	Summer 2023	Fall 2023
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 2	91%-Very Good; 9%-Adequate	N/A	91%-Very Good; 9%-Adequate
	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	82%-Exceeds 10%-Meets 8%-Does Not Meet
	CLED 604	SC Clinical Evaluation Section 3, Item 18	N/A	N/A	29%-Very Good; 53%-Adequate; 18%-N/A
	CLED 608	CCSA Clinical Evaluation Section 3, Item 5	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 3, Item 4	N/A	39%-Very Good; 61%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 5	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 4	95%-Very Good; 5%-Adequate	N/A	95%-Very Good; 5%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation, Section 3, Item 18	88%-Very Good; 12%-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	CLED 640	Research Article Reflection	N/A	78%-Proficient 20%-Developing 2%-Minimal/Not Present	N/A
	CLED 604	SC Clinical Evaluation Section 4, Item 2	N/A	N/A	47%-Very Good; 53%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 4, Item 2	N/A	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 4, Item 2	N/A	50%-Very Good; 50%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 4, Item 2	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2024	Summer 2023	Fall 2023
	CLED 672 (CFC)	CFC Clinical Evaluation Section 4, Item 2	95%-Very Good; 5%-Adequate		95%-Very Good; 5%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 4, Item 2	88%-Very Good; 12%-Adequate	N/A	N/A

B.   *Masters (CCSA) KPIs*

<table>
<tr><td>Standards</td><td colspan="6">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.</td></tr>
<tr><td>1. Foundations</td><td>Courses</td><td>Assessment</td><td>Spring</td><td>Summer</td><td>Fall</td></tr>
<tr><td rowspan="3">CCSA KPI#1
b. student development theories relevant to student learning and personal, career, and identity development</td><td>CLED 620</td><td>Handout</td><td>N/A</td><td>N/A</td><td>Did not offer this year</td></tr>
<tr><td>CLED 608</td><td>Clinical Evaluation Section 3, Item 2</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>CLED 672 (CCSA)</td><td>Clinical Evaluation Section 3, Item 2</td><td>100%-Adequate</td><td>N/A</td><td>N/A</td></tr>
<tr><td>2. Contextual Dimensions</td><td>Courses</td><td>Assessment</td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">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</td><td>CLED 620</td><td>Functional Area Project-Final Presentation</td><td>N/A</td><td>N/A</td><td>Did not offer this year</td></tr>
<tr><td>CLED 608</td><td>CCSA Clinical Evaluation Section 3, Item 6</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>CLED 672 (CCSA)</td><td>CCSA Clinical Evaluation Section 3, Item 6</td><td>100%-Very Good</td><td>N/A</td><td>N/A</td></tr>
</table>

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	100%-Very Good	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 13	95%-Very Good; 5%-Adequate	N/A	95%-Very Good; 5%-Adequate
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	100%-Excellent
	CLED 609	CFC Clinical Evaluation Section 3, Item 8	N/A	89%-Very Good 11%-Adequate	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 8	86%-Very Good 14%-Adequate	N/A	86%-Very Good 14%-Adequate
CFC KPI#3 c. techniques and interventions of marriage, couples, and families	CLED 645	Co-Teaching: Research Based Couples Intervention	100%-Excellent;	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 2, Item 19	N/A	89%-Very Good 11%-Not Met	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 19	95%-Very Good; 5%-Adequate	N/A	95%-Very Good; 5%-Adequate

D.   Masters (School Counseling) KPIs

Standards	SCHOOL 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).*				
1. Foundations	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
SC KPI#1 b. models of school counseling programs	CLED 622	SC Program Design & Delivery	100% Exceeds	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 1	N/A	N/A	94%-Very Good 6%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 1	88%-Very Good; 12%-Adequate	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	100% Exceeds	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 19	N/A	N/A	41%-Very Good; 59%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 19	88%-Very Good; 12%-Adequate	N/A	N/A

E.   *Doctoral KPIs*

Standards	DOCTORAL CACREP 2016 STANDARDS: COUNSELOR EDUCATION AND SUPERVISION SECTION II: DOCTORAL PROFESSIONAL IDENTITY				
1. Counseling	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
b. integration of theories relevant to counseling	CLED 730	-Theory Application & Case Example Manuscript	N/A	N/A	67%-Exceeds 33%-Meets
		Rating of Counseling Skills	N/A	N/A	95%-Exceeds; 5%Meets
		Counselor Education Doctoral Comprehensive Exam	53%-Strong 47%-Satisfactory	N/A	N/A
2. Supervision	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
b. theoretical frameworks and models of clinical supervision	CLED 740	-Supervision Models Paper	100%-Exceeds	N/A	N/A
	CLED 810- Supervision	Supervision Models Paper Revisited	N/A	N/A	57%-Exceeds; 43%-Meets
		Counselor Education Doctoral Comprehensive Exam	65%-Strong 35%-Satisfactory	N/A	N/A
3. Teaching	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
b. pedagogy and teaching methods relevant to counselor education	CLED 721	-Teaching Philosophy	100%-Exceeds	N/A	N/A
	CLED 810- Teaching	-Teaching Philosophy Revisited	N/A	N/A	100%-Exceeds
		Counselor Education Doctoral Comprehensive Exam	53%-Strong 47%-Satisfactory	N/A	N/A
4. Research & Scholarship	**Courses**	**Assessment**	**Spring**	**Summer**	**Fall**
h. professional writing for journal and newsletter publication	CLED 720	Manuscript Paper	N/A	N/A	50%-Exceeds; 50%-Meets
	CLED 770	Newsletter Article	100%-Exceeds	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	41%-Strong 59%-Satisfactory	N/A	N/A

5. Leadership & Advocacy	Courses	Assessment	Spring	Summer	Fall
i. role of counselors and counselor educators advocating on behalf of the profession and professional identity	CLED 770	Advocacy SJ Project	100%-Exceeds	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	41%-Strong 59%-Satisfactory	NA	NA

RECOMMENDATIONS

I.   Admissions, Demographics, and Graduation Data

Overall, applications for the masters program tracks were down by 17% and attendance was down by 15% when comparing the 2023 admissions to the 2022 admissions. Based on anecdotal information, many of those admitted had difficulties in deciding to attend due to some delays in the FAFSA application process. For the doctoral program concentration, a cohort of students were admitted with 13 applications reviewed and five students attending for the 2023-2024 academic year.

Both the masters and doctoral program areas continue to have more students reporting female and white identities, with the majority of students aged between 18-24 years old in the masters program and 30-39 years old in the doctoral program. Specific to masters concentrations, the couples and family counseling track and the CCSA track demonstrates more of a balance of white and female students compared to black, Hispanic, multiracial and international 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 VCU undergraduate bridge program and counseling undergraduate courses), 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 2023-2024, the school counseling concentration reported the largest number of graduates with the couples and family counseling concentration graduating the second largest number of graduates (19 graduates to 17 graduates). The program faculty may need to consider intentional recruitment in the CCSA area and/or other program modifications.

II.   Program Survey Data (Masters and Doctoral)

There was a lot of variability in the return rates for alumni and employer surveys for masters and doctoral programs. There were stronger return rates for the masters exiting and site supervisor program evaluations compared to limited reports for alumni surveys. Overall, most of the students (exiting) rated preparation received in the counselor education program as good to excellent. Higher ratings were received for preparation regarding knowledge and application of ethical standards in respective areas of expertise and being engaged in reflective and evidence-based practice. For masters grads and alumni, lower ratings related to an environment that prioritized the personal growth of all students and where all students can be successful. The site supervisors' evaluation of students prepared in all three masters-level concentration areas resulted in ratings of primarily above average to excellent. Highest ratings were indicated for student's ethical behavior, advocacy and leadership. Lowest ratings were few but specific to administrative skills and recognizing a need to seek supervision. For doctoral students exiting and alumni, a need for more attention grant writing and course design was reported. Employers of masters school counseling program alumni reported high levels of satisfaction. No employer surveys were return for the doctoral alumni.

III. Program Objectives

The program objectives chart for both the masters and doctoral program areas represents how current student learning outcomes as measured by key performance indicators (course-based assessments, survey data, and comprehensive exam) are performing. 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. The program objectives will be reviewed this coming year with the input of the community advisory boards, current students, and alumni.

IV. Comprehensive Exam Results

During the Spring 2024 semester, a total of 35 students took our in-house comprehensive examination that is made up of a total of 160 questions. On the first attempt, 89% passed. On the second attempt, all those who retook the exam passed. Faculty review the results of the assessment each year and a passing score is considered one standard deviation below the mean average.

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. Please note that there were no CLED 608 (CCSA) students in practicum so no data on dispositions were reported for this timeframe. 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 604/609. 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). 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 majority of doctoral students in CLED 730 demonstrated professional behaviors that exceeded expectations. Additionally, no dispositional concerns for any of the current doctoral students were reported in annual review.

VI. Clinical Data

Masters Practicum and Internship Students
*Please note that no data was reported for CLED 608 or CLED 672 (CCSA) during this time period.

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 Summer/Fall 2023. 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 were more variable between Adequate and Very Good in comparison to their peers in the school counseling practica. Historically, the school counseling practicum students receive more ratings of Very Good than their peers. With the ratings for internship, students across all three ratings receive more consistent Very Good ratings, which was accurate for the 2023-2024 internship supervisor ratings of supervisees.

In addition to the supervisors' ratings of the students, we collected data on the students' rating of their site supervisors. For 2023-2024, these were overwhelmingly positive for Couples & Family and School internship students.

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. The expectation of students in advanced practicum is to observe skills that meet or exceeds expectations on supervisor ratings. This was true for the majority of doctoral students enrolled in advanced practicum for Fall 2023.

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 summer/fall and then in internship during the fall/spring semesters.

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. The majority of master's students are achieving at the "Exceeds expectations" level for course-based assessments and at the "Very Good" or "Adequate" levels for clinical-based evaluations. As described earlier for practicum and internship courses, master's students achieve more consistently at the "Very good" level once they are in internship. This consistency reflects their developing counseling skills and knowledge.

Doctoral

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 was implemented in the fall 2023 semester. Overall, the doctoral student KPIs indicate that most students

demonstrate strong performance with the majority achieving at the "Exceeds expectations" levels for their course-based assessments. For comprehensive exams, majority of students received "Strong" ratings for the areas of counseling, supervision, and teaching and "Satisfactory" ratings for research/scholarship and leadership/advocacy. Since the program was newly revised to include more emphasis on research, this area should be reviewed in the next 1-2 years for any changes in achievement on the comprehensive exam.