

Virginia Commonwealth University
Counselor Education
Program Assessment Report 2014-2015
January 8, 2016

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Program Assessment Report 2014-2015

This program assessment report summarizes data collected and analyzed for the purposes of informing program improvements. Because we were using the 2001 CACREP standards until recently, we began collecting data on specific 2016 CACREP Student Learning Outcomes Fall 2015. More broadly, however, we have data on student learning outcomes in the CACREP eight core areas (Professional Counseling Orientation and Professional Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment and Testing, and Research and Program Evaluation). Much of this report focuses on standardized test data (CPCE and NCE), program data from various surveys, and data from clinical evaluations. In addition, this program assessment report includes program improvements implemented over the last year, and those that will be implemented in the upcoming year. This program assessment report is based upon data available by December of 2015.

This report will occasionally refer to our formal Program Assessment Plan (PAP). The goal of this plan is to comply with the 2016 CACREP standards, and to design and implement a more rigorous (and useful) assessment process.

We will be submitting our self-study to CACREP in January of 2016. Initial review of our self-study by the CACREP board will be during the 2016 Spring semester. Assuming our initial self-study and any requested rejoinders are adequate, we will be scheduling the CACREP team visit during the Fall 2016 semester. By January 2017, we will have the CACREP's accreditation decision. Some of the potential concerns involved with this process are the following: 1) our Full Time Equivalent (FTE) student-to-faculty teaching ratios for 2015 are not in alignment with the 2016 CACREP requirements due to the loss of one faculty member and service obligations of current faculty members; 2) with the exception of the Clinical Evaluation, we just recently began collecting data using other key assessments in Fall 2015; and 3) a number of syllabi on file before 2014 do not contain adequate information about the 2001 standards in course objectives and do not contain adequate information about the assessment of learning activities. This last concern was addressed in 2014-2015 with revised program objectives and updated syllabi reflecting 2016 CACREP standards. In addition, the CLED faculty has decided that formal program review meetings need to be scheduled on a consistent basis, with adequate time for detailed discussion of data from multiple sources. Our next formal program review, with all available data, will be held March 2016. At this time, we will have data from our new assessment system, TK-20.

Our program assessment report includes a summary of results based on a number of sets of program data. These are the sources of our assessment. In addition, this program assessment report includes a summary of actions taken to improve our program, and progress toward improved outcomes. Finally, this report includes a forward looking summary of the program assessment plan and an overview of how program data and data on student learning outcomes will be used in the future to improve the VCU counseling program.

Admissions, Demographics and Graduation Data

Based on: Banner Data

The counseling program has moved to an annual admissions process, rather than the semester-based admissions deadlines. Because of this, we are more and more moving toward a cohort model, allowing us to use resources more efficiently. Associated with this is a slight decrease in our enrollment numbers to a more sustainable number of admissions. Our doctoral track first admitted students Fall 2012. Below in Table 1, we present our admissions data for the past three years. (CCSA is the College Counseling and Student Affairs track and SC is the School Counseling track.)

Table 1. Summary of Numbers of Applicants to Counselor Education Programs

Program	June 2012-May 2013	June 2013-May 2014	June 2014-May 2015
CCSA	30	14	20
SC	80	84	63
Masters' Total	110	98	83
Doctoral Track	4	7	8

In addition, we have an ongoing commitment to diversity and inclusiveness, and believe our program demographics reflect this. In Table 2, we present our current student demographics, disaggregated by track (CCSA and SC) and level (masters and doctoral). As with many counselor education masters level programs across the country, we have an underrepresentation of male students.

Table 2. Summary of Demographics of Current Students Annual 2015

Program	Asian	Asian	BI/AA	BI/AA	Hisp	Hisp	2 or+	2 or+	White	White	Unk	Unk
CCSA	M	F	M	F	M	F	M	F	M	F	M	F
	0	1	1	3	0	0	0	0	4	14	0	0
SC	Asian	Asian	BI/AA	BI/AA	Hisp	Hisp	2 or+	2 or+	White	White	Unk	Unk
	M	F	M	F	M	F	M	F	M	F	M	F
	0	3	2	15	0	0	1	4	9	51	1	0
Sub.	0	4	3	18	0	0	1	4	13	65	1	0
Doc	Asian	Asian	BI/AA	BI/AA	Hisp	Hisp	2 or+	2 or+	White	White	Unk	Unk
	M	F	M	F	M	F	M	F	M	F	M	F
	0	0	0	3	0	0	0	0	1	5	0	0
Totals	0	4	3	21	0	0	1	4	14	70	1	0

BI/AA = Black/African American
 Hisp = Hispanic
 M = Male

2 or+ = 2 or more races/ethnicities
 Unk = Unknown
 F = Female

Our graduation rates are not reflective of our admissions, primarily because of a large number of part-time students with different schedules and needs. Some take one class a semester, some two. Table 3 presents a summary of our masters' level graduates for the past three years. Our first graduate of the Counselor Education doctoral track of the Ph.D. in Education is expected to graduate May 2016.

Table 3. Summary of Graduates of Counselor Education, by Track

Program	June 2012-May 2013	June 2013-May 2014	June 2014-May 2015
CCSA	8	6	9
SC	41	27	33
Masters' Total	49	33	42

A few important statistics on additional overall success rates. Approximately 89 % of those admitted to the school counseling specialty and 93 % of those admitted to the college counseling and student affairs specialty obtain their M.Ed. from the VCU counseling program. Finally, our job placement rate is outstanding, with about 95 % school counseling graduates and 100 % of college student development and counseling track graduates obtaining jobs in counseling or a related field within six months of completing our M.Ed. program.

The only major program adjustments that have been made based on the above data relate to program offerings. Because of a more cohort-like model, large numbers of students sometimes register for a course, necessitating multiple section offerings.

Core Counseling Student Learning Outcomes

Based on: CPCE and NCE data, course syllabi

A curriculum map was designed for our core and specialty masters level programs of study. All syllabi were revised to include 2016 CACREP standards as a clear and integral part of course objectives and to include assessment of learning outcomes related to these standards. Many of the assignments designed to facilitate student learning related to the standards are now assessed through rubrics, checklists, or rating forms. Although course instructors (including adjuncts) are free to include activities as they see fit, primary learning experiences and assessment of these experiences are to remain consistent and are to be addressed by whoever teaches relevant courses. We have also identified key assessments for key assignments. These are immutable.

CPCE and NCE Scores

Overall, our students have performed well on the comprehensive exam (CPCE) and the National Counselor Exam (NCE). Tables 4 and 5 depict pass rates for each of these tests.

Table 4. Pass Rates on the Counselor Preparation Comprehensive Exam, 2013-2015

2013 March	2013 July	2013 Oct.	2014 March	2014 July	2014 Oct.	2015 March	2015 July	2015 Oct. & Nov.
23/27	4/4	17/17	17/17	7/7	16/17	17/17	4/4	16/18
85.2%	100%	100%	100%	100%	94.1%	100%	100%	88.9%

Table 5. Pass Rates on the National Counseling Exam (NCE) 2014-2015

2014 October	2015 April	2015 April
All Students	College Counseling & Student Affairs	School Counseling
10/11	2/2	7/7
90.9%	100%	100%

Based on this data, faculty members decided to modify content in the relevant core courses. This was done by more rigorous design and specification for the assessment of learning standards within the relevant courses. This ensures consistency across instructors, and also provides input to faculty members regarding possible need for changes in pedagogy, course content, and/or curriculum.

Data on Clinical Evaluations

In general, students performed well on evaluations of their clinical performance. Details on this information are included in Appendix A (Clinical Evaluation Data). For each student, administration of the Clinical Evaluation occurs during CLED 602 (Techniques), CLED 604/608 (Practicum) and CLED 672 (Internship). School of Education documentation (data entry) of scores on the Clinical Evaluation has typically been done for pre-service PK-12 school personnel (School Counseling students). Beginning Fall 2014, Clinical Evaluation scores have been documented for all masters' level students.

Based on clinical evaluation data and on increased attention to clinical skill, significant changes were made to the Clinical Evaluation forms beginning Spring 2015. Prior to that semester, we were not adequately assessing clinical skills in a way that assessed the expected skill levels of students in Techniques, Practicum and Internship. Changes to the Clinical Evaluation forms also allow us to assess specialty-specific 2016 CACREP standards.

Student Development and Assessment Plan

Throughout the past year, program faculty members have worked to develop an effective and efficient process for assessing student development in counseling content (SLOs), clinical expertise (Clinical Evaluation) and dispositions. We have revised and refined our assessment of

student dispositions and now include a rating form completed for each student at least annually. Program faculty members use the professional performance indicators (dispositions) to assess all students. Each indicator is rated on a scale of 1 (poor) to 5 (excellent):

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

Program Data (from Surveys)

In addition to assessment of student learning, the School of Education Office of Assessment administers program evaluation surveys on a regular basis. These surveys assess areas of program strengths and weaknesses, thus informing program faculty members of areas in need of improvement. Counselor education faculty members meet to discuss the results of these surveys, and to recommend program changes. Below, the results of these surveys and program improvements based on this data are presented. We present the most recent data on site supervisor evaluation of our masters' counseling program (Table 6), doctoral student evaluation of their advanced practicum site supervisor (Table 7) and alumni survey data for 2014-2015 (Table 8). In the appendices are detailed survey outcomes on masters' level student evaluation of their site supervisors, masters' level exit survey, and alumni employers' feedback on graduate preparedness (Appendices B, C, and D). Due to confidentiality, comments are only included for the alumni employers' feedback survey.

Table 6. Site Supervisor Evaluation of Program (Fall 2015)

N=14	Ex, AA, A*	P, VP*
Item 1: Compared to other Master's degree students from other university counselor education programs that are completing their practicum/internship requirements, Virginia Commonwealth University students' overall educational preparation is	100%	0%
Item 2: Based on your observations, the VCU student's clinical ability is	100%	0%
Item 3: Based on your observations, the VCU student's conceptualization of client or clients is	100%	0%
Item 4: Based on your observations, the VCU student's ethical behavior is	100%	0%
Item 5: Based on your observations, the VCU student's theoretical knowledge is	100%	0%
Item 6: Based on your observations, the VCU student's knowledge and application of research to practice is	92.86%	7.14%
Item 7: Based on your observations, the VCU student's advocacy and leadership in their development as a professional counselor is	100%	0%
Item 8: Based on your observations, the VCU student's administrative skills are	100%	0%
Item 9: Based on your observations, the VCU student's use of different forms of technology in his/her role as a counselor is	91.67%	8.33%
Item 10: Based on your observations, the VCU student's ability to recognize professional limitations and see supervision when appropriate is	100%	0%
Item 11: The supervisor's (your) perception of support from Virginia Commonwealth University Counselor Education program faculty and staff is	100%	0%
Ex=Exceeds Expectations; AA=Above Average; A=Average; P=Poor; VP=Very Poor		

Table 7. Student Evaluation (Doctoral) of Site Supervisor (2013-2015)		
N=9	SA and A*	D and SD*
Item 5a: My supervisor explained his/her role as my supervisor	100%	0%
Item 5b: My supervisor made me feel at ease with the supervisory process	100%	0%
Item 5c: My supervisor gave me feedback about my role as a counselor	100%	0%
Item 5d: My supervisor gave me feedback I could use	100%	0%
Item 5e: My supervisor helped me clarify the major issues that my client brought to the session	100%	0%
Item 5f: My supervisor assisted me in understanding my own feelings about the client and his/her issues	88.89%	11.11%
Item 5g: My supervisor encouraged me to develop a plan for the semester	100%	0%
Item 5h: My supervisor modeled appropriate techniques when necessary	100%	0%
Item 5i: My supervisor demonstrated a professional relationship with administrators, faculty, staff, etc.	100%	0%
Item 5j: My supervisor provided opportunities to experience the professional role	100%	0%
Item 5k: My supervisor provided opportunities to experience the professional role	100%	0%
Item 5l: My supervisor provided one hour per week supervision as required	100%	0%
Item 5m: My supervisor provided appropriate supervision in addition to the one hour a week requirement	100%	0%
Item 6a: My supervisor helped promote my professional identity by encouraging membership in professional organizations	77.78%	22.22%
Item 6b: My supervisor helped promote opportunities for me to meet the course requirements according to the syllabus	100%	0%
Item 6c: My supervisor helped promote legal and ethical practice by discussing and modeling appropriate ethical standards	100%	0%
Item 7a: I felt confident of the counseling skills of my supervisor	100%	0%

Item 7b: I felt my supervisor respected me and was concerned with my professional growth	100%	0%
Item 7c: I felt my supervisor was committed to his/her role as a supervisor	100%	0%
Item 7d: I felt my supervisor motivated and encouraged me	100%	0%
Item 7e: I felt my supervisor served as an appropriate professional role model	100%	0%
Item 7f: I felt supervision sessions allowed for personal and professional growth	100%	0%
Item 7g: I felt my supervisor recognizes his/her own limitations	100%	0%
Item 7h: I felt my supervisor was genuine, congruent, empathic, and honest	100%	0%
Item 7i: I felt my supervisor consistently modeled effective time management and organization skills	100%	0%
Item 8a: My supervisor helped me clarify my own ideas about counseling theory	77.78%	22.22%
Item 8b: My supervisor helped me focus on specific counseling strategies and plans to assist the client	100%	0%
Item 8c: My supervisor helped me gain exposure to diverse populations (e.g., special needs, low SES, underrepresented groups, etc.)	88.89%	11.11%
Item 8d: My supervisor helped me develop techniques to resolve conflict	100%	0%
Item 8e: My supervisor helped me understand the counselor's role in the crisis plan for this site	100%	0%
Item 8f: My supervisor helped me meet with individual students/clients from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	100%	0%
Item 8g: My supervisor helped me find opportunities to offer a variety of classroom guidance lessons, college student development programs, or large group programs	100%	0%
Item 8h: My supervisor helped me find opportunities to offer a variety of counseling or support groups	100%	0%
*SA = Strongly Agree; A = Agree; D=Disagree; SD=Strongly Disagree		

Table 8. Alumni Survey Report 2014-2015

Rate the Program on the Training & Preparation You Received in ...	Positive	Negative
Appreciating the roles and responsibilities of the profession	89%	11%
Understanding professional and ethical standards in your area of expertise	89%	11%
Creating an environment that encourages the academic growth of all students	89%	11%
Creating an environment that encourages the personal growth of all students	100%	0%
Creating an environment that encourages the social growth of all students	78%	22%
Creating an environment that encourages the career growth of all students	89%	11%
Creating an environment where high expectations are held of all students	78%	22%
Creating an environment where diversity is celebrated	100%	0%
Planning programming and/or classroom guidance based on diverse student	78%	22%
Planning counseling based on diverse student needs	100%	0%
Using ethical standards when planning for and delivering services	89%	11%
Using professional standards when planning for and delivering services	89%	11%
Implementing a comprehensive school counseling program or student affairs	78%	22%
Understanding various ways to promote student academic success	78%	22%
Understanding various ways to promote student personal success	78%	22%
Understanding various ways to promote student social success	78%	22%
Understanding various ways to promote student career success	78%	22%
Delivering relevant programming	67%	33%
Using a broad range of counseling strategies for serving diverse student	78%	22%
Selecting technologies, informed by research, to promote learning for all	56%	44%
Integrating technology into your professional work	44%	56%
Using school, community, and related information to plan programs that	78%	22%
Evaluating overall program effectiveness	56%	44%
Assessing student needs	56%	44%
Assessing student academic outcomes	44%	56%
Assessing student personal outcomes	67%	33%
Assessing student social outcomes	56%	44%
Assessing student career outcomes	44%	56%
Using assessment results to inform and adjust practice	56%	44%
Using current research to inform practice	67%	33%
Using critical thinking skills to inform practice	67%	33%
Engaging in reflective practice	100%	0%
Collaborating professionally with colleagues and other relevant individuals	89%	11%
How would you describe the overall professional preparation you received at	100%	11%

Positive = Excellent & Good
 Negative = Fair, Poor, and No Preparation

Based on comments from these surveys, it became clear that a number of masters' level students were interested in completing the coursework required to begin the process of accumulating counseling and supervision hours to become licensed as a professional counselor in Virginia. Although all school counseling students are eligible for their school counseling license as provided by the Commonwealth's Department of Education, licensure as a professional counselor is administered and governed by the Virginia Counseling Board. For this reason, the masters' level counseling program now includes elective courses in Diagnosis, Family Systems, and Addictions. These courses will be required courses in an expanded master's program designed to meet CACREP's deadline for 60-credit hours in all masters' specialty areas.

Based on feedback from graduation exit surveys and alumni surveys, program faculty members are examining ways to improve student experience in the college counseling and student affairs (CCSA) track. The counselor education program is currently reviewing applications for a counselor education position, with an emphasis on CCSA track improvement and more rigorous clinical experience.

Survey data also indicated low mean scores in the use of technology. Based on this, content addressing the use of technology in counseling has been integrated into core and specialty courses. We have also twice offered an elective on the use of technology in counseling.

Program Improvements

Based on the data above, the requirements of the 2016 CACREP standards, and input from an informal School Counseling Advisory Board, counselor education faculty members implemented several major modifications to the program. Many of these are delineated above and in Table 9 below.

In addition to these changes, counselor education faculty members have worked hard to emphasize counselor professional identity across program areas. The emphasis on clinical skills begins early in a student's program of study, continues through practicum and into internship. This emphasis clarifies and accentuates the role of professional PK-12 school counselors and higher education counselors and student affairs professionals. Likewise, doctoral students are exposed to detailed study of the role and responsibilities of counselor educators beginning in their first doctoral seminar and continuing through their doctoral comprehensive exam. This focus on identity includes increased attention on counselors and counselors-in-training as critical consumers of research and evaluation, and the crucial role of evidenced-based counseling practice.

Table 9. Use of Assessment Data for Program Improvement

Date	Evidence Reviewed	Strengths	Weaknesses or Requests	Improvement Plans	Actions Implemented
2012-2013	CPCE scores & student feedback	CPCE mean scores within national averages (confidence intervals)	Desire for courses on special education, career assessment and interpretation	Update curriculum to CACREP 2009	Offered course on special education & counseling (not enough students) Restructured career course
2013-2014	CPCE scores & student feedback	CPCE mean scores within national averages (confidence intervals)	Desire for courses related to LPC eligibility		Hired adjunct with special education experience to teach SC course Cook Lecture focused on special education
8.19.13 Faculty Meeting	Enrollment		Low enrollment in SC post-master's program	Temporarily close CCSA post-masters; Discontinue SC post-masters	
10.3.13 Faculty Meeting	Graduation exit survey		Request for LPC courses	Courses to be developed on Diagnosis, Family Systems & Substance Abuse	Courses sent to CARC April 2013
3.6.14 Faculty Meeting	NCE Scores	All passed; mean scores acceptable			
9.19.14 Faculty Meeting	NCE & CPCE Scores	96% (X) passed Spg 2013 NCE			
12.5.14 Faculty Meeting	CPCE Scores	All passed; mean scores acceptable			
2014-2015	NCE & CPCE Scores	Most passed exams	Inconsistent results in some areas (LIST)	Need to redesign group course	Doctoral group class worked with masters' level group class
					Doctoral group class will continue work with master's level group class through supervision of group leaders (begun Spring 2014)

	Clinical Evaluations & Student Dispositions	Students meet or exceed performance standards			
	Informal Observations			Should plan program of study to place CLED 602 (Techniques) before the Group class	Submitted request to CARC to add CLED 602 as pre or co-requisite to CLED 603 (12/15)
8.18.14 Faculty Meeting	NCE Scores	100% pass			
8.20.15 Faculty Meeting	NCE Scores	10/11 passed Fall admin. (may have included VCU students outside our program)			
8.20.15 Faculty Meeting	CPCE Scores	March 2015 - all passed; July 2015 -- all passed	Some weak areas		
9.3.15 Faculty Meeting	CACREP 2016 standards			Move to a 60-credit hour program; Change specialty name from College Student Development and Counseling (CSDC) to College Counseling and Student Affairs (CCSA); Require SC and CCSA Specialty courses as prerequisites to Practicum	Paperwork sent to CARC 12/15
<p>CARC = Curriculum Review Committee NCE = National Counseling Exam CPCE = Counselor Preparation Comprehensive Examination</p>					

Appendix A

Clinical Evaluation Data

Counselor Education - School Counselor

Spring 2015




Program Assessment Data Report

Produced by VCU School of Education Office of Assessment






 **Monitor progress of semester's course-based assessments**
 MED- Counselor Education - P12

This report details the grading activity on all program course-based assessments for a selected semester.






Semester

-  = number of artifacts submitted (if applicable)
-  = number of students who have NOT been assessed
-  = number of students who have been assessed (Published + Un-Published)
- % = percent of course students who have been assessed

CLED 602 Techniques Continuum_Spring 2015 Revision

				%	
 CLED 602-901	Gerlach	-	0	15	100%
 CLED 602-903	Olds	-	14	0	0%
Total		0	14	15	51.72%

Working with Diverse Populations in Practicum

				%	
 CLED 604-901	Dockery	-	0	6	100%
 CLED 604-903	Taylor	-	0	7	100%
Total		0	0	13	100.00%

CLED604 Clinical Continuum_Spring 2015 Revision

				%	
 CLED 604-901	Dockery	-	0	6	100%
 CLED 604-903	Taylor	-	0	7	100%
Total		0	0	13	100.00%

Working with Diverse Population in Internship

				%	
 CLED 672-903	Alexander	-	3	0	0%
 CLED 672-904	Alexander	-	6	0	0%
 CLED 672-906	Dockery	-	0	1	100%
 CLED 672-907	Dockery	-	0	9	100%
	Total	0	9	10	52.63%

CLED672 - Clinical Continuum_Spring 2015 Revision

				%	
 CLED 672-903	Alexander	-	3	0	0%
 CLED 672-904	Alexander	-	6	0	0%
 CLED 672-906	Dockery	-	0	1	100%
 CLED 672-907	Dockery	-	0	9	100%
	Total	0	9	10	52.63%

Counseling Techniques Continuum
Counselor Education - CLED602
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Section 1: Dispositions									
Openness to new ideas	13	3.923	0.277	0	0	0	1 (7)	12 (92)	0
Flexibility	13	3.846	0.376	0	0	0	2 (15)	11 (84)	0
Cooperativeness with others	13	3.846	0.555	0	0	1 (7)	0	12 (92)	0
Willingness to accept and use feedback	13	3.769	0.599	0	0	1 (7)	1 (7)	11 (84)	0
Awareness of own impact on others	13	3.769	0.599	0	0	1 (7)	1 (7)	11 (84)	0
Ability to deal with conflict	13	3.769	0.439	0	0	0	3 (23)	10 (76)	0
Ability to accept personal responsibility	13	3.769	0.599	0	0	1 (7)	1 (7)	11 (84)	0
Ability to express feelings effectively and appropriately	13	3.769	0.439	0	0	0	3 (23)	10 (76)	0
Attention to ethical and legal considerations	13	2.923	0.277	0	0	1 (7)	12 (92)	0	0
Initiative and motivation	13	3.846	0.376	0	0	0	2 (15)	11 (84)	0
Section 2: Counseling Skills									
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)	13	3	0	0	0	0	13 (100)	0	0
Demonstrates effective encouragers such as “tell me more...”, “hmm”	13	3	0	0	0	0	13 (100)	0	0
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions	13	2.923	0.277	0	0	1 (7)	12 (92)	0	0
Demonstrates effective paraphrasing and reflection of content	13	3	0	0	0	0	13 (100)	0	0
Demonstrates effective reflection of feeling	13	3	0.408	0	0	1 (7)	11 (84)	1 (7)	0
Demonstrates effective summarization	13	3	0	0	0	0	13 (100)	0	0

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Counseling Techniques Continuum
Counselor Education - CLED602
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Demonstrates effective reflection of meaning, including values and core beliefs	13	3	0.408	0	0	1 (7)	11 (84)	1 (7)	0
Demonstrates empathic confrontation encouraging student to recognize inconsistencies	13	2.923	0.277	0	0	1 (7)	12 (92)	0	0
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students	13	3	0	0	0	0	13 (100)	0	0
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard	13	3	0	0	0	0	13 (100)	0	0
Counselor is present, open to student and practices immediacy and concreteness	13	3.077	0.277	0	0	0	12 (92)	1 (7)	0
Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP II 5.D.)	13	2.923	0.277	0	0	1 (7)	12 (92)	0	0
Demonstrates developmentally relevant counseling or intervention plans (CACREP II 5.G.)	13	3	0	0	0	0	13 (100)	0	0
Develops effective measurable outcomes for students (CACREP II 5.H.)	13	2	0	0	0	13 (100)	0	0	0
Demonstrates effective crisis intervention and psychological first aid strategies (CACREP II 5.L.)	13	2.923	0.277	0	0	1 (7)	12 (92)	0	0
Explains the rationale for specific interventions, including theory	13	3	0	0	0	0	13 (100)	0	0

all percentages (%) rounded to nearest integer

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Section I: Dispositions									
Openness to new ideas	12	4.083	0.793	0	0	0	3 (25)	5 (41)	4 (33)
Flexibility	12	4	0.853	0	0	1 (8)	1 (8)	7 (58)	3 (25)
Cooperativeness with others	12	4.25	0.622	0	0	0	1 (8)	7 (58)	4 (33)
Willingness to accept and use feedback	12	4.167	0.718	0	0	0	2 (16)	6 (50)	4 (33)
Awareness of own impact on others	12	3.833	0.937	0	0	1 (8)	3 (25)	5 (41)	3 (25)
Ability to deal with conflict	12	4.083	0.669	0	0	0	2 (16)	7 (58)	3 (25)
Ability to accept personal responsibility	12	3.833	1.267	0	1 (8)	1 (8)	1 (8)	5 (41)	4 (33)
Ability to express feelings effectively and appropriately	12	4.167	0.718	0	0	0	2 (16)	6 (50)	4 (33)
Attention to ethical and legal considerations	12	3.667	0.492	0	0	0	4 (33)	8 (66)	0
Initiative and motivation	12	4.083	0.793	0	0	0	3 (25)	5 (41)	4 (33)
Section II: Counseling Skills									
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)	12	3.75	0.622	0	0	0	4 (33)	7 (58)	1 (8)
Demonstrates effective encouragers such as “tell me more...”, “hmm”	12	3.833	0.389	0	0	0	2 (16)	10 (83)	0
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions	12	3.667	0.651	0	0	1 (8)	2 (16)	9 (75)	0
Demonstrates effective paraphrasing and reflection of content	12	3.75	0.622	0	0	1 (8)	1 (8)	10 (83)	0
Demonstrates effective reflection of feeling	12	3.583	0.515	0	0	0	5 (41)	7 (58)	0
Demonstrates effective summarization	12	3.667	0.492	0	0	0	4 (33)	8 (66)	0

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Demonstrates effective reflection of meaning, including values and core beliefs	12	3.5	0.674	0	0	1 (8)	4 (33)	7 (58)	0
Demonstrates empathic confrontation encouraging student to recognize inconsistencies	12	3.417	0.515	0	0	0	7 (58)	5 (41)	0
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students	12	3.75	0.622	0	0	1 (8)	1 (8)	10 (83)	0
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard	12	3.5	0.905	0	1 (8)	0	3 (25)	8 (66)	0
Counselor is present, open to student and practices immediacy and concreteness	12	4	0.426	0	0	0	1 (8)	10 (83)	1 (8)
Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP II 5.D.)	12	3.583	0.515	0	0	0	5 (41)	7 (58)	0
Demonstrates developmentally relevant counseling or intervention plans (CACREP II 5.G.)	12	3.75	0.622	0	0	1 (8)	1 (8)	10 (83)	0
Develops effective measurable outcomes for students (CACREP II 5.H.)	12	3.167	0.937	0	1 (8)	1 (8)	5 (41)	5 (41)	0
Demonstrates effective crisis intervention and psychological first aid strategies (CACREP II 5.L.)	12	3.083	0.669	0	0	2 (16)	7 (58)	3 (25)	0
Explains the rationale for specific interventions, including theory	12	3.25	0.965	0	1 (8)	1 (8)	4 (33)	6 (50)	0

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Section III: Program Organization, Implementation, Delivery and Assessment									
Effectively designs and evaluates counseling interventions and programs (SC 3.S.)	12	3.25	0.866	0	1 (8)	0	6 (50)	5 (41)	0
Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (SC 3.T.)	12	3.333	0.888	0	1 (8)	0	5 (41)	6 (50)	0
Utilizes interventions to promote academic development (SC 3.U.)	12	3.667	0.651	0	0	1 (8)	2 (16)	9 (75)	0
Utilizes developmentally appropriate career counseling interventions and assessments (SC 3.V.)	12	3.5	0.905	0	1 (8)	0	3 (25)	8 (66)	0
Incorporates techniques of personal/social counseling in school settings (SC 3.W.)	12	3.583	0.669	0	0	1 (8)	3 (25)	8 (66)	0
Utilizes strategies to facilitate school and life transitions (SC 3.X.)	12	3.364	0.505	1	0	0	7 (63)	4 (36)	0
Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement (SC 3.Y.)	12	3.5	0.674	0	0	1 (8)	4 (33)	7 (58)	0
Utilizes approaches to increase promotion and graduation rates (SC 3.Z.)	12	3.364	0.505	1	0	0	7 (63)	4 (36)	0
Incorporates interventions to promote college readiness (SC 3.AA.)	12	3.364	0.505	1	0	0	7 (63)	4 (36)	0
Offers strategies to promote equity in student achievement (SC 3.BB.)	12	3.25	0.622	0	0	1 (8)	7 (58)	4 (33)	0
Collects, analyzes and uses data to guide decision making and advocate for students and programs (SC 3.EE., SC 3.FF.)	12	2.833	0.718	0	1 (8)	1 (8)	9 (75)	1 (8)	0
Demonstrates effective group leadership skills and techniques	12	3.417	0.669	0	0	1 (8)	5 (41)	6 (50)	0
Screens/interviews, plans, arranges, implements, and facilitates groups	12	3.333	0.985	0	1 (8)	1 (8)	3 (25)	7 (58)	0

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.)	12	3.583	0.793	0	0	1 (8)	4 (33)	6 (50)	1 (8)
Understands operation of emergency management plan and the roles and school counselors during crises, disasters, and other trauma-causing events (SC 2.I.)	12	3.083	0.289	0	0	0	11 (91)	1 (8)	0
Understands an effective referral process and knowledge of community resources (SC 2.O.)	12	3.167	0.389	0	0	0	10 (83)	2 (16)	0
Incorporates techniques to foster collaboration and teamwork within schools (SC 3.CC.)	12	3.75	0.452	0	0	0	3 (25)	9 (75)	0
Develops strategies for implementing and coordinating peer intervention programs (SC 3.DD.)	12	3.455	0.522	1	0	0	6 (54)	5 (45)	0
Demonstrates effective classroom management strategies and techniques	12	3.417	0.669	0	0	0	8 (66)	3 (25)	1 (8)
Section IV: Professional Development									
Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	12	3.25	0.452	0	0	0	9 (75)	3 (25)	0
Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (SC 2.P.)	12	3.667	0.492	0	0	0	4 (33)	8 (66)	0
Models and supports the school division's code of conduct at all times.	12	3.667	0.492	0	0	0	4 (33)	8 (66)	0
Uses current literature and research in counseling activities.	12	3.417	0.9	0	1 (8)	0	4 (33)	7 (58)	0

all percentages (%) rounded to nearest integer

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Rubric Row	n	Mean	StdDev	N/A	No N (%)	Yes N (%)			
Working with Diverse Student Populations									
During this clinical experience, has the graduate student worked with or observed pk-12 students with limited English proficiency?	12	0.5	0.522	0	6 (50)	6 (50)			
During this clinical experience, has the graduate student worked with or observed pk-12 students with disabilities?	12	1	0	0	0	12 (100)			
During this clinical experience, has the graduate student worked with or observed pk-12 students who are enrolled in Headstart, Title 1, free or reduced lunch?	12	0.75	0.452	0	3 (25)	9 (75)			
During this clinical experience, has the graduate student worked with or observed pk-12 students who are racially diverse?	12	0.917	0.289	0	1 (8)	11 (91)			

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED672
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Section I: Dispositions									
Openness to new ideas	9	4.889	0.333	0	0	0	0	1 (11)	8 (88)
Flexibility	9	4.889	0.333	0	0	0	0	1 (11)	8 (88)
Cooperativeness with others	9	5	0	0	0	0	0	0	9 (100)
Willingness to accept and use feedback	9	5	0	0	0	0	0	0	9 (100)
Awareness of own impact on others	9	4.889	0.333	0	0	0	0	1 (11)	8 (88)
Ability to deal with conflict	9	4.889	0.333	0	0	0	0	1 (11)	8 (88)
Ability to accept personal responsibility	9	5	0	0	0	0	0	0	9 (100)
Ability to express feelings effectively and appropriately	9	4.778	0.441	0	0	0	0	2 (22)	7 (77)
Attention to ethical and legal considerations	9	4.333	0.5	0	0	0	0	6 (66)	3 (33)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED672
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Initiative and motivation	9	5	0	0	0	0	0	0	9 (100)
Section II: Counseling Skills									
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)	9	5	0	0	0	0	0	0	9 (100)
Demonstrates effective encouragers such as “tell me more...”, “hmm”	9	4.889	0.333	0	0	0	0	1 (11)	8 (88)
Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions	9	4.222	0.441	0	0	0	0	7 (77)	2 (22)
Demonstrates effective paraphrasing and reflection of content	9	4.333	0.5	0	0	0	0	6 (66)	3 (33)
Demonstrates effective reflection of feeling	9	4.444	0.527	0	0	0	0	5 (55)	4 (44)
Demonstrates effective summarization	9	4.222	0.441	0	0	0	0	7 (77)	2 (22)
Demonstrates effective reflection of meaning, including values and core beliefs	9	4.111	0.333	0	0	0	0	8 (88)	1 (11)
Demonstrates empathic confrontation encouraging student to recognize inconsistencies	9	4.222	0.667	0	0	0	1 (11)	5 (55)	3 (33)
Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students	9	4.556	0.527	0	0	0	0	4 (44)	5 (55)
Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard	9	4.889	0.333	0	0	0	0	1 (11)	8 (88)
Counselor is present, open to student and practices immediacy and concreteness	9	4.889	0.333	0	0	0	0	1 (11)	8 (88)
Demonstrates ethnically and culturally relevant strategies for developing helping relationships (CACREP II 5.D.)	9	4.111	0.333	0	0	0	0	8 (88)	1 (11)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED672
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Demonstrates developmentally relevant counseling or intervention plans (CACREP II 5.G.)	9	4.444	0.527	0	0	0	0	5 (55)	4 (44)
Develops effective measurable outcomes for students (CACREP II 5.H.)	9	4	0.5	0	0	0	1 (11)	7 (77)	1 (11)
Demonstrates effective crisis intervention and psychological first aid strategies (CACREP II 5.L.)	9	4.111	0.333	0	0	0	0	8 (88)	1 (11)
Explains the rationale for specific interventions, including theory	9	4.111	0.333	0	0	0	0	8 (88)	1 (11)
Section III: Program Organization, Implementation, Delivery and Assessment									
Effectively designs and evaluates counseling interventions and programs (SC 3.S.)	9	4.111	0.601	0	0	0	1 (11)	6 (66)	2 (22)
Effectively designs core curriculum, develops lesson plans, utilizes classroom management strategies, and offers differentiated instructional strategies (SC 3.T.)	9	4.556	0.527	0	0	0	0	4 (44)	5 (55)
Utilizes interventions to promote academic development (SC 3.U.)	9	4.778	0.441	0	0	0	0	2 (22)	7 (77)
Utilizes developmentally appropriate career counseling interventions and assessments (SC 3.V.)	9	4.556	0.527	0	0	0	0	4 (44)	5 (55)
Incorporates techniques of personal/social counseling in school settings (SC 3.W.)	9	4.778	0.441	0	0	0	0	2 (22)	7 (77)
Utilizes strategies to facilitate school and life transitions (SC 3.X.)	9	4.667	0.5	0	0	0	0	3 (33)	6 (66)
Demonstrates skills of critically examining the connections between social, familial, emotional, and behavior problems and academic achievement (SC 3.Y.)	9	4.556	0.527	0	0	0	0	4 (44)	5 (55)
Utilizes approaches to increase promotion and graduation rates (SC 3.Z.)	9	4.556	0.527	0	0	0	0	4 (44)	5 (55)
Incorporates interventions to promote college readiness (SC 3.AA.)	9	4.111	0.601	0	0	0	1 (11)	6 (66)	2 (22)
Offers strategies to promote equity in student achievement (SC 3.BB.)	9	4.111	0.601	0	0	0	1 (11)	6 (66)	2 (22)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED672
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Collects, analyzes and uses data to guide decision making and advocate for students and programs (SC 3.EE., SC 3.FF.)	9	4	0.5	0	0	0	1 (11)	7 (77)	1 (11)
Demonstrates effective group leadership skills and techniques	9	4	0.5	0	0	0	1 (11)	7 (77)	1 (11)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED672
Spring 2015

Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Screens/interviews, plans, arranges, implements, and facilitates groups	9	4	0.5	0	0	0	1 (11)	7 (77)	1 (11)
Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.)	9	4.444	0.527	0	0	0	0	5 (55)	4 (44)
Understands operation of emergency management plan and the roles and school counselors during crises, disasters, and other trauma-causing events (SC 2.I.)	9	4	0.5	0	0	0	1 (11)	7 (77)	1 (11)
Understands an effective referral process and knowledge of community resources (SC 2.O.)	9	4.222	0.441	0	0	0	0	7 (77)	2 (22)
Incorporates techniques to foster collaboration and teamwork within schools (SC 3.CC.)	9	4.889	0.333	0	0	0	0	1 (11)	8 (88)
Develops strategies for implementing and coordinating peer intervention programs (SC 3.DD.)	9	4.222	0.441	0	0	0	0	7 (77)	2 (22)
Demonstrates effective classroom management strategies and techniques	9	4.222	0.441	0	0	0	0	7 (77)	2 (22)
Section IV: Professional Development									
Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	9	4.667	0.5	0	0	0	0	3 (33)	6 (66)
Attends and/or participates in professional development opportunities such as conferences, workshops, etc. (SC 2.P.)	9	4.778	0.441	0	0	0	0	2 (22)	7 (77)
Models and supports the school division's code of conduct at all times.	9	4.667	0.5	0	0	0	0	3 (33)	6 (66)
Uses current literature and research in counseling activities.	9	4.444	0.527	0	0	0	0	5 (55)	4 (44)

all percentages (%) rounded to nearest integer

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Counselor Education - School Counselor

Fall 2014

Program Assessment Data Report

Produced by VCU School of Education Office of Assessment

Clinical Evaluation Continuum
Counselor Education - CLED672
Spring 2015




Rubric Row	n	Mean	StdDev	N/A	Not Met	Minimal	Adequate	Very Good	Target
					N (%)	N (%)	N (%)	N (%)	N (%)
Rubric Row	n	Mean	StdDev	N/A	No N (%)	Yes N (%)			
Working with Diverse Student Populations									
During this clinical experience, has the graduate student worked with or observed pk-12 students with limited English proficiency?	9	1	0	0	0	9 (100)			
During this clinical experience, has the graduate student worked with or observed pk-12 students with disabilities?	9	1	0	0	0	9 (100)			
During this clinical experience, has the graduate student worked with or observed pk-12 students who are enrolled in Headstart, Title 1, free or reduced lunch?	9	1	0	0	0	9 (100)			
During this clinical experience, has the graduate student worked with or observed pk-12 students who are racially diverse?	9	1	0	0	0	9 (100)			

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

 **Monitor progress of semester's course-based assessments**
 MED- Counselor Education - P12

This report details the grading activity on all program course-based assessments for a selected semester.


Semester

-  = number of artifacts submitted (if applicable)
-  = number of students who have NOT been assessed
-  = number of students who have been assessed (Published + Un-Published)
- % = percent of course students who have been assessed

CLED 602 Dispositions Evaluation

 CLED 602-902					%
	Dockery	-	0	11	100%
	Total	0	0	11	100.00%

CLED 602 Counseling Skills Assessment

 CLED 602-902					%
	Dockery	-	0	11	100%
	Total	0	0	11	100.00%




Practicum Clinical Evaluation Continuum




 CLED 604-901					%
 CLED 604-902	Turner	-	0	4	100%
 CLED 604-903	Gerlach	-	0	5	100%
	Dockery	-	0	6	100%
	Total	0	0	15	100.00%

Working with Diverse Populations in Practicum



			%
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Working with Diverse Populations in Practicum

-  CLED 604-901
-  CLED 604-902
-  CLED 604-903



				%
Turner	-	0	4	100%
Gerlach	-	0	5	100%
Dockery	-	1	5	83%
Total	0	1	14	93.33%




672US - Internship Clinical Evaluation Continuum_U

-  CLED 672-001
-  CLED 672-901

				%
Allen	-	0	11	100%
Leone	-	0	8	100%
Total	0	0	19	100.00%

Working with Diverse Population in Internship

-  CLED 672-001
-  CLED 672-901

				%
Allen	-	0	11	100%
Leone	-	0	8	100%
Total	0	0	19	100.00%

Dispositions,
Counselor Education - CLED602
Fall 2014

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
Demonstrates optimism and a positive attitude	4	1.75	0.5	0	0	1 (25)	3 (75)	0
Seeks out, responds appropriately, and integrates feedback	4	1.75	0.5	0	0	1 (25)	3 (75)	0
Adheres to professional codes of ethics	4	1.5	0.577	0	0	2 (50)	2 (50)	0
Demonstrates honesty and integrity	4	1.5	0.577	0	0	2 (50)	2 (50)	0
Accepts responsibility	4	1.75	0.5	0	0	1 (25)	3 (75)	0
Demonstrates initiative	4	1.75	0.5	0	0	1 (25)	3 (75)	0
Practices wellness	4	1.25	0.5	0	0	3 (75)	1 (25)	0
Exhibits flexibility	4	1.75	0.5	0	0	1 (25)	3 (75)	0
Advocates for self and others	4	1.5	0.577	0	0	2 (50)	2 (50)	0
Exhibits professionalism	4	2	0	0	0	0	4 (100)	0
Demonstrates empathy, a nonjudgmental attitude and a sincere interest in the welfare of others	4	2	0	0	0	0	4 (100)	0
Exhibits authenticity, warmth, and appropriate interpersonal skills	4	1.5	0.577	0	0	2 (50)	2 (50)	0
Exhibits humor, when appropriate	4	1.5	0.577	0	0	2 (50)	2 (50)	0
Maintains appropriate boundaries	4	1.5	0.577	0	0	2 (50)	2 (50)	0
Manages conflict effectively	4	1.5	0.577	0	0	2 (50)	2 (50)	0
Exhibits maturity	4	1.75	0.5	0	0	1 (25)	3 (75)	0
Open to self-examination	4	1.5	0.577	0	0	2 (50)	2 (50)	0
Capable of handling stress	4	1.25	0.5	0	0	3 (75)	1 (25)	0

all percentages (%) rounded to nearest integer

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

**Counseling Skills Assessment
Counselor Education - CLED602
Fall 2014**

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
Demonstrates basic counseling skills appropriately (e.g., active listening, reflecting, summarizing, paraphrasing, appropriate use of open/closed questions)	4	1	0	0	0	4 (100)	0	0
Demonstrates advanced skills appropriately (e.g., humor, self-disclosure, confrontation, interpretation)	4	1	0	0	0	4 (100)	0	0
Explains the rationale for specific interventions (including use of theory)	4	1	0	0	0	4 (100)	0	0
Develops rapport by communicating interest in and acceptance clients	4	1	0	0	0	4 (100)	0	0
Demonstrates awareness of own personal issues and their potential impact on the counseling relationship (defensiveness/counter-transference)	4	1	0	0	0	4 (100)	0	0
Recognizes own skills, competencies, and need for growth	4	1	0	0	0	4 (100)	0	0
Reflects on one's impact on others	4	1.75	0.5	0	0	1 (25)	3 (75)	0
Selects and uses a variety of interventions to facilitate academic, career, and social/emotional growth and/or success	4	1	0	0	0	4 (100)	0	0
Demonstrates an understanding of diversity issues (e.g., race, ethnicity, class, gender, sexual orientation, religion, language, and disability)	4	1	0	0	0	4 (100)	0	0
Addresses and challenges personal biases	4	1	0	0	0	4 (100)	0	0

all percentages (%) rounded to nearest integer

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Fall 2014

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
Demonstrates optimism and a positive attitude	15	2.667	0.488	0	0	0	5 (33)	10 (66)
Seeks out, responds appropriately, and integrates feedback	15	2.333	0.617	0	0	1 (6)	8 (53)	6 (40)
Adheres to professional codes of ethics	15	2.267	0.458	0	0	0	11 (73)	4 (26)
Demonstrates honesty and integrity	15	2.6	0.507	0	0	0	6 (40)	9 (60)
Accepts responsibility	15	2.4	0.632	0	0	1 (6)	7 (46)	7 (46)
Demonstrates initiative	15	2.4	0.632	0	0	1 (6)	7 (46)	7 (46)
Practices wellness	15	2.067	0.258	0	0	0	14 (93)	1 (6)
Exhibits flexibility	15	2.533	0.516	0	0	0	7 (46)	8 (53)
Advocates for self and others	15	2.067	0.458	0	0	1 (6)	12 (80)	2 (13)
Exhibits professionalism	15	2.6	0.632	0	0	1 (6)	4 (26)	10 (66)
Demonstrates empathy, a nonjudgmental attitude and a sincere interest in the welfare of others	15	2.6	0.507	0	0	0	6 (40)	9 (60)
Exhibits authenticity, warmth, and appropriate interpersonal skills	15	2.533	0.516	0	0	0	7 (46)	8 (53)
Exhibits humor, when appropriate	15	2.4	0.507	0	0	0	9 (60)	6 (40)
Maintains appropriate boundaries	15	2.4	0.507	0	0	0	9 (60)	6 (40)
Manages conflict effectively	15	2.4	0.507	0	0	0	9 (60)	6 (40)
Exhibits maturity	15	2.467	0.64	0	0	1 (6)	6 (40)	8 (53)
Open to self-examination	15	2.267	0.704	0	0	2 (13)	7 (46)	6 (40)
Capable of handling stress	15	2.133	0.352	0	0	0	13 (86)	2 (13)
Demonstrates basic counseling skills appropriately (e.g., active listening, reflecting, summarizing, paraphrasing, appropriate use of open/closed questions)	15	2.6	0.632	0	0	1 (6)	4 (26)	10 (66)
Demonstrates advanced skills appropriately (e.g., humor, self-disclosure, confrontation, interpretation)	15	1.733	0.458	0	0	4 (26)	11 (73)	0
Explains the rationale for specific interventions(including use of theory)	15	2.067	0.258	0	0	0	14 (93)	1 (6)
Develops rapport by communicating interest in and acceptance clients	15	2.333	0.488	0	0	0	10 (66)	5 (33)
Demonstrates awareness of own personal issues and their potential impact on the counseling relationship (defensiveness/counter-transference)	15	1.933	0.458	0	0	2 (13)	12 (80)	1 (6)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Fall 2014

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
Recognizes own skills, competencies, and need for growth	15	2	0.535	0	0	2 (13)	11 (73)	2 (13)
Reflects on one's impact on others	15	2.267	0.799	0	0	3 (20)	5 (33)	7 (46)
Selects and uses a variety of interventions to facilitate academic, career, and social/emotional growth and/or success	15	2.067	0.458	0	0	1 (6)	12 (80)	2 (13)
Demonstrates an understanding of diversity issues (e.g., race, ethnicity, class, gender, sexual orientation, religion, language, and disability)	15	2	0	0	0	0	15 (100)	0
Addresses and challenges personal biases	15	2	0.535	0	0	2 (13)	11 (73)	2 (13)
Participates in planning, organizing, and delivery of the school counseling program	15	2.267	0.594	0	0	1 (6)	9 (60)	5 (33)
Collects and analyzes data to guide program decision making	15	1.933	0.258	0	0	1 (6)	14 (93)	0
Facilitates the career development of students (assists students in self-awareness and exploration and is able to use career assessments and educational plans)	15	1.8	0.561	0	0	4 (26)	10 (66)	1 (6)
Demonstrates effective group leadership skills and techniques	15	1.933	0.458	0	0	2 (13)	12 (80)	1 (6)
Provides crisis counseling (prevention, intervention, and follow up counseling)	15	1.8	0.561	0	0	4 (26)	10 (66)	1 (6)
Facilitates effective classroom guidance sessions and manages the classroom appropriately	15	2	0.535	0	0	2 (13)	11 (73)	2 (13)
Demonstrates the ability to assess student needs	15	1.933	0.258	0	0	1 (6)	14 (93)	0
Interprets assessment data and student information (i.e. cumulative folder information)	15	1.867	0.352	0	0	2 (13)	13 (86)	0
Expresses self in a clear, concise and appropriate manner in oral, written, and electronic communication	15	2.4	0.632	0	0	1 (6)	7 (46)	7 (46)
Initiates and maintains open and accurate communication with site supervisor, students, parents, and staff	15	2.4	0.632	0	0	1 (6)	7 (46)	7 (46)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Fall 2014

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
Effectively uses appropriate technology as a management, evaluation, and counseling tool	15	2.267	0.458	0	0	0	11 (73)	4 (26)
Monitors assigned students on a regular basis and intervenes appropriately and in a timely manner as they progress	15	2.133	0.352	0	0	0	13 (86)	2 (13)
Conducts a program audit	15	1	0	0	0	15 (100)	0	0
Screens/interviews, plans, arranges, implements, and facilitates groups	15	2	0.378	0	0	1 (6)	13 (86)	1 (6)
Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.)	15	1.933	0.258	0	0	1 (6)	14 (93)	0
Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events	15	2.067	0.258	0	0	0	14 (93)	1 (6)
Demonstrates knowledge of testing and interpretation of general student information	15	1.933	0.258	0	0	1 (6)	14 (93)	0
Consults with other professionals in the development of staff training, family support, and community initiatives that address student needs	15	2	0.378	0	0	1 (6)	13 (86)	1 (6)
Understands an effective referral process and knowledge of community resources	15	1.933	0.258	0	0	1 (6)	14 (93)	0
Understands and/or participates in the child study/eligibility process	15	2.133	0.352	0	0	0	13 (86)	2 (13)
Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	15	2.267	0.458	0	0	0	11 (73)	4 (26)
Models and supports the school division's code of conduct at all times	15	2.467	0.516	0	0	0	8 (53)	7 (46)
Joins at least one professional organization	15	2.667	0.617	0	0	1 (6)	3 (20)	11 (73)
Attends and/or participates in professional development opportunities such as conferences, workshops, etc	15	2.667	0.617	0	0	1 (6)	3 (20)	11 (73)
Uses current literature in counseling activities	15	2.333	0.488	0	0	0	10 (66)	5 (33)

all percentages (%) rounded to nearest integer

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education - CLED604
Fall 2014

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)

Rubric Row	n	Mean	StdDev	N/A	No	Yes
					N (%)	N (%)
During this clinical experience, has the graduate student worked with or observed pk-12 students with limited English proficiency?	14	0.714	0.469	0	4 (28)	10 (71)
During this clinical experience, has the graduate student worked with or observed pk-12 students with disabilities?	14	1	0	0	0	14 (100)
During this clinical experience, has the graduate student worked with or observed pk-12 students who are enrolled in Headstart, Title 1, free or reduced lunch?	14	0.857	0.363	0	2 (14)	12 (85)
During this clinical experience, has the graduate student worked with or observed pk-12 students who are racially diverse?	14	0.929	0.267	0	1 (7)	13 (92)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education/School Counselor - CLED672
Fall 2014

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
Demonstrates optimism and a positive attitude	19	2.895	0.315	0	0	0	2 (10)	17 (89)
Seeks out, responds appropriately, and integrates feedback	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Adheres to professional codes of ethics	19	3	0	0	0	0	0	19 (100)
Demonstrates honesty and integrity	19	3	0	0	0	0	0	19 (100)
Accepts responsibility	19	3	0	0	0	0	0	19 (100)
Demonstrates initiative	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Practices wellness	19	2.684	0.478	0	0	0	6 (31)	13 (68)
Exhibits flexibility	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Advocates for self and others	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Exhibits professionalism	19	3	0	0	0	0	0	19 (100)
Demonstrates empathy, a nonjudgmental attitude and a sincere interest in the welfare of others	19	3	0	0	0	0	0	19 (100)
Exhibits authenticity, warmth, and appropriate interpersonal skills	19	3	0	0	0	0	0	19 (100)
Exhibits humor, when appropriate	19	2.789	0.419	0	0	0	4 (21)	15 (78)
Maintains appropriate boundaries	19	3	0	0	0	0	0	19 (100)
Manages conflict effectively	19	2.789	0.419	0	0	0	4 (21)	15 (78)
Exhibits maturity	19	3	0	0	0	0	0	19 (100)
Open to self-examination	19	2.842	0.375	0	0	0	3 (15)	16 (84)
Capable of handling stress	19	2.737	0.452	0	0	0	5 (26)	14 (73)
Demonstrates basic counseling skills appropriately (e.g., active listening, reflecting, summarizing, paraphrasing, appropriate use of open/closed questions)	19	3	0	0	0	0	0	19 (100)
Demonstrates advanced skills appropriately (e.g., humor, self-disclosure, confrontation, interpretation)	19	3	0	0	0	0	0	19 (100)
Explains the rationale for specific interventions(including use of theory)	19	3	0	0	0	0	0	19 (100)
Develops rapport by communicating interest in and acceptance clients	19	3	0	0	0	0	0	19 (100)
Demonstrates awareness of own personal issues and their potential impact on the counseling relationship (defensiveness/counter-transference)	19	2.895	0.315	0	0	0	2 (10)	17 (89)
Recognizes own skills, competencies, and need for growth	19	2.947	0.229	0	0	0	1 (5)	18 (94)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education/School Counselor - CLED672
Fall 2014

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
Reflects on one's impact on others	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Selects and uses a variety of interventions to facilitate academic, career, and social/emotional growth and/or success	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Demonstrates an understanding of diversity issues (e.g., race, ethnicity, class, gender, sexual orientation, religion, language, and disability)	19	2.737	0.452	0	0	0	5 (26)	14 (73)
Addresses and challenges personal biases	19	3	0	0	0	0	0	19 (100)
Participates in planning, organizing, and delivery of the school counseling program	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Collects and analyzes data to guide program decision making	19	2.368	0.496	0	0	0	12 (63)	7 (36)
Facilitates the career development of students (assists students in self-awareness and exploration and is able to use career assessments and educational plans)	19	2.579	0.607	0	0	1 (5)	6 (31)	12 (63)
Demonstrates effective group leadership skills and techniques	19	2.895	0.315	0	0	0	2 (10)	17 (89)
Provides crisis counseling (prevention, intervention, and follow up counseling)	19	2.316	0.478	0	0	0	13 (68)	6 (31)
Facilitates effective classroom guidance sessions and manages the classroom appropriately	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Demonstrates the ability to assess student needs	19	3	0	0	0	0	0	19 (100)
Interprets assessment data and student information (i.e. cumulative folder information)	19	2.316	0.478	0	0	0	13 (68)	6 (31)
Expresses self in a clear, concise and appropriate manner in oral, written, and electronic communication	19	2.895	0.315	0	0	0	2 (10)	17 (89)
Initiates and maintains open and accurate communication with site supervisor, students, parents, and staff	19	2.895	0.315	0	0	0	2 (10)	17 (89)

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Clinical Evaluation Continuum
Counselor Education/School Counselor - CLED672
Fall 2014

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
Effectively uses appropriate technology as a management, evaluation, and counseling tool	19	2.895	0.315	0	0	0	2 (10)	17 (89)
Monitors assigned students on a regular basis and intervenes appropriately and in a timely manner as they progress	19	3	0	0	0	0	0	19 (100)
Conducts a program audit	19	2.895	0.315	0	0	0	2 (10)	17 (89)
Screens/interviews, plans, arranges, implements, and facilitates groups	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Develops plans to address identified needs in the appropriate manner (individual, small group, classroom, coordination, consultation, referrals, etc.)	19	2.947	0.229	0	0	0	1 (5)	18 (94)
Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events	19	2.316	0.478	0	0	0	13 (68)	6 (31)
Demonstrates knowledge of testing and interpretation of general student information	19	2.368	0.496	0	0	0	12 (63)	7 (36)
Consults with other professionals in the development of staff training, family support, and community initiatives that address student needs	19	3	0	0	0	0	0	19 (100)
Understands an effective referral process and knowledge of community resources	19	3	0	0	0	0	0	19 (100)
Understands and/or participates in the child study/eligibility process	19	2.474	0.513	0	0	0	10 (52)	9 (47)
Familiar with the school division policy manual and applies this knowledge in dealing with students, colleagues, and parents	19	2.474	0.513	0	0	0	10 (52)	9 (47)
Models and supports the school division's code of conduct at all times	19	3	0	0	0	0	0	19 (100)
Joins at least one professional organization	19	3	0	0	0	0	0	19 (100)
Attends and/or participates in professional development opportunities such as conferences, workshops, etc	19	3	0	0	0	0	0	19 (100)
Uses current literature in counseling activities	19	2.947	0.229	0	0	0	1 (5)	18 (94)

all percentages (%) rounded to nearest integer

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

**Clinical Evaluation Continuum
Counselor Education/School Counselor - CLED672
Fall 2014**

Rubric Row	n	Mean	StdDev	N/A	U	B/A	E	P
					N (%)	N (%)	N (%)	N (%)
					No	Yes		
Rubric Row	n	Mean	StdDev	N/A	N (%)	N (%)		
During this clinical experience, has the graduate student worked with or observed pk-12 students with limited English proficiency?	19	1	0	0	0	19 (100)		
During this clinical experience, has the graduate student worked with or observed pk-12 students with disabilities?	19	1	0	0	0	19 (100)		
During this clinical experience, has the graduate student worked with or observed pk-12 students who are enrolled in Headstart, Title 1, free or reduced lunch?	19	1	0	0	0	19 (100)		
During this clinical experience, has the graduate student worked with or observed pk-12 students who are racially diverse?	19	1	0	0	0	19 (100)		

P=Proficient(3), E=Effective(2), B/A=Beginning/Acceptable(1), U=Unacceptable(0), NOTO=No Opportunity To Observe

Appendix B

Student Evaluation (Masters') of Site Supervisor Data

**Supervisee Evaluation of Supervisor
Counselor Education - All Placements
2014-2015**

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
Explained his/her role as my supervisor	57	3.456	0.7336	2	4%	2	4%	21	37%	32	56%	0	0%
Made me feel at ease with the supervisory process	57	3.702	0.7311	3	5%	0	0%	8	14%	46	81%	0	0%
Gave me feedback about my role as a counselor	57	3.719	0.6197	1	2%	2	4%	9	16%	45	79%	0	0%
Gave me feedback I could use	57	3.772	0.5675	1	2%	1	2%	8	14%	47	82%	0	0%
Helped me clarify the major issues that my client brought to the session	57	3.544	0.7089	1	2%	4	7%	15	26%	37	65%	0	0%
Assisted me in understanding my own feelings about the client and his/her issues	57	3.304	0.8722	3	5%	6	11%	18	32%	29	51%	1	2%
Encouraged me to develop a plan for the semester	57	3.545	0.7154	1	2%	4	7%	14	25%	36	63%	2	4%
Modeled appropriate techniques when necessary	57	3.632	0.6162	1	2%	1	2%	16	28%	39	68%	0	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	57	3.825	0.5044	1	2%	0	0%	7	12%	49	0%	0	0%
Provided opportunities to experience the professional role	57	3.789	0.5897	1	2%	2	4%	5	9%	49	86%	0	0%
Provided one hour per week supervision as required	57	3.702	0.6258	1	2%	2	4%	10	18%	44	77%	0	0%
Provided appropriate supervision in addition to the one hour a week requirement	57	3.561	0.7796	2	4%	4	7%	11	19%	40	70%	0	0%
My Supervisor helped promote...													
My professional identity by encouraging membership in professional organizations	57	3.34	0.7581	1	2%	6	11%	20	35%	26	46%	4	7%
Opportunities for me to meet the course requirements according to the syllabus	57	3.737	0.5833	1	2%	1	2%	10	18%	45	79%	0	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	57	3.759	0.6123	1	2%	2	4%	6	11%	45	79%	3	5%
I felt...													
Confident of the counseling skills of my supervisor	57	3.75	0.58	1	2%	1	2%	9	16%	45	79%	1	2%
My supervisor respected me and was concerned with my professional growth	57	3.807	0.549	1	2%	1	2%	6	11%	49	86%	0	0%
My supervisor was committed to his/her role as a supervisor	57	3.667	0.6637	1	2%	3	5%	10	18%	43	75%	0	0%
My supervisor motivated and encouraged me	57	3.684	0.6855	2	4%	1	2%	10	18%	44	77%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

**Supervisee Evaluation of Supervisor
Counselor Education - All Placements
2014-2015**

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
My supervisor served as an appropriate professional role model	57	3.764	0.5762	1	2%	1	2%	8	14%	45	79%	2	4%
Supervision sessions allowed for personal and professional growth	57	3.684	0.6313	1	2%	2	4%	11	19%	43	75%	0	0%
My supervisor recognizes his/her own limitations	57	3.704	0.6333	1	2%	2	4%	9	16%	42	74%	3	5%
My supervisor was genuine, congruent, empathic, and honest	57	3.768	0.5718	1	2%	1	2%	8	14%	46	81%	1	2%
My supervisor consistently modeled effective time management and organization skills	57	3.561	0.7324	1	2%	5	9%	12	21%	39	68%	0	0%
My Supervisor helped me...													
Clarify my own ideas about counseling theory	55	3.196	0.7751	2	4%	5	9%	25	45%	19	35%	4	7%
Focus on specific counseling strategies and plans to assist the client	56	3.37	0.8079	2	4%	5	9%	18	32%	29	52%	2	4%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	56	3.691	0.6631	1	2%	3	5%	8	14%	43	77%	1	2%
Develop techniques to resolve conflict	56	3.431	0.7812	2	4%	3	5%	17	30%	29	52%	5	9%
Understand the counselors role in the Crisis Plan for this site	56	3.423	0.7758	1	2%	6	11%	15	27%	30	54%	4	7%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	56	3.696	0.5695	1	2%	0	0%	14	25%	41	73%	0	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	56	3.655	0.6727	1	2%	3	5%	10	18%	41	73%	1	2%
Find opportunities to offer a variety of counseling or support groups	56	3.547	0.6952	1	2%	3	5%	15	27%	34	61%	3	5%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

Supervisee Evaluation of Supervisor
Counselor Education - CCSA - Practicum
2014-2015

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
Explained his/her role as my supervisor	5	3.4	0.5477	0	0%	0	0%	3	60%	2	40%	0	0%
Made me feel at ease with the supervisory process	5	3.4	0.5477	0	0%	0	0%	3	60%	2	40%	0	0%
Gave me feedback about my role as a counselor	5	3.8	0.4472	0	0%	0	0%	1	20%	4	80%	0	0%
Gave me feedback I could use	5	4	0	0	0%	0	0%	0	0%	5	100%	0	0%
Helped me clarify the major issues that my client brought to the session	5	3	0.7071	0	0%	1	20%	3	60%	1	20%	0	0%
Assisted me in understanding my own feelings about the client and his/her issues	5	2.8	0.8367	0	0%	2	40%	2	40%	1	20%	0	0%
Encouraged me to develop a plan for the semester	5	3.5	0.5774	0	0%	0	0%	2	40%	2	40%	1	20%
Modeled appropriate techniques when necessary	5	3.4	0.5477	0	0%	0	0%	3	60%	2	40%	0	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	5	3.8	0.4472	0	0%	0	0%	1	20%	4	0%	0	0%
Provided opportunities to experience the professional role	5	4	0	0	0%	0	0%	0	0%	5	100%	0	0%
Provided one hour per week supervision as required	5	3.8	0.4472	0	0%	0	0%	1	20%	4	80%	0	0%
Provided appropriate supervision in addition to the one hour a week requirement	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My Supervisor helped promote...													
My professional identity by encouraging membership in professional organizations	5	3.2	0.8367	0	0%	1	20%	2	40%	2	40%	0	0%
Opportunities for me to meet the course requirements according to the syllabus	5	4	0	0	0%	0	0%	0	0%	5	100%	0	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	5	3.75	0.5	0	0%	0	0%	1	20%	3	60%	1	20%
I felt...													
Confident of the counseling skills of my supervisor	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor respected me and was concerned with my professional growth	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor was committed to his/her role as a supervisor	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor motivated and encouraged me	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

**Supervisee Evaluation of Supervisor
Counselor Education - CCSA - Practicum
2014-2015**

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
My supervisor served as an appropriate professional role model	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
Supervision sessions allowed for personal and professional growth	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor recognizes his/her own limitations	5	3.4	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor was genuine, congruent, empathic, and honest	5	3.8	0.4472	0	0%	0	0%	1	20%	4	80%	0	0%
My supervisor consistently modeled effective time management and organization skills	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My Supervisor helped me...													
Clarify my own ideas about counseling theory	5	3	0.8165	0	0%	1	20%	2	40%	1	20%	1	20%
Focus on specific counseling strategies and plans to assist the client	5	3.2	0.8367	0	0%	1	20%	2	40%	2	40%	0	0%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	5	3	1.1547	0	0%	2	40%	0	0%	2	40%	1	20%
Develop techniques to resolve conflict	5	3	1	0	0%	1	20%	1	20%	1	20%	2	40%
Understand the counselors role in the Crisis Plan for this site	5	3.2	0.8367	0	0%	1	20%	2	40%	2	40%	0	0%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	5	3.4	0.5477	0	0%	0	0%	3	60%	2	40%	0	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	5	4	0	0	0%	0	0%	0	0%	5	100%	0	0%
Find opportunities to offer a variety of counseling or support groups	5	3.8	0.4472	0	0%	0	0%	1	20%	4	80%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

Supervisee Evaluation of Supervisor
Counselor Education - CCSA - Practicum
2014-2015

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
Explained his/her role as my supervisor	5	3.4	0.5477	0	0%	0	0%	3	60%	2	40%	0	0%
Made me feel at ease with the supervisory process	5	3.4	0.5477	0	0%	0	0%	3	60%	2	40%	0	0%
Gave me feedback about my role as a counselor	5	3.8	0.4472	0	0%	0	0%	1	20%	4	80%	0	0%
Gave me feedback I could use	5	4	0	0	0%	0	0%	0	0%	5	100%	0	0%
Helped me clarify the major issues that my client brought to the session	5	3	0.7071	0	0%	1	20%	3	60%	1	20%	0	0%
Assisted me in understanding my own feelings about the client and his/her issues	5	2.8	0.8367	0	0%	2	40%	2	40%	1	20%	0	0%
Encouraged me to develop a plan for the semester	5	3.5	0.5774	0	0%	0	0%	2	40%	2	40%	1	20%
Modeled appropriate techniques when necessary	5	3.4	0.5477	0	0%	0	0%	3	60%	2	40%	0	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	5	3.8	0.4472	0	0%	0	0%	1	20%	4	0%	0	0%
Provided opportunities to experience the professional role	5	4	0	0	0%	0	0%	0	0%	5	100%	0	0%
Provided one hour per week supervision as required	5	3.8	0.4472	0	0%	0	0%	1	20%	4	80%	0	0%
Provided appropriate supervision in addition to the one hour a week requirement	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My Supervisor helped promote...													
My professional identity by encouraging membership in professional organizations	5	3.2	0.8367	0	0%	1	20%	2	40%	2	40%	0	0%
Opportunities for me to meet the course requirements according to the syllabus	5	4	0	0	0%	0	0%	0	0%	5	100%	0	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	5	3.75	0.5	0	0%	0	0%	1	20%	3	60%	1	20%
I felt...													
Confident of the counseling skills of my supervisor	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor respected me and was concerned with my professional growth	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor was committed to his/her role as a supervisor	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor motivated and encouraged me	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

Supervisee Evaluation of Supervisor
Counselor Education - CCSA - Practicum
2014-2015

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
My supervisor served as an appropriate professional role model	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
Supervision sessions allowed for personal and professional growth	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor recognizes his/her own limitations	5	3.4	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My supervisor was genuine, congruent, empathic, and honest	5	3.8	0.4472	0	0%	0	0%	1	20%	4	80%	0	0%
My supervisor consistently modeled effective time management and organization skills	5	3.6	0.5477	0	0%	0	0%	2	40%	3	60%	0	0%
My Supervisor helped me...													
Clarify my own ideas about counseling theory	5	3	0.8165	0	0%	1	20%	2	40%	1	20%	1	20%
Focus on specific counseling strategies and plans to assist the client	5	3.2	0.8367	0	0%	1	20%	2	40%	2	40%	0	0%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	5	3	1.1547	0	0%	2	40%	0	0%	2	40%	1	20%
Develop techniques to resolve conflict	5	3	1	0	0%	1	20%	1	20%	1	20%	2	40%
Understand the counselors role in the Crisis Plan for this site	5	3.2	0.8367	0	0%	1	20%	2	40%	2	40%	0	0%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	5	3.4	0.5477	0	0%	0	0%	3	60%	2	40%	0	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	5	4	0	0	0%	0	0%	0	0%	5	100%	0	0%
Find opportunities to offer a variety of counseling or support groups	5	3.8	0.4472	0	0%	0	0%	1	20%	4	80%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

Supervisee Evaluation of Supervisor
Counselor Education - CCSA - Internship
2014-2015

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
				Explained his/her role as my supervisor	7	3.429	0.5345	0	0%	0	0%	4	57%
Made me feel at ease with the supervisory process	7	3.857	0.378	0	0%	0	0%	1	14%	6	86%	0	0%
Gave me feedback about my role as a counselor	7	3.857	0.378	0	0%	0	0%	1	14%	6	86%	0	0%
Gave me feedback I could use	7	3.714	0.488	0	0%	0	0%	2	29%	5	71%	0	0%
Helped me clarify the major issues that my client brought to the session	7	3.429	0.7868	0	0%	1	14%	2	29%	4	57%	0	0%
Assisted me in understanding my own feelings about the client and his/her issues	7	2.857	1.069	1	14%	1	14%	3	43%	2	29%	0	0%
Encouraged me to develop a plan for the semester	7	3.833	0.4082	0	0%	0	0%	1	14%	5	71%	1	14%
Modeled appropriate techniques when necessary	7	3.571	0.5345	0	0%	0	0%	3	43%	4	57%	0	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	7	3.714	0.488	0	0%	0	0%	2	29%	5	0%	0	0%
Provided opportunities to experience the professional role	7	3.857	0.378	0	0%	0	0%	1	14%	6	86%	0	0%
Provided one hour per week supervision as required	7	3.571	0.5345	0	0%	0	0%	3	43%	4	57%	0	0%
Provided appropriate supervision in addition to the one hour a week requirement	7	3.286	0.9512	0	0%	2	29%	1	14%	4	57%	0	0%
My Supervisor helped promote...													
My professional identity by encouraging membership in professional organizations	7	3.2	1.0954	0	0%	2	29%	0	0%	3	43%	2	29%
Opportunities for me to meet the course requirements according to the syllabus	7	3.571	0.5345	0	0%	0	0%	3	43%	4	57%	0	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	7	3.333	1.0328	0	0%	2	29%	0	0%	4	57%	1	14%
I felt...													
Confident of the counseling skills of my supervisor	7	3.833	0.4082	0	0%	0	0%	1	14%	5	71%	1	14%
My supervisor respected me and was concerned with my professional growth	7	3.857	0.378	0	0%	0	0%	1	14%	6	86%	0	0%
My supervisor was committed to his/her role as a supervisor	7	3.571	0.5345	0	0%	0	0%	3	43%	4	57%	0	0%
My supervisor motivated and encouraged me	7	3.571	0.5345	0	0%	0	0%	3	43%	4	57%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

Supervisee Evaluation of Supervisor
Counselor Education - CCSA - Internship
2014-2015

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
My supervisor served as an appropriate professional role model	7	3.8	0.4472	0	0%	0	0%	1	14%	4	57%	2	29%
Supervision sessions allowed for personal and professional growth	7	3.429	0.7868	0	0%	1	14%	2	29%	4	57%	0	0%
My supervisor recognizes his/her own limitations	7	3.833	0.4082	0	0%	0	0%	1	14%	5	71%	1	14%
My supervisor was genuine, congruent, empathic, and honest	7	3.714	0.488	0	0%	0	0%	2	29%	5	71%	0	0%
My supervisor consistently modeled effective time management and organization skills	7	3.143	1.069	0	0%	0	0%	3	43%	4	57%	0	0%
My Supervisor helped me...													
Clarify my own ideas about counseling theory	7	2.5	1.0488	1	14%	2	29%	2	29%	1	14%	1	14%
Focus on specific counseling strategies and plans to assist the client	7	2.833	1.169	1	14%	1	14%	2	29%	2	29%	1	14%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	7	3.714	0.488	0	0%	0	0%	2	29%	5	71%	0	0%
Develop techniques to resolve conflict	7	3	1.2649	1	14%	1	14%	1	14%	3	43%	1	14%
Understand the counselors role in the Crisis Plan for this site	7	3.5	0.8367	0	0%	1	14%	1	14%	4	57%	1	14%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	7	3.714	0.488	0	0%	0	0%	2	29%	5	71%	0	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	7	3.857	0.378	0	0%	0	0%	1	14%	6	86%	0	0%
Find opportunities to offer a variety of counseling or support groups	7	3.5	0.8367	0	0%	1	14%	1	14%	4	57%	1	14%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

**Supervisee Evaluation of Supervisor
Counselor Education - School Counselor
2014-2015**

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
Explained his/her role as my supervisor	15	3.267	0.8837	1	7%	1	7%	6	40%	7	47%	0	0%
Made me feel at ease with the supervisory process	15	3.667	0.8165	1	7%	0	0%	2	13%	12	80%	0	0%
Gave me feedback about my role as a counselor	15	3.667	0.6172	1	7%	0	0%	3	20%	11	73%	0	0%
Gave me feedback I could use	15	3.867	0.3519	0	0%	0	0%	2	13%	13	87%	0	0%
Helped me clarify the major issues that my client brought to the session	15	3.6	0.6325	0	0%	1	7%	4	27%	10	67%	0	0%
Assisted me in understanding my own feelings about the client and his/her issues	15	3.286	0.9945	1	7%	2	13%	3	20%	8	53%	1	7%
Encouraged me to develop a plan for the semester	15	3.333	0.8165	0	0%	3	20%	4	27%	8	53%	0	0%
Modeled appropriate techniques when necessary	15	3.8	0.414	0	0%	0	0%	3	20%	12	80%	0	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	15	4	0	0	0%	0	0%	0	0%	15	100%	0	0%
Provided opportunities to experience the professional role	15	3.667	0.7237	0	0%	2	13%	1	7%	12	80%	0	0%
Provided one hour per week supervision as required	15	3.667	0.7237	0	0%	2	13%	1	7%	12	80%	0	0%
Provided appropriate supervision in addition to the one hour a week requirement	15	3.467	0.9155	1	7%	1	7%	3	20%	10	67%	0	0%
My Supervisor helped promote...													
My professional identity by encouraging membership in professional organizations	15	3.538	0.5189	0	0%	0	0%	6	40%	7	47%	2	13%
Opportunities for me to meet the course requirements according to the syllabus	15	3.867	0.3519	0	0%	0	0%	2	13%	13	87%	0	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	15	4	0	0	0%	0	0%	0	0%	14	93%	1	7%
I felt...													
Confident of the counseling skills of my supervisor	15	3.8	0.414	0	0%	0	0%	3	20%	12	80%	0	0%
My supervisor respected me and was concerned with my professional growth	15	3.867	0.3519	0	0%	0	0%	2	13%	13	87%	0	0%
My supervisor was committed to his/her role as a supervisor	15	3.733	0.7037	0	0%	2	13%	0	0%	13	87%	0	0%
My supervisor motivated and encouraged me	15	3.667	0.6172	0	0%	1	7%	3	20%	11	73%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

**Supervisee Evaluation of Supervisor
Counselor Education - School Counselor
2014-2015**

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
My supervisor served as an appropriate professional role model	15	3.8	0.414	0	0%	0	0%	3	20%	12	80%	0	0%
Supervision sessions allowed for personal and professional growth	15	3.733	0.5936	0	0%	1	7%	2	13%	12	80%	0	0%
My supervisor recognizes his/her own limitations	15	3.923	0.2774	0	0%	0	0%	1	7%	12	80%	2	13%
My supervisor was genuine, congruent, empathic, and honest	15	3.929	0.2673	0	0%	0	0%	1	7%	13	87%	1	7%
My supervisor consistently modeled effective time management and organization skills	15	3.733	0.4577	0	0%	0	0%	4	27%	11	73%	0	0%
My Supervisor helped me...													
Clarify my own ideas about counseling theory	14	3.25	0.6216	0	0%	1	7%	7	50%	4	29%	2	14%
Focus on specific counseling strategies and plans to assist the client	15	3.643	0.6333	0	0%	1	7%	3	20%	10	67%	1	7%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	15	3.867	0.3519	0	0%	0	0%	2	13%	13	87%	0	0%
Develop techniques to resolve conflict	15	3.538	0.5189	0	0%	0	0%	6	40%	7	47%	2	13%
Understand the counselors role in the Crisis Plan for this site	15	3.083	0.793	0	0%	3	20%	5	33%	4	27%	3	20%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	15	3.8	0.414	0	0%	0	0%	3	20%	12	80%	0	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	15	3.714	0.6113	0	0%	1	7%	2	13%	11	73%	1	7%
Find opportunities to offer a variety of counseling or support groups	15	3.615	0.6504	0	0%	1	7%	3	20%	9	60%	2	13%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

**Supervisee Evaluation of Supervisor
Counselor Education - School Counselor - Internship
2014-2015**

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
				Explained his/her role as my supervisor	29	3.586	0.7328	1	3%	1	3%	7	24%
Made me feel at ease with the supervisory process	29	3.724	0.7972	2	7%	0	0%	2	7%	25	86%	0	0%
Gave me feedback about my role as a counselor	29	3.69	0.7123	1	3%	1	3%	4	14%	23	79%	0	0%
Gave me feedback I could use	29	3.724	0.7019	1	3%	1	3%	3	10%	24	83%	0	0%
Helped me clarify the major issues that my client brought to the session	29	3.655	0.7209	1	3%	1	3%	5	17%	22	76%	0	0%
Assisted me in understanding my own feelings about the client and his/her issues	29	3.517	0.7378	1	3%	1	3%	9	31%	18	62%	0	0%
Encouraged me to develop a plan for the semester	29	3.586	0.7328	1	3%	1	3%	7	24%	20	69%	0	0%
Modeled appropriate techniques when necessary	29	3.586	0.7328	1	3%	1	3%	7	24%	20	69%	0	0%
Demonstrated a professional relationship with administrators, faculty, staff, etc.	29	3.759	0.6356	1	3%	0	0%	4	14%	24	0%	0	0%
Provided opportunities to experience the professional role	29	3.793	0.6199	1	3%	0	0%	3	10%	25	86%	0	0%
Provided one hour per week supervision as required	29	3.724	0.649	1	3%	0	0%	5	17%	23	79%	0	0%
Provided appropriate supervision in addition to the one hour a week requirement	29	3.655	0.7209	1	3%	1	3%	5	17%	22	76%	0	0%
My Supervisor helped promote...													
My professional identity by encouraging membership in professional organizations	29	3.31	0.8064	1	3%	3	10%	11	38%	14	48%	0	0%
Opportunities for me to meet the course requirements according to the syllabus	29	3.655	0.7209	1	3%	1	3%	5	17%	22	76%	0	0%
Legal and ethical practice by discussing and modeling appropriate ethical standards	29	3.724	0.649	1	3%	0	0%	5	17%	23	79%	0	0%
I felt...													
Confident of the counseling skills of my supervisor	29	3.724	0.7019	1	3%	1	3%	3	10%	24	83%	0	0%
My supervisor respected me and was concerned with my professional growth	29	3.793	0.675	1	3%	1	3%	1	3%	26	90%	0	0%
My supervisor was committed to his/her role as a supervisor	29	3.655	0.7209	1	3%	1	3%	5	17%	22	76%	0	0%
My supervisor motivated and encouraged me	29	3.759	0.7863	2	7%	0	0%	1	3%	26	90%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

**Supervisee Evaluation of Supervisor
Counselor Education - School Counselor - Internship
2014-2015**

My Supervisor...	n	Mean	StdDev	Strongly Disagree		Disagree		Agree		Strongly Agree		N/A	
				N	%	N	%	N	%	N	%	N	%
My supervisor served as an appropriate professional role model	29	3.759	0.6895	1	3%	1	3%	2	7%	25	86%	0	0%
Supervision sessions allowed for personal and professional growth	29	3.759	0.6356	1	3%	0	0%	4	14%	24	83%	0	0%
My supervisor recognizes his/her own limitations	29	3.655	0.7689	1	3%	2	7%	3	10%	23	79%	0	0%
My supervisor was genuine, congruent, empathic, and honest	29	3.724	0.7019	1	3%	1	3%	3	10%	24	83%	0	0%
My supervisor consistently modeled effective time management and organization skills	29	3.586	0.78	1	3%	2	7%	5	17%	21	72%	0	0%
My Supervisor helped me...													
Clarify my own ideas about counseling theory	28	3.357	0.731	1	4%	1	4%	13	46%	13	46%	0	0%
Focus on specific counseling strategies and plans to assist the client	28	3.393	0.786	1	4%	2	7%	10	36%	15	54%	0	0%
Gain exposure to diverse populations (e.g., special needs, low socio economic status, minority, ESL, etc.)	28	3.714	0.7127	1	4%	1	4%	3	11%	23	82%	0	0%
Develop techniques to resolve conflict	28	3.536	0.7445	1	4%	1	4%	8	29%	18	64%	0	0%
Understand the counselors role in the Crisis Plan for this site	28	3.607	0.7373	1	4%	1	4%	6	21%	20	71%		0%
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	28	3.679	0.6696	1	4%	0	0%	6	21%	21	75%	0	0%
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	28	3.536	0.7927	1	4%	2	7%	6	21%	19	68%	0	0%
Find opportunities to offer a variety of counseling or support groups	28	3.5	0.7454	1	4%	1	4%	9	32%	17	61%	0	0%

Strongly Disagree=1, Disagree=2, Agree=3, Strongly Agree=4, N/A=N/A

Appendix C

Masters' Level Exit Survey Data

Graduation Exit Survey Report
Counselor Education
2013-2014

Question	n	Mean	StdDev	Excellent		Good		Fair		Poor		No Prep	
				N	%	N	%	N	%	N	%	N	%
Appreciating the roles and responsibilities of the profession	27	4.5556	0.6405	17	63%	8	30%	2	7%	0	0%	0	0%
Understanding professional and ethical standards in your area of expertise	27	4.7778	0.4237	21	78%	6	22%	0	0%	0	0%	0	0%
Creating an environment that encourages the academic growth of all students	27	4.4074	0.6939	14	52%	10	37%	3	11%	0	0%	0	0%
Creating an environment that encourages the personal growth of all students	27	4.5926	0.6360	18	67%	7	26%	2	7%	0	0%	0	0%
Creating an environment that encourages the social growth of all students	27	4.1852	0.8338	11	41%	11	41%	4	15%	1	4%	0	0%
Creating an environment where all students can be successful	27	4.5556	0.6405	17	63%	8	30%	2	7%	0	0%	0	0%
Creating an environment where different perspectives are taken into account	27	4.5185	0.7000	17	63%	7	26%	3	11%	0	0%	0	0%
Planning programs and group counseling based on diverse individual student needs	27	4.3333	0.7338	12	44%	13	48%	1	4%	1	4%	0	0%
Using ethical standards when planning for and delivering services	27	4.6296	0.4921	17	63%	10	37%	0	0%	0	0%	0	0%
Using professional standards when planning for and delivering services	27	4.5185	0.5092	14	52%	13	48%	0	0%	0	0%	0	0%
Understanding various ways to promote student academic success	27	4.1111	0.6405	7	26%	16	59%	4	15%	0	0%	0	0%
Delivering relevant programming	27	4.1111	0.6405	7	26%	16	59%	4	15%	0	0%	0	0%
Using a broad range of counseling strategies for serving diverse student populations	27	4.4815	0.5092	13	48%	14	52%	0	0%	0	0%	0	0%
Selecting technologies, informed by research, to promote learning for all students	27	3.7778	0.9337	6	22%	12	44%	6	22%	3	11%	0	0%
Integrating technology into programs and individual counseling	27	3.4815	0.9352	5	19%	6	22%	13	48%	3	11%	0	0%
Using school, community, and related contexts to plan programs that reflect the diversity of students and their prior experiences	27	4	0.7845	8	30%	11	41%	8	30%	0	0%	0	0%
Assessing student needs	27	4.1111	0.9740	10	37%	13	48%	2	7%	1	4%	1	4%
Assessing student outcomes	27	4	0.8321	6	22%	17	63%	3	11%	0	0%	1	4%

Excellent(5), Good(4), Fair(3), Poor(2), No Prep["Did not receive any preparation"](1)

Graduation Exit Survey Report
Counselor Education
2013-2014

Question	n	Mean	StdDev	Excellent		Good		Fair		Poor		No Prep	
				N	%	N	%	N	%	N	%	N	%
Using assessment results to inform and adjust practice	27	4.037	0.8077	8	30%	13	48%	5	19%	1	4%	0	0%
Using current research to inform practice	27	4.2222	0.6980	10	37%	13	48%	4	15%	0	0%	0	0%
Using critical thinking skills to inform practice	27	4.4815	0.5798	14	52%	12	44%	1	4%	0	0%	0	0%
Engaging in reflective practice	27	4.8148	0.3958	22	81%	5	19%	0	0%	0	0%	0	0%
Collaborating professionally with colleagues and other relevant individuals	27	4.3704	0.7415	13	48%	12	44%	1	4%	1	4%	0	0%
How would you describe the overall preparation for teaching you received at VCU?	26	4.1923	0.7494	9	35%	14	54%	2	8%	1	4%	0	0%

From which program did you receive your degree?	N
School counseling	23
Student affairs	8

Excellent(5), Good(4), Fair(3), Poor(2), No Prep["Did not receive any preparation"](1)

Appendix D

Employer Survey Data

Employer Survey - School Counselor

Respondents include division level counseling point person (Total N = 167)

Survey Identifier				
	Frequency	Percent	Valid Percent	Cumulative Percent
Accomack County	1	7.7	7.7	7.7
Alleghany County	1	7.7	7.7	15.4
Arlington City	1	7.7	7.7	23.1
Caroline County	1	7.7	7.7	30.8
Charlottesville County	1	7.7	7.7	38.5
Colonial Heights City	1	7.7	7.7	46.2
Essex County	1	7.7	7.7	53.8
Hanover County	1	7.7	7.7	61.5
King George County	1	7.7	7.7	69.2
Powhatan County	1	7.7	7.7	76.9
Richmond City	1	7.7	7.7	84.6
Suffolk City	1	7.7	7.7	92.3
Warren County	1	7.7	7.7	100.0
Total	13	100.0	100.0	

What do you see as the major strength(s) of beginning school counselors from Virginia Commonwealth University?

We have not had recent graduates as counselors but our grads of past years were well prepared in terms of academic supports and general counseling skills.

I have not hired any school counselors from VCU therefore I cannot answer this question.

knowledge of position

VCU graduates are up to date regarding the latest research based counseling techniques. They have real world experiences as a result of their internships.

Knowledge of current trends in the profession Understanding of the various types of counseling

Well versed in goal setting and using GRIP model.

They are ready and willing to get started and are excited about having the chance to practice their newly learned skills.

All classes were strengths

Strength in technology, working with groups and presentations

Enthusiasm, excellent 'people' skills, excellent counseling skills, independent workers

Energy, commitment, good skills willingness to learn good knowledge of ASCA model

I have not work directly with Counselors from VCU.

What do you see as the major area(s) for improvement of beginning school counselors from Virginia Commonwealth University?

Data use

I have not hired any school counselors from VCU therefore I cannot answer this question.

just experience but that would be the same for anyone starting new

Maybe a little more preparation on the counselors role in the whole school experience. It has been 6 years since I have hired a VCU counselor and we are a small division so my answer here may be outdated.

Specific training in dealing with suicidal teens. Students need to have a clear understanding of graduation requirements, sol testing, and CTE.

Realistic understanding of budget constraints in public education today which require all staff to do more with less. Costly programs and information systems are not necessarily going to be available in school divisions, so counselors and other staff must demonstrate initiative to seek out cost effective information sources for classroom guidance and counseling with students on post secondary education and career planning. Essentially, they need to know how to seek out and sort for quality information gained through researching data bases (online and paper). Realistic understanding of staff:student ratios which may be high, but in no way can diminish the level and quality of services to students--creative ways to reach all students are vital.

I wouldn't consider this an area of improvement because no program can prepare new school counselors for this, but new counselors should focus on learning the school culture in which they will be working. I know this is discussed in VCU's program, but this is really only something that can be learned on the job.

-Multiculture -Using data to improve programs -'Cutters' -incarcerated parents -Helping grandparents raise grand children

Classroom management

Cannot be too independent - must ask for help when necessary and use consultation as a regular strategy. Strong time management skills, learning how to effectively prioritize, and managing personal stress are also essential to success in this field.

Ramp, more experience in one on one counseling with supervision at VCU

Is there anything about your school(s) or student population that should receive more emphasis in the preparation program?

college admissions information / working with difficult client training/ data and accountability process

I have not hired any school counselors from VCU therefore I cannot answer this question.

not observed

Dealing with 'helicopter' parents probably needs some attention, particularly for a new counselor.

Economically disadvantaged students are on the increase, an ever changing demographic which also cuts across all school performance levels (special needs, standard, advanced/accelerated) grade levels and race/ethnic categories. All staff must be prepared with a fundamental understanding of the needs of these students, some from long-standing poverty and others new to it. What does it mean to build relationships with and for these students in order that some progress may be made in academic performance and planning for any post secondary education and career. Most instructional interventions will not be successful with students from backgrounds of long-standing poverty.

For high school counselors, it would be a good exercise for students to look at how school divisions work with at-risk kids...do they have an alternative setting to send kids? If not, what do they do with them and what is the counselor's role in placing a student in an alternative setting? What defines 'at-risk' in that school division? A lot of times new school counselors are not exposed to this population in internship and therefore not as prepared when they get hired. At the least, internship students should be asked to inquire at their sites what the process is for at-risk placements and what the counselor's role is in that process. They'll be better prepared when they are hired.

At risk Under achievement

Preparation for the make up in our schools and being able to work with all aspects (ex.Fox, Munford, MLK) Each school has a different makeup. Being prepared to work in any of those settings is stressed. All school counselors can't work at a Fox or Munford. You can't pick and choose.

Working with students with disabilities, who are English Language Learners, and who are economically disadvantaged and will need a lot of assistance in academic advising and college planning.

RAMP, just the reality of shifting counseling expectations.

Please provide other comments or feedback you would like for Virginia Commonwealth University School of Education faculty to receive.

I have not hired any school counselors from VCU therefore I cannot answer this question.

I regard VCU's program as top notch and readily refer potential school counselors to the program.

VCU School Counselors rock! They are well-prepared and have a genuine interest in helping students achieve.

Making sure that all students know what should be expected including dress attire.

We have loved both our interns, one is working with us and the other has a long term sub position

Overall, how would you describe the preparation and performance of Virginia Commonwealth University school counseling graduates in your school(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	7	53.8	63.6	63.6
	Good	4	30.8	36.4	100.0
	Total	11	84.6	100.0	
Missing	System	2	15.4		
Total		13	100.0		

On the basis of the preparation and performance of Virginia Commonwealth University (VCU) graduates, how likely are you to employ other VCU school counseling graduates?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	8	61.5	72.7	72.7
	Likely	3	23.1	27.3	100.0
	Total	11	84.6	100.0	
Missing	System	2	15.4		
Total		13	100.0		

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
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Overall, how would you describe the preparation and performance of Virginia Commonwealth University school counseling graduates in your school(s)?	11	3	4	3.64	.505
On the basis of the preparation and performance of Virginia Commonwealth University (VCU) graduates, how likely are you to employ other VCU school counseling graduates?	11	3	4	3.73	.467
Valid N (listwise)	11				