

Virginia Commonwealth University

Counselor Education

**Summer 2024 to Spring 2025
Program Assessment Report**

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Program Assessment Report (Summer 2024 to Spring 2025)

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

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

I. Admissions, Demographics, and Graduation Data

A. Admissions (Summer 2024)

The counselor education program holds admissions once a year for both masters and doctoral programs with two starting times (summer/fall). For the master's program areas, 85 applicant admissions were reviewed in and/or interviewed in Spring 2024 for summer 2024, 73 admitted, and 36 individuals are attending. Of those attending, the following data were obtained:

Table 1. Summary of Demographics of Students Admitted and Attending Master's Program (2024-25)

Gender (All)	Age (newly admitted)
Female=74%	18-24 years = 71%
	25-29 years = 14%
Male=26%	30-39 years = 6%
	40-49 years = 9%

For the Ph.D. in Education, Counselor Education and Supervision concentration, 18 new applicants were reviewed to consider in Spring 2025 for Fall 2025 start date, 8 were admitted, and 5 individuals are attending.

Table 2. Summary of Demographics of Students Attending Doctoral Program (2024)

Gender (All)	Age (newly admitted)
Female=60%	25-29 years = 60%
Male=40%	40-49 years = 20%
	50-64 years = 20%

B. Demographics

Table 3 includes our 2024-2025 student demographics, disaggregated by masters track (CFC, CCSA, and SC) and doctoral track.

Table 3. Summary of Demographics of Students (2024-2025)

Academic Period	2024-2025													
SCHEV Ethnicity	Asian		Black/ African American		Hispanic/ Latino		Two or More Races		Interna- tional		Unknown		White	
Gender	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Program Description	Students Enrolled													
MEd-CCSA	0	0	2	0	1	0	0	0	0	0	0	0	1	2
MEd-Couples&Fam	3	0	7	0	2	1	4	1	1	0	0	0	20	1
MEd-School	1	0	8	2	2	0	3	1	1	0	0	0	23	7
PhD-CESN	0	0	7	1	1	0	0	0	1	0	0	0	12	2
Total	4	0	24	3	6	1	7	2	3	0	0	0	56	12

C. Graduation Data

Table 4 represents our 2025 Spring graduates (Summer 2024 to Spring 2025), disaggregated by track (CCSA, CFC, SC, and Doctoral program).

Table 4. Summary Program Graduates (2024-2025)

Program	Summer 2024 - Spring 2025
Masters-CCSA/CSDV	2
Masters-Couples & Family Counseling	16
Masters-School Counseling	31
Masters Total	49
Doctoral Total	6

II. Program Survey Data

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

- Alumni Surveys (master)
- Graduation Exit Surveys (master)
- Employer Surveys (master and doctoral)
- Program Evaluation (by site supervisors of master's practicum and internship)

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

A. 2024-25 Alumni Survey - Counselor Education

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

Masters: College Counseling and Student Affairs

PROFESSIONAL DISPOSITIONS: *Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.*
Program Objective #5

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

LEARNING ENVIRONMENT: *Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.*
Program Objective #2

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

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

PLANNING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills. Program Objective #1

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

PROGRAMMING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills. Program Objective #2; CCSA 6a

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

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

ASSESSMENT AND REFLECTIVE PRACTICE: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.
Program Objectives #3 and #4

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

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

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

Masters: Couples and Family Counseling

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

Program Objective #5

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

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

Program Objective #2

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

Creating an environment where high expectations are held of all students	100%	0%	0%	0%	0%	1
Creating an environment where diversity is celebrated	100%	0%	0%	0%	0%	1

PLANNING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills. Program Objective #1

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

PROGRAMMING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.
Program Objective #2; CCSA 6a

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Implementing a comprehensive school counseling program or college student development program	0%	0%	0%	0%	100%	1
Understanding various ways to promote student academic success	0%	0%	0%	0%	100%	1

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

ASSESSMENT AND REFLECTIVE PRACTICE: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills. Program Objectives #3 and #4

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

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

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

Masters: School Counseling

PROFESSIONAL DISPOSITIONS: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.
Program Objective #5

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	67%	33%	0%	0%	0%	3
Understanding professional and ethical standards in your area of expertise	100%	0%	0%	0%	0%	3

LEARNING ENVIRONMENT: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.
Program Objective #2

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	67%	33%	0%	0%	0%	3
Creating an environment that encourages the personal growth of all students	100%	0%	0%	0%	0%	3
Creating an environment that encourages the social growth of all students	67%	33%	0%	0%	0%	3
Creating an environment that encourages the career growth of all students	67%	33%	0%	0%	0%	3

Creating an environment where high expectations are held of all students	100%	0%	0%	0%	0%	3
Creating an environment where diversity is celebrated	100%	0%	0%	0%	0%	3

PLANNING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills. . Program Objective #1

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programming and/or classroom guidance based on diverse student needs	67%	33%	0%	0%	0%	3
Planning counseling based on diverse student needs	33%	67%	0%	0%	0%	3
Using ethical standards when planning for and delivering services	67%	33%	0%	0%	0%	3
Using professional standards when planning for and delivering services	67%	33%	0%	0%	0%	3

PROGRAMMING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.
Program Objective #2; SC 6c

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Implementing a comprehensive school counseling program or college student development program	67%	33%	0%	0%	0%	3
Understanding various ways to promote student academic success	33%	67%	0%	0%	0%	3

Understanding various ways to promote student personal success	67%	33%	0%	0%	0%	3
Understanding various ways to promote student social success	67%	33%	0%	0%	0%	3
Understanding various ways to promote student career success	33%	67%	0%	0%	0%	3
Delivering relevant programming	67%	33%	0%	0%	0%	3
Using a broad range of counseling strategies for serving diverse student populations	67%	33%	0%	0%	0%	3
Selecting technologies, informed by research, to promote learning for all students	33%	33%	33%	0%	0%	3
Integrating technology into your professional work	33%	33%	33%	0%	0%	3
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	67%	33%	0%	0%	0%	3

ASSESSMENT AND REFLECTIVE PRACTICE: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills. Program Objectives #3 and #4

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Evaluating overall program effectiveness	33%	67%	0%	0%	0%	3
Assessing student needs	67%	33%	0%	0%	0%	3
Assessing student academic outcomes	33%	67%	0%	0%	0%	3

Assessing student personal outcomes	67%	33%	0%	0%	0%	3
Assessing student social outcomes	67%	33%	0%	0%	0%	3
Assessing student career outcomes	33%	67%	0%	0%	0%	3
Using assessment results to inform and adjust practice	67%	33%	0%	0%	0%	3
Using current research to inform practice	67%	33%	0%	0%	0%	3
Using critical thinking skills to inform practice	67%	33%	0%	0%	0%	3
Engaging in reflective and evidence-based practice	33%	67%	0%	0%	0%	3
Collaborating professionally with colleagues and other relevant individuals	67%	33%	0%	0%	0%	3

	Excellent	Good	Fair	# of Responses
<i>SUMMARY: How would you describe the overall professional preparation you received at VCU.</i>	67%	33%	0%	3

B. 2024-2025 Graduation Exit Survey-Counselor Education (masters)

The Graduation Exit Surveys is facilitated by a centralized VCU collection service outside of the School of Education Office of Data Analytics through VCU Career Services using Handshake. Graduation surveys are now given over a six-month period from spring to fall. The following data was received in November 2024 at the end of the six-month period of data collection.

Masters, N=16

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

Program Objective #5

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Appreciating the roles and responsibilities of the profession	75%	25%	0%	0%	0%	16
Understanding professional and ethical standards in your area of expertise	69%	31%	0%	0%	0%	16

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

Program Objective #2

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Creating an environment that encourages the academic growth of all students	69%	31%	0%	0%	0%	16
Creating an environment that encourages the personal growth of all students	63%	38%	0%	0%	0%	16
Creating an environment that encourages the social growth of all students	63%	31%	6%	0%	0%	16
Creating an environment where all students can be successful	63%	38%	0%	0%	0%	16
Creating an environment where different perspectives are taken into account	75%	19	6	0%	0%	16

PLANNING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills. Program Objective #1

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Planning programs and group counseling based on diverse individual student needs	47%	40%	13%	0%	0%	15
Using ethical standards when planning for and delivering services	69%	25%	6%	0%	0%	16
Using professional standards when planning for and delivering services	69%	31%	0%	0%	0%	16

PROGRAMMING: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills.
Program Objective #2; CCSA 6a, CFC 6b, SC 6c

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Understanding various ways to promote student academic success	44%	44%	13%	0%	0%	16
Delivering relevant programming	44%	50%	6%	0%	0%	16
Using a broad range of counseling strategies for serving diverse student populations	44%	44%	13%	0%	0%	16
Selecting technologies, informed by research, to promote learning for all students	38%	50%	13%	0%	0%	16
Integrating technology into your professional work	50%	31%	13%	0%	6%	16
Using school, community, and related information to plan programs that reflect the diversity of students and their prior experiences	56%	31%	13%	0%	0%	16

ASSESSMENT AND REFLECTIVE PRACTICE: Please select the response that best describes the preparation you received at VCU for each of the following areas of professional knowledge and skills. Program Objectives #3 & #4

	Excellent	Good	Fair	Poor	Did not receive any preparation	# of Responses
Assessing student needs	50%	38%	13%	0%	0%	16
Assessing student academic outcomes	44%	50%	6%	0%	0%	16
Using assessment results to inform and adjust practice	44%	50%	6%	0%	0%	16
Using current research to inform practice	63%	38%	0%	0%	0%	16
Using critical thinking skills to inform practice	73%	20%	7%	0%	0%	15
Engaging in reflective and evidence-based practice	69%	31%	0%	0%	0%	16
Collaborating professionally with colleagues and other relevant individuals	63%	31%	0%	0%	6%	16

NOTE: Doctoral Graduation Exit Survey (no doctoral question responses this cycle)

C. 2024-2025 Employer Survey for Counselor Education (masters only)

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

Masters: School Counseling

How many years have you supervised this graduate?

	1 yr	2 yr	3 yr	4+yr	# of Responses
	0%	33%	67%	0%	3

Please rate this graduate on the following areas:

	Excellent	Good	Fair	Poor	# of Responses
Counseling practice/skills	0%	100%	0%	0%	3
Program development and implementation	0%	100%	0%	0%	3
Evaluation of counseling/program effectiveness	33%	67%	0%	0%	3
Application of research	0%	100%	0%	0%	3
Advocacy and leadership	33%	67%	0%	0%	3
Ethical and professional behavior	0%	100%	0%	0%	3
Multicultural awareness and competence	0%	100%	0%	0%	3
Collaboration with colleagues	67%	33%	0%	0%	3
Collaboration with outside professionals	0%	100%	0%	0%	3

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	0%	100%	0%	0%	3
How satisfied are you with the overall skills and practices of this graduate?	33%	67%	0%	0%	3

	Yes	Yes, with some reservation	No	# of Responses
Would you recommend graduates of VCU's Counselor Education M.Ed. program to another employer?	100%	0%	0%	3

Doctoral Students

How many years have you supervised this graduate?

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

Please rate this graduate on the following areas:

	Excellent	Very Good	Satisfactory	Unsatisfactory	# of Responses
Teaching	100%	0%	0%	0%	1
Supervision and mentorship	0%	100%	0%	0%	1
Research and Scholarship	100%	0%	0%	0%	1
Policy Leadership and Advocacy	0%	0%	100%	0%	1

	Very satisfied	Satisfied	Somewhat dissatisfied	Dissatisfied	# of Responses
How satisfied are you with the overall knowledge of this graduate?	100%	0%	0%	0%	1
How satisfied are you with the overall skills and practices of this graduate?	100%	0%	0%	0%	1

	Yes	Yes, with some reservation	No	# of Responses
Would you recommend graduates of VCU's Counselor Education M.Ed. program to another employer?	100%	0%	0%	1

D. VCU Counselor Education Program Evaluation (by Site Supervisors)
(This form asks site supervisors during the 2024-2025 academic year to evaluate the VCU Counselor Education Program)

College Counseling and Student Affairs

Item	Very Poor	Poor	Average	Above Average	Excellent	N/A	N
Compared to other Master's degree students from other university counselor education programs that are completing their practicum/internship requirements, Virginia Commonwealth University's students' overall educational preparation is	0%	0%	100%	0%	0%	0%	1
Based on your observations, the VCU student's clinical ability is	0%	0%	100%	0%	0%	0%	1
Based on your observations, the VCU student's conceptualization of client or clients is	0%	0%	100%	0%	0%	0%	1
Based on your observations, the VCU student's ethical behavior is	0%	0%	100%	0%	0%	0%	1
Based on your observations, the VCU student's theoretical knowledge is	0%	0%	100%	0%	0%	0%	1
Based on your observations, the VCU student's advocacy and leadership in their development as a professional counselor is	0%	0%	100%	0%	0%	0%	1
Based on your observations, the VCU student's knowledge and application of research to practice is	0%	0%	100%	0%	0%	0%	1
Based on your observations, the VCU student's administrative skills are	0%	0%	0%	100%	0%	0%	1
Based on your observations, the VCU student's use of different forms of technology in their role as a counselor is	0%	0%	0%	100%	0%	0%	1
Based on your observations, the VCU student's ability to recognize	0%	0%	0%	100%	0%	0%	1

Item	Very Poor	Poor	Average	Above Average	Excellent	N/A	N
professional limitations and seek supervision when appropriate is							
The supervisor's (your) perception of support from Virginia Commonwealth University Counselor Education program faculty and staff is	0%	0%	100%	0%	0%	0%	1

Couples and Family Counseling

Item	Very Poor	Poor	Average	Above Average	Excellent	N/A	N
Compared to other Master's degree students from other university counselor education programs that are completing their practicum/internship requirements, Virginia Commonwealth University's students' overall educational preparation is	0%	0%	25%	63%	12%	0%	16
Based on your observations, the VCU student's clinical ability is	0%	0%	25%	56%	19%	0%	16
Based on your observations, the VCU student's conceptualization of client or clients is	0%	0%	38%	38%	19%	6%	16
Based on your observations, the VCU student's ethical behavior is	0%	0%	25%	44%	31%	0%	16
Based on your observations, the VCU student's theoretical knowledge is	0%	0%	50%	38%	13%	0%	16
Based on your observations, the VCU student's advocacy and leadership in their development as a professional counselor is	0%	0%	38%	50%	13%	0%	16
Based on your observations, the VCU student's knowledge and application of research to practice is	0%	0%	38%	38%	6%	13%	16
Based on your observations, the VCU student's administrative skills are	0%	6%	31%	50%	6%	6%	16
Based on your observations, the VCU student's use of different forms of technology in their role as a counselor is	0%	0%	25%	38%	31%	6%	16
Based on your observations, the VCU student's ability to recognize professional limitations and seek supervision when appropriate is	0%	0%	25%	63%	13%	0%	16
The supervisor's (your) perception of support from Virginia Commonwealth	0%	0%	6%	63%	31%	0%	16

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

School Counseling

Item	Very Poor	Poor	Average	Above Average	Excellent	N/A	N
Compared to other Master's degree students from other university counselor education programs that are completing their practicum/internship requirements, Virginia Commonwealth University's students' overall educational preparation is	0%	0%	10%	27%	53%	10%	30
Based on your observations, the VCU student's clinical ability is	0%	0%	13%	53%	30%	3%	30
Based on your observations, the VCU student's conceptualization of client or clients is	0%	0%	13%	57%	30%	0%	30
Based on your observations, the VCU student's ethical behavior is	0%	0%	3%	23%	73%	0%	30
Based on your observations, the VCU student's theoretical knowledge is	0%	0%	10%	53%	37%	0%	30
Based on your observations, the VCU student's advocacy and leadership in their development as a professional counselor is	0%	0%	17%	43%	40%	0%	30
Based on your observations, the VCU student's knowledge and application of research to practice is	0%	0%	17%	43%	37%	0%	30
Based on your observations, the VCU student's administrative skills are	0%	0%	10%	40%	47%	3%	30
Based on your observations, the VCU student's use of different forms of technology in their role as a counselor is	0%	0%	7%	27%	67%	0%	30
Based on your observations, the VCU student's ability to recognize professional limitations and seek supervision when appropriate is	0%	0%	13%	20%	67%	0%	30
The supervisor's (your) perception of support from Virginia Commonwealth University	0%	0%	3%	34%	62%	0%	30

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

III. Program Objectives

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

A. Masters' Program Objectives

CACREP Standard	Student Learning Outcome 1. Students will obtain theoretical knowledge grounded in research and reflective of current national and state standards in the areas of individual and group counseling, human development, multicultural counseling, wellness, and career counseling.
Course-Based and Site Supervisor Data	
1.b.	CLED 600-95%-Target;2.5%-Acceptable;2.5%-Does not meet
	CLED 604-74%-Very Good; 4%-Adequate; 22%-Not adequate
	CLED 608-100%-Very Good
	CLED 609-76%-Very Good; 24%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)-97%-Very Good; 3%-Adequate
	CLED 672 (SC)- 100%-Very Good
2.b.	CLED 607-100%-Exceeds
	CLED 604-41%-Very Good; 55%-Adequate; 4%-N/A
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 59%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 85%-Very Good; 15%-Adequate
	CLED 672 (SC)- 96%-Very Good; 4%-Adequate
2.c.	CLED 607-100%-Exceeds
	CLED 604-78%-Very Good; 22%-Adequate
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 59%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 94%-Very Good; 6%-Adequate
	CLED 672 (SC)- 93%-Very Good; 7%-Adequate
3.a.	CLED 615-57%-Exceeds; 43%-Adequate
	CLED 604-70%-Very Good; 30%-Adequate
	CLED 608-100%-Very Good
	CLED 609-76%-Very Good; 24%-Adequate
	CLED 672 (CCSA)- 100%-Very Good
	CLED 672 (CFC)- 91%-Very Good; 9%-Adequate
	CLED 672 (SC)- 100%-Very Good
3.f.	CLED 615-57%-Exceeds; 43%-Adequate

	CLED 604-63%-Very Good; 37%-Adequate
	CLED 608-100%-Very Good
	CLED 609-71%-Very Good; 29%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
	CLED 672 (SC) 100%-Very Good
4.e.	CLED 605-100%-Exceeds
	CLED 604-15%-Very Good; 22%-Adequate; 63%-N/A
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 39%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 88%-Very Good; 12%-Not Met
	CLED 672 (SC) 93%-Very Good; 7%-Adequate
5.a.	CLED 601-79%-Exceeds; 21%-Meets
	CLED 604-52%-Very Good; 48%-Adequate
	CLED 608-100%-Very Good
	CLED 609-53%-Very Good; 47%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 94%-Very Good; 6%-Adequate
	CLED 672 (SC) 96%-Very Good; 4%-Adequate
6.d.	CLED 603-87%-Exceeds; 13%-Meets
	CLED 604-82%-Very Good; 7%-Adequate; 11%-N/A
	CLED 608-100%-Very Good
	CLED 609-53%-Very Good; 47%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 79%-Very Good; 18%-Adequate; 3%-N/A
	CLED 672 (SC) 100%-Very Good
6.e.	CLED 603-77%-Exceeds; 23%-Meets
	CLED 604-85%-Very Good; 11%-Adequate; 4%-N/A
	CLED 608-100%-Very Good
	CLED 609- 53%-Very Good; 47%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 76%-Very Good; 18%-Adequate; 6%-N/A
	CLED 672 (SC) 100%-Very Good
Survey Data	
Alumni Surveys	CCSA 50%- 70%-Good; 25%-Fair
	SC 59%-Excellent; 41%-Good
	CFC 50%-Excellent; 25%-Good; 25%-Fair
Exit Surveys	For all Concentrations: 62%-Excellent; 32%-Good; 6%-Fair
Employer Surveys	CCSA-No data reported
	SC-100%-Good
	CFC-No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: Attempt 86% pass, 14% fail; Second Attempt 67% pass; Third attempt 100%

CACREP Standard	Student Learning Outcome
	2. Students will develop the skills and knowledge to support and enhance students' and clients' resiliency from a multicultural framework.
Course-Based and Site Supervisor Data	
2.b.	CLED 607-100%-Exceeds
	CLED 604-41%-Very Good; 55%-Adequate; 4%-N/A
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 59%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 85%-Very Good; 15%-Adequate
	CLED 672 (SC)- 96%-Very Good; 4%-Adequate
2.c.	CLED 607-100%-Exceeds
	CLED 604-78%-Very Good; 22%-Adequate
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 59%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 94%-Very Good; 6%-Adequate
	CLED 672 (SC)- 93%-Very Good; 7%-Adequate
3.f.	CLED 615-57%-Exceeds; 43%-Adequate
	CLED 604-63%-Very Good; 37%-Adequate
	CLED 608-100%-Very Good
	CLED 609-71%-Very Good; 29%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
	CLED 672 (SC) 100%-Very Good
5.g.	CLED 602-75%-Very Good; 25%-Adequate
	CLED 604-68%-Very Good; 30%-Adequate; 2%-N/A
	CLED 608-100%-Very Good
	CLED 609-71%-Very Good; 29%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
	CLED 672 (SC) 99%-Very Good 2%-Adequate
Survey Data	
Alumni Surveys	CCSA 100%-Good
	SC 65%-Excellent; 35%-Good
	CFC-100%-Excellent
Exit Surveys	For all concentrations: 55%-Excellent; 31%-Good; 8%-Fair; 6%-Did not receive any preparation
Employer Surveys	CCSA-No data reported
	SC 100%-Good
	CFC-No data reported

Comprehensive Exam Data	
Spring 2024	All concentrations: Attempt 86% pass, 14% fail; Second Attempt 67% pass; Third attempt 100%

CACREP Standard	Student Learning Outcome
	3. Students will demonstrate the knowledge and skills to be critical consumers of research in their roles as counselors.
Course-Based and Site Supervisor Data	
7.i.	CLED 606-85%-Exceeds; 15%-Meets
	CLED 604-48%-Very Good; 33%-Adequate; 19%-N/A
	CLED 608-100%-Very Good
	CLED 609-47%-Very Good; 53%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 76%-Very Good; 24%-Adequate
	CLED 672 (SC) 100%-Very Good
8.a.	CLED 640-97%-Proficient; 3%-Developing
	CLED 604-85%-Very Good; 15%-Adequate
	CLED 608-100%-Very Good
	CLED 609-53%-Very Good; 47%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
	CLED 672 (SC) 96%-Very Good; 4%-Adequate
Survey Data	
Alumni Surveys	CCSA 36%-Excellent; 64%-Good
	SC 55%-Excellent; 45%-Good
	CFC-36%-Excellent; 9%-Good; 55%-Did not receive any preparation
Exit Surveys	All concentrations: 58%-Excellent; 37%-Good; 5%-Fair
Employer Surveys	CCSA-No data reported
	SC-100%-Good
	CFC-No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: Attempt 86% pass, 14% fail; Second Attempt 67% pass; Third attempt 100%

CACREP Standard	Student Learning Outcome
	4. Students will develop and demonstrate advocacy and leadership skills through their professional development and extracurricular learning activities.
Course-Based and Site Supervisor Data	
2.b.	CLED 607-100%-Exceeds
	CLED 604-41%-Very Good; 55%-Adequate; 4%-N/A
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 59%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 85%-Very Good; 15%-Adequate
	CLED 672 (SC)- 96%-Very Good; 4%-Adequate
2.c.	CLED 607-100%-Exceeds
	CLED 604-78%-Very Good; 22%-Adequate
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 59%-Adequate
	CLED 672 (CCSA)-100%-Very Good
	CLED 672 (CFC)- 94%-Very Good; 6%-Adequate
	CLED 672 (SC)- 93%-Very Good; 7%-Adequate
3.f.	CLED 615-57%-Exceeds; 43%-Adequate
	CLED 604-63%-Very Good; 37%-Adequate
	CLED 608-100%-Very Good
	CLED 609-71%-Very Good; 29%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
	CLED 672 (SC) 100%-Very Good
7.m.	CLED 606-85%-Exceeds; 15%-Meets
	CLED 604-11%-Very Good; 52%-Adequate; 37%-N/A
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 59%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 68%-Very Good; 26%-Adequate; 6%-N/A
	CLED 672 (SC) 96%-Very Good; 4%-Adequate
Survey Data	
Alumni Surveys	CCSA 36%-Excellent; 64%-Good
	SC 55%-Excellent; 45%-Good
	CFC-36%-Excellent; 9%-Good; 55%-Did not receive any preparation
Exit Surveys	All concentrations: 58%-Excellent; 37%-Good; 5%-Fair
Employer Surveys	CCSA-No data reported
	SC-33%-Excellent; 67%-Good
	CFC-No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: Attempt 86% pass, 14% fail; Second Attempt 67% pass;

	Third attempt 100%
CACREP Standard	Student Learning Outcome 5. Student will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.
Course-Based and Site Supervisor Data	
1.i.	CLED 600-95%-Target; 2.5%-Acceptable; 2.5%-Does not meet
	CLED 604-93%-Very Good; 7%-Adequate
	CLED 608-100%-Very Good
	CLED 609-100%-Very Good
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
	CLED 672 (SC) 100%-Very Good
7.m.	CLED 606-85%-Exceeds; 15%-Meets
	CLED 604-11%-Very Good; 52%-Adequate; 37%-N/A
	CLED 608-100%-Very Good
	CLED 609-41%-Very Good; 59%-Adequate
	CLED 672 (CCSA) 100%-Very Good
	CLED 672 (CFC) 68%-Very Good; 26%-Adequate; 6%-N/A
	CLED 672 (SC) 96%-Very Good; 4%-Adequate
Survey Data	
Alumni Surveys	CCSA 100%-Excellent
	SC 84%-Excellent; 16%-Good
	CFC-50%-Good; 50%-Fair
Exit Surveys	All concentrations: 72%-Excellent; 28%-Good
Employer Surveys	CCSA-No Data Reported
	SC-100%-Good
	CFC-No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: Attempt 86% pass, 14% fail; Second Attempt 67% pass; Third attempt 100%

CACREP Standard	Student Learning Outcome CCSA-Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in higher education settings. (College Counseling and Student Affairs)
Course-Based and Site Supervisor Data	
1.b.	CCSA CLED 620- 83%-Exceeds; 17%-Meets
	CLED 608-100%-Very Good
	CLED 672 (CCSA)-100%-Very Good
2.c.	CCSA CLED 620-83%-Exceeds; 17%-Meets
	CLED 608-100%-Very Good
	CLED 672 (CCSA)-100%-Very Good
Survey Data	
Alumni Surveys	CCSA 38%-Excellent; 31%-Good; 19%-Fair; 12%-Poor
Exit Surveys	All concentrations: 44%-Excellent; 50%-Good; 6%-Fair
Employer Surveys	No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: Attempt 86% pass, 14% fail; Second Attempt 67% pass; Third attempt 100%

CACREP Standard	Student Learning Outcome CFC-Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in community, couples, and family settings. (Couples & Family Counseling)
Course-Based and Site Supervisor Data	
2.g.	CFC CLED 645- 95%-Excellent; 5%-Adequate
	CLED 609- 100%-Very Good
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
2.m.	CFC CLED 641- 75%-Exceeds; 25%-Meets
	CLED 609-96%-Very Good; 4%-Adequate
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
3.c.	CFC CLED 645- 100%-Excellent
	CLED 609-89%-Very Good; 11%-Not Met
	CLED 672 (CFC) 97%-Very Good; 3%-Adequate
Survey Data	
Alumni Surveys	No data reported
Exit Surveys	All concentrations: 44%-Excellent; 50%-Good; 6%-Fair
Employer Surveys	No data reported
Comprehensive Exam Data	
Spring 2024	All concentrations: Attempt 86% pass, 14% fail; Second Attempt 67% pass; Third attempt 100%

CACREP Standard	Student Learning Outcome SC-Students will demonstrate competency in counseling, assessment, program evaluation, and consultation skills in K-12 school settings. (School Counseling)
Course-Based and Site Supervisor Data	
1.b.	SC CLED 622- 100%-Exceeds
	CLED 604-81%-Very Good; 15%-Adequate; 4%-N/A
	CLED 672 (SC)-100%-Very Good
2.a.	SC CLED 622- 100%-Exceeds
	CLED 604-78%-Very Good; 22%-Adequate
	CLED 672 (SC) 100%-Very Good
Survey Data	
Alumni Surveys	SC 72%-Excellent; 28%-Good
Exit Surveys	All concentrations: 44%-Excellent; 50%-Good; 6%-Fair
Employer Surveys	33%-Excellent; 67%-Good
Comprehensive Exam Data	
Spring 2024	All concentrations: Attempt 86% pass, 14% fail; Second Attempt 67% pass; Third attempt 100%

B. Doctoral Program Objectives

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

CACREP Standard	Student Learning Outcome 2. Students will learn and apply teaching theory and demonstrate this knowledge in professional teaching experiences.
3.b.	CLED 721- 100% Exceeds
	CLED 810 (Teaching) – 50%-Exceeds; 50%-Does not Meet
	Comprehensive Exam-83%-Strong; 17%-Satisfactory
Exit Surveys	No data reported
Alumni Surveys	No data reported
Employer Surveys	100%-Excellent

CACREP Standard	Student Learning Outcome 3. Students will learn and apply advanced counseling theories and demonstrate this knowledge and skills through professional counseling practice.
1.b.	CLED 730 Paper- 20%-Exceeds; 80%-Meets
	CLED 730 Skills Ratings- 71%-Exceeds; 29%-Meets
	Comprehensive Exam-67%-Strong; 33%-Satisfactory
Exit Surveys	No data reported
Alumni Surveys	No data reported
Employer Surveys	No data reported

CACREP Standard	Student Learning Outcome 4. Students will learn and apply supervision theories and demonstrate this knowledge and skills through professional supervision practice.
2.b.	CLED 740- 100%-Exceeds
	CLED 810 (Supervision)- 75%-Exceeds; 25%-Meets
	Comprehensive Exam-83%-Strong; 17%-Satisfactory
Exit Surveys	No data reported
Alumni Surveys	No data reported
Employer Surveys	100%-Very Good

CACREP Standard	Student Learning Outcome 5. Students will learn research methods and design and demonstrate this knowledge through application in supervised settings.
4.h.	CLED 720-60%-Exceeds; 40%-Meets
	CLED 770- 100%-Exceeds
	Comprehensive Exam-50%-Strong; 50%-Satisfactory
Exit Surveys	No data reported
Alumni Surveys	No data reported
Employer Surveys	100%-Excellent

IV. Comprehensive Exam Pass Rates (Masters-only)

Test	N	Spring & Summer 2025
Comp. Exam	44	Attempt 86% pass, 14% fail Second Attempt 67% pass Third attempt 100%

V. Student Dispositions

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

A. Masters Students

1st year, 2nd semester CLED 602, N=36

Section I Dispositions	%Not Met	%Unacceptable	%Adequate	%Target	%Very Good
1. Openness to new ideas	0%	0%	0%	97%	3%
2. Flexibility	0%	0%	0%	97%	3%
3. Cooperativeness with others	0%	0%	0%	100%	0%
4. Willingness to accept and use feedback	0%	0%	0%	94%	6%
5. Awareness of own impact on others	0%	0%	3%	97%	0%
6. Ability to deal with conflict	0%	0%	0%	0%	0%
7. Ability to accept personal responsibility	0%	0%	3%	97%	0%
8. Ability to express feelings effectively and appropriately	0%	0%	0%	100%	0%
9. Attention to ethical and legal considerations	0%	0%	3%	97%	0%
10. Initiative and motivation	0%	0%	3%	94%	3%
Total Percentage	0%	0%	1%	97%	2%

2nd year, 3rd/4th semester CLED 604 (SC Practicum), N=27

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	4%	96%
2. Flexibility	0%	4%	96%
3. Cooperativeness with others	0%	4%	96%
4. Willingness to accept and use feedback	0%	4%	96%
5. Awareness of own impact on others	0%	3%	97%
6. Ability to deal with conflict	0%	3%	97%
7. Ability to accept personal responsibility	0%	11%	89%
8. Ability to express feelings effectively and appropriately	0%	4%	96%
9. Attention to ethical and legal considerations	0%	26%	74%
10. Initiative and motivation	0%	7%	93%
Total Percentage	0%	7%	93%

2nd year, 3rd/4th semester CLED 608 (CCSA Practicum), N=1

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

2nd year, Summer CLED 609 (CFC Practicum), N=17

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	18%	82%
2. Flexibility	0%	24%	76%
3. Cooperativeness with others	0%	24%	76%
4. Willingness to accept and use feedback	0%	35%	65%
5. Awareness of own impact on others	0%	35%	65%
6. Ability to deal with conflict	0%	24%	76%
7. Ability to accept personal responsibility	0%	29%	71%
8. Ability to express feelings effectively and appropriately	0%	41%	59%
9. Attention to ethical and legal considerations	0%	18%	82%
10. Initiative and motivation	6%	24%	71%
Total Percentage	1%	27%	72%

2nd year, 4th semester or after CLED 672 (SC Internship), N=27

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	4%	96%
2. Flexibility	0%	4%	96%
3. Cooperativeness with others	0%	0%	100%
4. Willingness to accept and use feedback	0%	4%	96%
5. Awareness of own impact on others	0%	4%	96%
6. Ability to deal with conflict	0%	0%	100%
7. Ability to accept personal responsibility	0%	0%	100%
8. Ability to express feelings effectively and appropriately	0%	0%	100%
9. Attention to ethical and legal considerations	0%	0%	100%
10. Initiative and motivation	0%	4%	96%
Total Percentage	0%	2%	98%

2nd year, 4th semester or after CLED 672 (CCSA Internship), N=1

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

2nd year, 3rd and 4th semesters or after CLED 672 (CFC Internship), N=34

Section I Dispositions	%Not Met/ Unacceptable	%Adequate	%Target/ Very Good
1. Openness to new ideas	0%	3%	97%
2. Flexibility	0%	3%	97%
3. Cooperativeness with others	0%	3%	97%
4. Willingness to accept and use feedback	0%	3%	97%
5. Awareness of own impact on others	0%	6%	94%
6. Ability to deal with conflict	0%	6%	94%
7. Ability to accept personal responsibility	0%	9%	91%
8. Ability to express feelings effectively and appropriately	0%	3%	97%
9. Attention to ethical and legal considerations	0%	0%	100%
10. Initiative and motivation	0%	3%	97%
Total Percentage	0%	4%	96%

B. Doctoral Students

CLED 730 (First Year, First semester-Fall 2024), N=4

Section A: Personal Conduct	%Does Not Meet Expectations	%Meets Expectations	%Exceeds Expectations
1. Self Awareness	0%	25%	75%
2. Emotional Stability	0%	0%	100%
3. Self Control	0%	0%	100%
4. Cooperativeness	0%	0%	100%
5. Adaptability	0%	25%	75%
6. Ability to be a team player	0%	0%	100%
Total Percentage	0%	8%	92%
Section B: Professional Behavior			
1. Dependability	0%	0%	100%
2. Use of suggestions and constructive criticism	0%	25%	75%
3. Promptness	0%	25%	75%
4. Ability to work independently	0%	25%	75%
5. Willingness to assume responsibility	0%	25%	75%
6. Initiative	0%	0%	100%
7. Cross cultural competence/multicultural sensitivity	0%	25%	75%
Total Percentage	0%	18%	82%

VI. Clinical Data

A. Masters Practicum and Internship Clinical Evaluation Data

Supervisee Evaluation of Site Supervisor (Practicum)

Table 5: Supervisee Evaluation of Site Supervisor (Couples & Family Practicum Students)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	0%	33%	67%	0%	18
Made me feel at ease with the supervisory process	0%	0%	33%	67%	0%	18
Gave me feedback about my role as a counselor	0%	0%	39%	61%	0%	18
Gave me feedback I could use	0%	0%	28%	72%	0%	18
Helped me clarify the major issues that my client brought to the session	0%	0%	22%	78%	0%	18
Assisted me in understanding my own feelings about the client and his/her issues	0%	6%	22%	72%	0%	18
Encouraged me to develop a plan for the semester	6%	22%	33%	39%	0%	18
Modeled appropriate techniques when necessary	0%	0%	28%	72%	0%	18
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	6%	94%	0%	18
Provided opportunities to experience the professional role	0%	0%	22%	78%	0%	18
Provided one hour per week supervision as required	0%	6%	11%	83%	0%	18
Provided appropriate supervision in addition to the one hour a week requirement	0%	6%	17%	78%	0%	18
Total/Percentage	1%	3%	25%	72%	0%	18
MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses

My professional identity by encouraging membership in professional organizations	0%	28%	44%	22%	6%	18
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	39%	61%	0%	18
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	17%	83%	0%	18
Total/Percentage	0%	9%	33%	56%	2%	18
I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	22%	78%	0%	18
My supervisor respected me and was concerned with my professional growth	0%	0%	28%	72%	0%	18
My supervisor was committed to his/her role as a supervisor	0%	0%	22%	78%	0%	18
My supervisor motivated and encouraged me	0%	0%	22%	78%	0%	18
My supervisor served as an appropriate professional role model	0%	0%	33%	67%	0%	18
Supervision sessions allowed for personal and professional growth	0%	0%	28%	72%	0%	18
My supervisor recognizes his/her own limitations	0%	0%	33%	67%	0%	18
My supervisor was genuine, congruent, empathic, and honest	0%	0%	22%	78%	0%	18
My supervisor consistently modeled effective time management and organization skills	0%	6%	50%	44%	0%	18
Total/Percentage	0%	1%	29%	70%	0%	18
MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	33%	61%	6%	18
Focus on specific counseling strategies and plans to assist the client	0%	0%	33%	61%	6%	18
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	22%	67%	11%	18
Develop techniques to resolve conflict	0%	6%	39%	39%	17%	18
Understand the counselor's role in the Crisis Plan for this site	0%	0%	39%	56%	6%	18

Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	17%	50%	33%	18
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	11%	17%	22%	50%	18
Find opportunities to offer a variety of counseling or support groups	0%	0%	39%	56%	6%	18
Total/Percentage	0%	2%	30%	51%	17%	18

Table 6: Supervisee Evaluation of Site Supervisor (Masters- College Counseling and Student Affairs)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	0%	0%	100%	0%	1
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%	1
Gave me feedback about my role as a counselor	0%	0%	0%	100%	0%	1
Gave me feedback I could use	0%	0%	0%	100%	0%	1
Helped me clarify the major issues that my client brought to the session	0%	0%	0%	100%	0%	1
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	0%	100%	0%	1
Encouraged me to develop a plan for the semester	0%	0%	0%	100%	0%	1
Modeled appropriate techniques when necessary	0%	0%	0%	100%	0%	1
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%	1
Provided opportunities to experience the professional role	0%	0%	0%	100%	0%	1
Provided one hour per week supervision as required	0%	0%	0%	100%	0%	1
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	0%	100%	0%	1
Total/Percentage	0%	0%	0%	100%	0%	1

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	0%	100%	0%	0%	1
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	0%	100%	0%	1
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	0%	100%	0%	1

Total/Percentage	0%	0%	33%	67%	0%	1
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I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	0%	100%	0%	1
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%	1
My supervisor was committed to his/her role as a supervisor	0%	0%	0%	100%	0%	1
My supervisor motivated and encouraged me	0%	0%	0%	100%	0%	1
My supervisor served as an appropriate professional role model	0%	0%	0%	100%	0%	1
Supervision sessions allowed for personal and professional growth	0%	0%	0%	100%	0%	1
My supervisor recognizes his/her own limitations	0%	0%	0%	100%	0%	1
My supervisor was genuine, congruent, empathic, and honest	0%	0%	0%	100%	0%	1
My supervisor consistently modeled effective time management and organization skills	0%	0%	0%	100%	0%	1
Total/Percentage	0%	0%	0%	100%	0%	1

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	0%	100%	0%	1
Focus on specific counseling strategies and plans to assist the client	0%	0%	0%	100%	0%	1
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	0%	100%	0%	1
Develop techniques to resolve conflict	0%	0%	0%	100%	0%	1
Understand the counselor's role in the Crisis Plan for this site	0%	0%	0%	100%	0%	1
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	0%	1

Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	100%	0%	0%	1
Find opportunities to offer a variety of counseling or support groups	0%	0%	0%	100%	0%	1
Total/Percentage	0%	0%	13%	88%	0%	1

Table 7: Supervisee Evaluation of Site Supervisor (School Practicum Students)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	9%	39%	52%	0%	23
Made me feel at ease with the supervisory process	9%	0%	9%	83%	0%	23
Gave me feedback about my role as a counselor	4%	4%	35%	57%	0%	23
Gave me feedback I could use	9%	0%	13%	78%	0%	23
Helped me clarify the major issues that my client brought to the session	4%	4%	35%	57%	0%	23
Assisted me in understanding my own feelings about the client and his/her issues	9%	0%	39%	52%	0%	23
Encouraged me to develop a plan for the semester	4%	0%	39%	57%	0%	23
Modeled appropriate techniques when necessary	9%	0%	26%	65%	0%	23
Demonstrated a professional relationship with administrators, faculty, staff, etc.	5%	0%	9%	86%	0%	23
Provided opportunities to experience the professional role	0%	4%	22%	74%	0%	23
Provided one hour per week supervision as required	4%	0%	30%	65%	0%	23
Provided appropriate supervision in addition to the one hour a week requirement	4%	0%	22%	70%	4%	23
Total/Percentage	5%	2%	27%	66%	0%	23
MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	9%	4%	30%	48%	9%	23

Opportunities for me to meet the course requirements according to the syllabus	4%	0%	26%	70%	0%	23
Legal and ethical practice by discussing and modeling appropriate ethical standards	4%	0%	13%	83%	0%	23
Total/Percentage	6%	1%	23%	67%	3%	23
I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	9%	0%	30%	61%	0%	23
My supervisor respected me and was concerned with my professional growth	0%	9%	4%	87%	0%	23
My supervisor was committed to his/her role as a supervisor	9%	0%	13%	78%	0%	23
My supervisor motivated and encouraged me	9%	0%	13%	78%	0%	23
My supervisor served as an appropriate professional role model	9%	0%	17%	74%	0%	23
Supervision sessions allowed for personal and professional growth	9%	0%	17%	74%	0%	23
My supervisor recognizes his/her own limitations	9%	0%	30%	61%	0%	23
My supervisor was genuine, congruent, empathic, and honest	4%	4%	4%	83%	0%	23
My supervisor consistently modeled effective time management and organization skills	9%	4%	17%	70%	0%	23
Total/Percentage	7%	2%	17%	74%	0%	23
MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	9%	4%	43%	35%	9%	23
Focus on specific counseling strategies and plans to assist the client	4%	4%	43%	48%	0%	23
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	4%	22%	74%	0%	23

Develop techniques to resolve conflict	0%	9%	30%	57%	4%	23
Understand the counselor's role in the Crisis Plan for this site	4%	4%	17%	61%	13%	23
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	26%	74%	0%	23
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	35%	65%	0%	23
Find opportunities to offer a variety of counseling or support groups	0%	4%	30%	65%	0%	23
Total/Percentage	2%	4%	31%	60%	3%	23

Supervisor Evaluation of Practicum Students (by concentration area)

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

N=17

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	6%	94%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	6%	94%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	35%	65%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	35%	65%	0%
6. Demonstrates effective summarization (5.g)	0%	6%	94%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	59%	41%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	35%	65%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	35%	65%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	12%	88%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g.)	0%	12%	88%	0%
12. Develops effective measurable outcomes for clients (5.i; 8.d.)	0%	47%	53%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a.)	0%	47%	53%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c.)	0%	59%	41%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f.)	0%	29%	71%	0%

16. Articulates and utilizes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients (2.b.)	0%	59%	41%	0%
17. Demonstrates effective usages of theories of individual and family development across the lifespan (3.a.)	0%	24%	76%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	0%	41%	59%	0%
19. Demonstrates effective integration of techniques and interventions of marriage, couple, and family counseling (CFC 3.c.)	0%	6%	94%	0%
Total/Percentage	0%	29%	71%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Effectively designs and evaluates counseling interventions and programs (8.c)	0%	47%	53%	0%
2. Effectively identifies, selects, and utilizes assessments relevant for clients in their academic, career, personal, and social/emotional development (7.i)	0%	53%	47%	0%
3. Utilizes strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (4.c; 4.e.)	0%	59%	41%	0%
4. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	59%	41%	0%
5. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	0%	24%	76%	0%
6. Demonstrates effective group leadership skills and techniques (6.d)	0%	47%	53%	0%
7. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	47%	53%	0%
8. Demonstrates skills of critically examining the connections between cultural, social, familial, emotional, behavioral, career, and life problems and family functioning, including bio-, neuro-, and physiological factors that affect	0%	4%	96%	0%

development, functioning and behavior; and provides rationale for applying specific interventions relating to development (3.a; 3.b; 3.c; 3.d; 3.e; 3.f;.5.a; CFC 2.k; 2.m; 3.d)				
9. Demonstrates effective use of data to inform the development, decision making, and evaluation of counseling services (7.m; 8.c.; 8.i; CFC 1.e; 2.d;.3.a; 3.d)	0%	59%	41%	0%
10. Develops treatment plans that account for differing abilities and differentiated intervention strategies (8.g; 3.h; CFC 3.a; 3.d)	0%	41%	59%	0%
11. Demonstrate use of developmentally appropriate behavioral and counseling assessments (i.e., general and issue-specific) and evidence-based interventions (i.e., general and crisis-specific) to promote family functioning (1.c; 4.e; 4.f; 4.i; 5.g; 5.h; 5.j; 7.i; 7.j; 7..m; 8.b; 8.c; 8.d; 8.e; 8.g; CFC 1.e; 1.f; 2.c; 2.d; 2.g; 3.a; 3.c; 3.e)	0%	59%	41%	0%
12. Demonstrates strategies to foster family wellness and improve family functioning related to effects of aging, intergenerational processes, un/under- employment, and changes in socioeconomic standing (CFC 3.b; f.2).	0%	53%	47%	0%
13. Demonstrates approaches to increase family functioning with attention to physical, mental health, and related systemic influences such as the effect of culture, context and issues pertaining to human sexuality, addiction, and interpersonal violence on the couple (CFC 2.e; 2. f; 2.g; 2.h; 2.i; 2.j; 2.k; 2.l; 2.m)	0%	0%	100%	0%
14. Understands an effective referral process and knowledge of community resources (5.k; CFC 3.a)	0%	47%	53%	0%
15. Demonstrate techniques to incorporate consultation and a systemic approach to couple and family needs (5.c; CFC 2.e; 2. f; 2.g; 2.h; 2.i; 2.j; 2.k; 2.l; 2.m; 3.a; 3.b; 3.c; 3.d; 3.e)	0%	24%	76%	0%
16. Demonstrates effective use of technology in providing counseling services (1.j; 5.e)	0%	53%	47%	0%
17. Demonstrates the ability as a counselor to be a leader, advocate, and systems change agent as needed to help clients.	0%	41%	59%	0%
18. Develops and implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in the community and settings couples/families engage in,	0%	29%	71%	0%

which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b; 2.c; 2.h)				
Total/Percentage	0%	41%	59%	0%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	0%	100%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	47%	53%	0%
3. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; 1.m)	0%	53%	47%	0%
4. Understands and demonstrates the role and identity of a professional marriage, couple, and family counselor, including being a member of the community and an advocate for couples/families and the profession. (1.b., d.).	0%	6%	94%	0%
Total/Percentage	0%	26.5%	73.5%	0%

Table 9: Supervisor Evaluation of College Counseling and Student Affairs Practicum Students (Clinical Continuum)

N=1

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

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

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

biological, neurological, and physiological factors that affect human development, functioning and behavior (3.e; 3.f)				
10. Demonstrates the ability as a college counselor or student affairs professional to be a leader, advocate, and systems change agent as needed to help students/clients.	0%	0%	100%	0%
11. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in higher educational settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (1.e; 2.b; 2.c; 2.h)	0%	100%	0%	0%
Total/Percentage	0%	36%	46%	18%

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

Table 10: Supervisor Evaluation of School Counseling Practicum Students (Clinical Continuum)

N=27

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	100%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	26%	74%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	26%	74%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	11%	89%	0%
6. Demonstrates effective summarization (5.g)	0%	22%	78%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	55%	41%	4%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	59%	37%	4%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	41%	59%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	4%	96%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g)	0%	4%	96%	0%
12. Develops effective measurable outcomes for clients (CACREP 5.i;8.d)	0%	56%	44%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a),	0%	48%	52%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c)	0%	22%	78%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f)	0%	37%	63%	0%
16. Articulates and utilizes theories and models of	0%	55%	41%	4%

multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients (2.b)				
17. Demonstrates effective usage of theories of individual and family development across the lifespan. (3.a)	0%	30%	70%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (CACREP 1.c; 5.m)	0%	52%	30%	18%
Total/Percentage	0%	30%	68%	2%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Understands and supports implementation of models of school counseling programs (5.j; 7.i; 7.j; 8.b; 8.e; 8.g; SC 1.b.)	0%	15%	81%	4%
2. Effectively designs school counseling classroom lessons, develops session plans, utilizes classroom management strategies, and offers differentiated instructional strategies (SC 3.c)	0%	11%	89%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j, 8.b; SC 3.d)	0%	19%	81%	0%
4. Utilizes developmentally appropriate and evidence-based career counseling interventions and assessments (4.e; 4.f; 4.i; 5.j; 8.b; SC 3.e)	0%	22%	15%	63%
5. Incorporates techniques of social/emotional counseling in school settings (5.g.; 5.h.; SC 3.f.)	0%	4%	96%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	11%	22%	67%
7. Incorporates evidence-based interventions to promote college and career readiness, including strategies to promote equity in student achievement and college access (5.j; 8.b; SC 3.j; SC3.k)	0%	26%	11%	63%
8. Collects, analyzes, and uses data to inform decision making and advocate for students and programs (7.m., 8.c; 8.i; SC 3.n.; SC 3.o)	0%	15%	81%	4%
9. Demonstrates effective group leadership skills and techniques (6.d)	0%	7%	82%	11%
10. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	11%	85%	4%
11. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom,	0%	7%	93%	0%

coordination, consultation, referrals, etc.) (5.c)				
12. Understands operation of emergency management plan and the roles of school counselors during crises, disasters, and other trauma-causing events (CACREP 1.c; 5.m; SC 2.e)	0%	41%	44%	15%
13. Understands an effective referral process and knowledge of community resources (SC 2.k)	0%	59%	7%	33%
14. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l)	0%	7%	86%	7%
15. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	0%	4%	74%	22%
16. Effectively uses appropriate technology as a management, evaluation, and counseling tool (1.j)	0%	11%	89%	0%
17. Effectively identifies, selects, and utilizes assessments relevant for students in their academic, career, personal, and social/emotional development (7.i)	0%	33%	48%	19%
18. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	52%	11%	37%
19. Demonstrate the ability as a school counselor to be a leader, advocate, and systems change agent as needed to help students. (SC 2.a)	0%	22%	78%	0%
20. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in pk-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (1.e; 2.b; 2.c; 2.h)	0%	30%	70%	0%
Total/Percentage	0%	20%	62%	18%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	7%	93%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	15%	85%	0%

3.Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; 1.m)	0%	4%	96%	0%
4. Understands and demonstrates role and identity of a professional counselor in pk-12 school settings, including being a member of the school community and an advocate for students and the profession (1.b; 1.d)	0%	4%	96%	0%
Total/Percentage	0%	8%	92%	0%

Supervisee Evaluation of Site Supervisor (Internship)

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

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	5%	23%	73%	0%	22
Made me feel at ease with the supervisory process	9%	0%	9%	82%	0%	22
Gave me feedback about my role as a counselor	0%	5%	14%	82%	0%	22
Gave me feedback I could use	0%	0%	14%	86%	0%	22
Helped me clarify the major issues that my client brought to the session	5%	0%	18%	77%	0%	22
Assisted me in understanding my own feelings about the client and his/her issues	5%	0%	27%	68%	0%	22
Encouraged me to develop a plan for the semester	9%	0%	14%	77%	0%	22
Modeled appropriate techniques when necessary	5%	5%	23%	68%	0%	22
Demonstrated a professional relationship with administrators, faculty, staff, etc.	5%	0%	9%	86%	0%	22
Provided opportunities to experience the professional role	5%	5%	9%	82%	0%	22
Provided one hour per week supervision as required	5%	5%	9%	82%	0%	22
Provided appropriate supervision in addition to the one hour a week requirement	9%	5%	5%	82%	0%	22
Total/Percentage	5%	2%	14%	79%	0%	22

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	5%	14%	27%	41%	14%	22
Opportunities for me to meet the course requirements according to the syllabus	0%	5%	14%	82%	0%	22

Legal and ethical practice by discussing and modeling appropriate ethical standards	5%	0%	23%	73%	0%	22
Total/Percentage	3%	6%	21%	65%	5%	22

I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	5%	0%	18%	77%	0%	22
My supervisor respected me and was concerned with my professional growth	5%	0%	9%	86%	0%	22
My supervisor was committed to his/her role as a supervisor	5%	0%	14%	82%	0%	22
My supervisor motivated and encouraged me	0%	5%	9%	86%	0%	22
My supervisor served as an appropriate professional role model	5%	0%	18%	77%	0%	22
Supervision sessions allowed for personal and professional growth	5%	0%	9%	86%	0%	22
My supervisor recognizes his/her own limitations	0%	5%	18%	77%	0%	22
My supervisor was genuine, congruent, empathic, and honest	5%	0%	5%	91%	0%	22
My supervisor consistently modeled effective time management and organization skills	5%	9%	9%	77%	0%	22
Total/Percentage	4%	2%	12%	82%	0%	22

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	5%	0%	32%	59%	5%	22
Focus on specific counseling strategies and plans to assist the client	0%	5%	23%	68%	5%	22
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	14%	32%	50%	5%	22
Develop techniques to resolve conflict	5%	0%	32%	59%	5%	22
Understand the counselor's role in the Crisis Plan for this site	0%	9%	32%	55%	5%	22

Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	14%	18%	32%	36%	22
Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	9%	14%	23%	55%	22
Find opportunities to offer a variety of counseling or support groups	9%	14%	23%	45%	9%	22
Total/Percentage	2%	8%	26%	49%	15%	22

Table 12: Supervisee Evaluation of Site Supervisor (Masters- College Counseling and Student Affairs)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	0%	0%	100%	0%	1
Made me feel at ease with the supervisory process	0%	0%	0%	100%	0%	1
Gave me feedback about my role as a counselor	0%	0%	0%	100%	0%	1
Gave me feedback I could use	0%	0%	0%	100%	0%	1
Helped me clarify the major issues that my client brought to the session	0%	0%	0%	100%	0%	1
Assisted me in understanding my own feelings about the client and his/her issues	0%	0%	0%	100%	0%	1
Encouraged me to develop a plan for the semester	0%	0%	0%	100%	0%	1
Modeled appropriate techniques when necessary	0%	0%	0%	100%	0%	1
Demonstrated a professional relationship with administrators, faculty, staff, etc.	0%	0%	0%	100%	0%	1
Provided opportunities to experience the professional role	0%	0%	0%	100%	0%	1
Provided one hour per week supervision as required	0%	0%	0%	100%	0%	1
Provided appropriate supervision in addition to the one hour a week requirement	0%	0%	0%	100%	0%	1
Total/Percentage	0%	0%	0%	100%	0%	1

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	0%	0%	100%	0%	0%	1
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	0%	100%	0%	1
Legal and ethical practice by discussing and modeling appropriate ethical standards	0%	0%	0%	100%	0%	1

Total/Percentage	0%	0%	33%	67%	0%	1
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I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	0%	0%	0%	100%	0%	1
My supervisor respected me and was concerned with my professional growth	0%	0%	0%	100%	0%	1
My supervisor was committed to his/her role as a supervisor	0%	0%	0%	100%	0%	1
My supervisor motivated and encouraged me	0%	0%	0%	100%	0%	1
My supervisor served as an appropriate professional role model	0%	0%	0%	100%	0%	1
Supervision sessions allowed for personal and professional growth	0%	0%	0%	100%	0%	1
My supervisor recognizes his/her own limitations	0%	0%	0%	100%	0%	1
My supervisor was genuine, congruent, empathic, and honest	0%	0%	0%	0%	0%	0
My supervisor consistently modeled effective time management and organization skills	0%	0%	0%	100%	0%	1
Total/Percentage	0%	0%	0%	100%	0%	1

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	0%	0%	0%	100%	0%	1
Focus on specific counseling strategies and plans to assist the client	0%	0%	0%	100%	0%	1
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	0%	0%	100%	0%	1
Develop techniques to resolve conflict	0%	0%	0%	100%	0%	1
Understand the counselor's role in the Crisis Plan for this site	0%	0%	0%	100%	0%	1
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	0%	0%	0%	100%	0%	1

Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	0%	100%	0%	1
Find opportunities to offer a variety of counseling or support groups	0%	0%	0%	100%	0%	1
Total/Percentage	0%	0%	0%	100%	0%	1

Table 13: Supervisee Evaluation of Site Supervisor (Masters- School Internship Students)

Please check your level of agreement with the following statements:

MY SUPERVISOR:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Explained his/her role as my supervisor	0%	13%	17%	65%	4%	23
Made me feel at ease with the supervisory process	0%	13%	22%	65%	0%	23
Gave me feedback about my role as a counselor	5%	0%	18%	73%	5%	23
Gave me feedback I could use	0%	4%	22%	70%	4%	23
Helped me clarify the major issues that my client brought to the session	0%	9%	17%	70%	4%	23
Assisted me in understanding my own feelings about the client and his/her issues	4%	9%	13%	65%	9%	23
Encouraged me to develop a plan for the semester	0%	4%	22%	74%	0%	23
Modeled appropriate techniques when necessary	4%	4%	17%	74%	0%	23
Demonstrated a professional relationship with administrators, faculty, staff, etc.	4%	4%	9%	83%	0%	23
Provided opportunities to experience the professional role	0%	4%	9%	83%	4%	23
Provided one hour per week supervision as required	0%	4%	13%	78%	4%	23
Provided appropriate supervision in addition to the one hour a week requirement	0%	9%	9%	74%	9%	23
Total/Percentage	1%	6%	16%	73%	4%	23

MY SUPERVISOR HELPED PROMOTE:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
My professional identity by encouraging membership in professional organizations	4%	13%	26%	43%	13%	23
Opportunities for me to meet the course requirements according to the syllabus	0%	0%	26%	70%	4%	23
Legal and ethical practice by discussing and modeling appropriate ethical standards	4%	4%	13%	78%	0%	23

Total/Percentage	3%	6%	22%	64%	6%	23
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I FELT:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Confident of the counseling skills of my supervisor	4%	4%	17%	74%	0%	23
My supervisor respected me and was concerned with my professional growth	0%	4%	17%	78%	0%	23
My supervisor was committed to his/her role as a supervisor	4%	4%	9%	78%	4%	23
My supervisor motivated and encouraged me	0%	0%	22%	70%	9%	23
My supervisor served as an appropriate professional role model	9%	4%	13%	74%	0%	23
Supervision sessions allowed for personal and professional growth	0%	4%	22%	70%	4%	23
My supervisor recognizes his/her own limitations	4%	4%	13%	78%	0%	23
My supervisor was genuine, congruent, empathic, and honest	4%	4%	13%	78%	0%	23
My supervisor consistently modeled effective time management and organization skills	0%	0%	26%	74%	0%	23
Total/Percentage	3%	3%	17%	75%	2%	23

MY SUPERVISOR HELPED ME:	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree	% Not Applicable	Total Valid Responses
Clarify my own ideas about counseling theory	4%	4%	26%	57%	9%	23
Focus on specific counseling strategies and plans to assist the client	0%	9%	26%	57%	9%	23
Gain exposure to diverse populations (e.g., special needs, low socioeconomic status, minority, ESL, etc.)	0%	4%	9%	83%	4%	23
Develop techniques to resolve conflict	0%	4%	13%	78%	4%	23
Understand the counselor's role in the Crisis Plan for this site	4%	9%	17%	65%	4%	23
Meet with individual students from a variety of backgrounds, ages, race/ethnicities, developmental levels, and issues/concerns	4%	0%	13%	78%	4%	23

Find opportunities to offer a variety of classroom guidance lessons or college student development programs	0%	0%	22%	74%	4%	23
Find opportunities to offer a variety of counseling or support groups	0%	9%	22%	65%	4%	23
Total/Percentage	2%	5%	18%	70%	5%	23

Supervisor Evaluation of Internship Student (by concentration area)

Table 14: Supervisor Evaluation of CCSA Internship Students (Clinical Continuum)

N=1

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

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

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

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

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

Table 15: Supervisor Evaluation of Couples & Family Internship Students (Clinical Continuum)

N=34

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	0%	100%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	0%	100%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	100%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	100%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	100%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	100%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	6%	94%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	0%	100%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	100%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g.)	0%	0%	100%	0%
12. Develops effective measurable outcomes for clients (5.i; 8.d.)	0%	0%	100%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a.)	0%	6%	94%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c.)	0%	6%	94%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f.)	0%	3%	97%	0%

16. Articulates and utilizes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients (2.b.)	0%	15%	85%	0%
17. Demonstrates effective usages of theories of individual and family development across the lifespan (3.a.)	0%	9%	91%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (1.c.; 5.m.)	0%	3%	97%	0%
19. Demonstrates effective integration of techniques and interventions of marriage, couple, and family counseling (CFC 3.c).	0%	3%	97%	0%
Total/Percentage	0%	3%	97%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Effectively designs and evaluates counseling interventions and programs (8.c)	0%	21%	79%	0%
2. Effectively identifies, selects, and utilizes assessments relevant for clients in their academic, career, personal, and social/emotional development (7.i)	0%	24%	76%	0%
3. Utilizes strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (4.c; 4.e.)	0%	12%	88%	0%
4. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	26%	68%	6%
5. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	0%	3%	97%	0%
6. Demonstrates effective group leadership skills and techniques (6.d)	0%	18%	79%	3%
7. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	18%	76%	6%
8. Demonstrates skills of critically examining the connections between cultural, social, familial, emotional, behavioral, career, and life problems and family functioning, including bio-, neuro-, and physiological factors that affect	0%	3%	97%	0%

development, functioning and behavior; and provides rationale for applying specific interventions relating to development (3.a; 3.b; 3.c; 3.d; 3.e; 3.f;.5.a; CFC 2.k; 2.m; 3.d)				
9. Demonstrates effective use of data to inform the development, decision making, and evaluation of counseling services (7.m; 8.c.; 8.i; CFC 1.e; 2.d;.3.a; 3.d)	0%	24%	76%	0%
10. Develops treatment plans that account for differing abilities and differentiated intervention strategies (8.g; 3.h; CFC 3.a; 3.d)	0%	9%	91%	0%
11. Demonstrate use of developmentally appropriate behavioral and counseling assessments (i.e., general and issue-specific) and evidence-based interventions (i.e., general and crisis-specific) to promote family functioning (1.c; 4.e; 4.f; 4.i; 5.g; 5.h; 5.j; 7.i; 7.j; 7..m; 8.b; 8.c; 8.d; 8.e; 8.g; CFC 1.e; 1.f; 2.c; 2.d; 2.g; 3.a; 3.c; 3.e)	0%	21%	79%	0%
12. Demonstrates strategies to foster family wellness and improve family functioning related to effects of aging, intergenerational processes, un/under- employment, and changes in socioeconomic standing (CFC 3.b; f.2).	0%	6%	94%	0%
13. Demonstrates approaches to increase family functioning with attention to physical, mental health, and related systemic influences such as the effect of culture, context and issues pertaining to human sexuality, addiction, and interpersonal violence on the couple (CFC 2.e; 2. f; 2.g; 2.h; 2.i; 2.j; 2.k; 2.l; 2.m)	0%	3%	97%	0%
14. Understands an effective referral process and knowledge of community resources (5.k; CFC 3.a)	0%	6%	94%	0%
15. Demonstrate techniques to incorporate consultation and a systemic approach to couple and family needs (5.c; CFC 2.e; 2. f; 2.g; 2.h; 2.i; 2.j; 2.k; 2.l; 2.m; 3.a; 3.b; 3.c; 3.d; 3.e)	0%	3%	97%	0%
16. Demonstrates effective use of technology in providing counseling services (1.j; 5.e)	0%	9%	91%	0%
17. Demonstrates the ability as a counselor to be a leader, advocate, and systems change agent as needed to help clients.	0%	3%	97%	0%
18. Develops and implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in the community and settings couples/families engage in,	0%	3%	97%	0%

which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (2.b; 2.c; 2.h)				
Total/Percentage	0%	12%	87%	1%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	3%	97%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	3%	97%	0%
3. Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; 1.m)	0%	12%	88%	0%
4. Understands and demonstrates the role and identity of a professional marriage, couple, and family counselor, including being a member of the community and an advocate for couples/families and the profession. (1.b., d.).	0%	3%	97%	0%
Total/Percentage	0%	5%	95%	0%

Table 16: Supervisor Evaluation of School Counseling Internship Students (Clinical Continuum)

N=27

Section II Counseling Skills	% Not Met	% Adequate	% Very Good	% N/A
1. Demonstrates effective nonverbal skills such as body position, eye contact posture, distance from student, voice tone, rate of speech, volume of speech, use of silence) (CACREP 5.g)	0%	4%	96%	0%
2. Demonstrates effective encouragers such as “tell me more...”, “hmm” (5.g)	0%	0%	100%	0%
3. Demonstrates appropriate use of open and closed questions such as avoiding double questions and avoiding too many closed questions (5.g)	0%	7%	93%	0%
4. Demonstrates effective paraphrasing and reflection of content (5.g)	0%	0%	100%	0%
5. Demonstrates effective reflection of feeling (5.g)	0%	0%	100%	0%
6. Demonstrates effective summarization (5.g)	0%	0%	100%	0%
7. Demonstrates effective reflection of meaning, including values and core beliefs (5.g)	0%	0%	100%	0%
8. Demonstrates empathic confrontation encouraging student to recognize inconsistencies (5.g)	0%	7%	93%	0%
9. Demonstrates establishment of realistic, appropriate, and attainable counseling goals with students (5.g)	0%	4%	96%	0%
10. Facilitates effective therapeutic environment including accurate empathy with appropriate care, respect, and unconditional positive regard (5.g)	0%	0%	100%	0%
11. Demonstrates being present, open to families/couples/clients and practices immediacy and concreteness (5.g)	0%	0%	100%	0%
12. Develops effective measurable outcomes for clients (CACREP 5.i;8.d)	0%	4%	96%	0%
13. Demonstrates effective integration of theories and models of counseling (5.a),	0%	4%	96%	0%
14. Demonstrates effective understanding and integration of multicultural counseling competencies with clients (2.c)	0%	7%	93%	0%
15. Demonstrates effective understanding of systemic and environmental factors that affect human development, functioning, and behavior (3.f)	0%	0%	100%	0%
16. Articulates and utilizes theories and models of	0%	4%	96%	0%

multicultural counseling, cultural identity development, and social justice and advocacy in work with students/clients (2.b)				
17. Demonstrates effective usage of theories of individual and family development across the lifespan. (3.a)	0%	0%	100%	0%
18. Demonstrates effective trauma informed care, crisis intervention, and emergency management planning (CACREP 1.c; 5.m)	0%	4%	96%	0%
Total/Percentage	0%	2%	98%	0%

Section III Program Organization, Implementation, Delivery and Assessment	% Not Met	% Adequate	% Very Good	% N/A
1. Understands and supports implementation of models of school counseling programs (5.j; 7.i; 7.j; 8.b; 8.e; 8.g; SC 1.b.)	0%	0%	100%	0%
2. Effectively designs school counseling classroom lessons, develops session plans, utilizes classroom management strategies, and offers differentiated instructional strategies (SC 3.c)	0%	0%	100%	0%
3. Utilizes evidence-based interventions to promote academic development (5.j, 8.b; SC 3.d)	0%	4%	96%	0%
4. Utilizes developmentally appropriate and evidence-based career counseling interventions and assessments (4.e; 4.f; 4.i; 5.j; 8.b; SC 3.e)	0%	7%	93%	0%
5. Incorporates techniques of social/emotional counseling in school settings (5.g.; 5.h.; SC 3.f.)	0%	0%	100%	0%
6. Utilizes strategies to facilitate school and postsecondary transitions (SC 3.g.)	0%	0%	81%	19%
7. Incorporates evidence-based interventions to promote college and career readiness, including strategies to promote equity in student achievement and college access (5.j; 8.b; SC 3.j; SC3.k)	0%	0%	81%	19%
8. Collects, analyzes, and uses data to inform decision making and advocate for students and programs (7.m., 8.c; 8.i; SC 3.n.; SC 3.o)	0%	0%	100%	0%
9. Demonstrates effective group leadership skills and techniques (6.d)	0%	0%	100%	0%
10. Screens/interviews, plans, arranges, implements, and facilitates groups (6.e)	0%	0%	100%	0%
11. Develops plans to address identified needs in the appropriate manner (individual, small group, classroom,	0%	0%	100%	0%

coordination, consultation, referrals, etc.) (5.c)				
12. Understands operation of emergency management plan and the roles of school counselors during crises, disasters, and other trauma-causing events (CACREP 1.c; 5.m; SC 2.e)	0%	0%	100%	0%
13. Understands an effective referral process and knowledge of community resources (SC 2.k)	0%	0%	100%	0%
14. Incorporates techniques to foster collaboration and teamwork within schools, including practicing effective consultation (5.c; SC 3.l)	0%	0%	100%	0%
15. Understands multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1.b)	0%	0%	100%	0%
16. Effectively uses appropriate technology as a management, evaluation, and counseling tool (1.j)	0%	0%	100%	0%
17. Effectively identifies, selects, and utilizes assessments relevant for students in their academic, career, personal, and social/emotional development (7.i)	0%	0%	100%	0%
18. Demonstrates ethically and culturally relevant strategies for selecting administering, and interpreting assessment and test results (7.m)	0%	4%	96%	0%
19. Demonstrate the ability as a school counselor to be a leader, advocate, and systems change agent as needed to help students. (SC 2.a)	0%	0%	100%	0%
20. Develops and/or implements strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in pk-12 school settings, which can include employing individual, system, or political advocacy skills based on theories and models of multicultural counseling and social justice (1.e; 2.b; 2.c; 2.h)	0%	0%	100%	0%
Total/Percentage	0%	1%	97%	2%

Section IV Professional Development	% Not Met	% Adequate	% Very Good	% N/A
1. Models and supports the school, division, and professional ethical code of conduct, and legal guidelines at all times (1.i; SC 2.n)	0%	0%	100%	0%
2. Uses and able to critique counseling research to inform practice and interventions (8.a)	0%	4%	96%	0%

3.Demonstrates an awareness of need for personal and professional self-care by engaging in self-evaluation and consultation with supervisors and faculty (1.k.; 1.l; 1.m)	0%	4%	96%	0%
4. Understands and demonstrates role and identity of a professional counselor in pk-12 school settings, including being a member of the school community and an advocate for students and the profession (1.b; 1.d)	0%	0%	100%	0%
Total/Percentage	0%	2%	98%	0%

B. Doctoral Advanced Practicum Clinical Evaluation Data

Table 17: Clinical Evaluation of Supervisee (Advanced Practicum-Doctoral Students)

N=4

C. COUNSELING SKILLS AND PROCESS (CACREP II.1.b-d, f)	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations	% N/A
1. Genuine interest in clients	0%	25%	75%	0%
2. Ability to understand the client's point of view	0%	25%	75%	0%
3. Ability to relate to diverse clients	0%	25%	75%	0%
4. Ability to establish and maintain rapport	0%	0%	100%	0%
5. Ability to assess and have insight into client's problems	0%	100%	0%	0%
6. Demonstrates effective helping skills (paraphrasing, feeling reflection, summarizing, effective probing etc.)	0%	0%	100%	0%
Total/Percentage	0%	29%	71%	0%
D. COMPETENCE IN IMPLEMENTATION	% Does Not Meet Expectations	% Meets Expectations	% Exceeds Expectations	% N/A
1. Assessment and evaluation skills (CACREP II.1.e)	0%	100%	0%	0%
2. Implementation of individual counseling techniques(CACREP II.1.d)	0%	25%	75%	0%
3. Implementation of group counseling techniques (CACREP II.1.d)	75%	0%	25%	0%
4. Ability to plan and implement developmental activities for clients	0%	50%	50%	0%
5. Ability to establish and implement consultation relationships	0%	50%	50%	0%
Total Percentage	15%	45%	40%	0%

VII. Student Learning Outcomes for Key Performance Indicators

A. Masters Core

CACREP CORE Standards	Courses	Assessment	Spring 2025	Summer 2024	Fall 2024
1. Professional Counseling Orientation & Professional Practice					
Key Assessments: 600 Interview (Rubric), Paper, & Clinical Continuum					
KPI #1 b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	CLED 600	Interview	N/A	95%-Target; 2.5%-Acceptable; 2.5%-Does not meet	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 15	N/A	N/A	74%-Very Good; 4%-Adequate; 22%-N/A
	CLED 608	CCSA Clinical Evaluation Section 3, Item 6	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 5	N/A	76%-Very Good; 24%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 6	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 5	97%-Very Good; 3%-Adequate	N/A	97%-Very Good; 3%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 15	100%-Very Good	N/A	N/A
KPI #2 1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	CLED 600	Ethics Paper	N/A	95%-Target; 2.5%-Acceptable; 2.5%-Does not meet	N/A
	CLED 604	SC Clinical Evaluation, Section 4, Item 1	N/A	N/A	93%-Very Good 7%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 4, Item 1	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 4, Item 1	N/A	100%-Very Good	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 4, Item 1	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2025	Summer 2024	Fall 2024
	CLED 672 (CFC)	CFC Clinical Evaluation Section 4, Item 1	97%-Very Good; 3%-Adequate	N/A	97%-Very Good; 3%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 4, Item 1	100%-Very Good	N/A	N/A
2. Social & Cultural Diversity					
Key Assessments: Journals & Clinical Continuum					
KPI #3 b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	CLED 607	CID, SJ&A Reflection Journal	100%-Exceeds	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 16	N/A	N/A	41%-Very Good; 55%-Adequate; 4%-N/A
	CLED 608	CCSA Clinical Evaluation Section 2, Item 16	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 2, Item 16	N/A	41%-Very Good; 59%-Not Met	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 16	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 16	85%-Very Good; 15%-Adequate	N/A	85%-Very Good; 15%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 16	96%-Very Good; 4%-Adequate	N/A	N/A
KPI #4 c. multicultural counseling competencies	CLED 607	Multicultural Competencies Reflection Journal	100%-Exceeds	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 14	N/A	N/A	78%-Very Good; 22%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 2, Item 14	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 2, Item 14	N/A	41%-Very Good; 59%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 14	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 14	94%-Very Good; 6%-Adequate	N/A	94%-Very Good; 6%-Adequate

CACREP CORE Standards	Courses	Assessment	Spring 2025	Summer 2024	Fall 2024
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 14	93%-Very Good; 7%-Adequate	N/A	N/A
3. Human Growth & Development					
Key Assessments: 615 Interview Paper, Movie Presentation & Clinical Continuum					
KPI #5 3.a. theories of individual and family development across the lifespan	CLED 615	Interview Paper	N/A	57%-Exceeds 43%-Meets	N/A
	CLED 604	SC Clinical Evaluation Section 2, Item 17	N/A	N/A	70%-Very Good; 30%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 2, Item 17	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation, Section 2, Item 17	N/A	76%-Very Good; 24%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 17	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 17	91%-Very Good; 9%-Adequate	N/A	91%-Very Good; 9%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 17	100%-Very Good;	N/A	N/A
KPI #6 f. systemic and environmental factors that affect human development, functioning, and behavior	CLED 615	Interview Paper	N/A	57%-Exceeds 43%-Meets	N/A
	CLED 604	SC Clinical Evaluation Section #2, Item 15	N/A	N/A	63%-Very Good; 37%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 2, Item 15	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation, Section 2, Item 15	N/A	71%-Very Good; 29%-Adequate	
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 15	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 15	97%-Very Good; 3%-Adequate	N/A	97%-Very Good; 3%-Adequate

CACREP CORE Standards	Courses	Assessment	Spring 2025	Summer 2024	Fall 2024
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 15	100%-Very Good	N/A	N/A
4. Career Development					
Key Assessments: 605 Paper & Clinical Continuum					
KPI #7 e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	CLED 605	O*Net Interest & Values Profiler and Reaction Paper	N/A	N/A	100%-Exceeds
	CLED 604	SC Clinical Evaluation Section 3, Item 4	N/A	N/A	15%-Very Good; 22%-Adequate; 63%-N/A
	CLED 608	CCSA Clinical Evaluation Section 3, Item 4	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 3	N/A	41%-Very Good; 59%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 4	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 3	88%-Very Good; 12%-Not Met	N/A	88%-Very Good; 12%-Not Met
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 4	93%-Very Good; 7%-Adequate	N/A	N/A
5. Helping Relationships					
Key Assessments: 601 Paper, 602 Final Skills Evaluation & Clinical Continuum					
KPI #8 a. theories and models of counseling	CLED 601	Theoretical Model Paper	N/A	N/A	79%-Exceeds 21%-Meets
	CLED 604	SC Clinical Evaluation Section 2, Item 13	N/A	N/A	52%-Very Good; 48%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 2, Item 13	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 2, Item 13	N/A	53%-Very Good; 47%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Item 13	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2025	Summer 2024	Fall 2024
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 13	94%-Very Good; 6%-Adequate	N/A	94%-Very Good; 6%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Item 13	96%-Very Good; 4%-Adequate	N/A	N/A
KPI #9 g. essential interviewing, counseling, and case conceptualization skills	CLED 602	Final CLED 602 Clinical Skills Evaluation	75%-Very Good; 25%-Adequate	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 2, Items 1-18	N/A	N/A	68%-Very Good; 30%-Adequate; 2%-N/A
	CLED 608	CCSA Clinical Evaluation Section 2, Items 1-18	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation, Section 2, Items 1-19	N/A	71%-Very Good; 29%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 2, Items 1-18	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Items 1-19	97%-Very Good; 3%-Adequate	N/A	97%-Very Good; 3%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 2, Items 1-18	98%-Very Good 2%-Adequate	N/A	N/A
6. Group Work					
Key Assessments: Paper, Project & Clinical Continuum					
KPI #10 d. characteristics and functions of effective group leaders	CLED 603	Group Leader Interview Paper	87%-Exceeds 13%-Meets	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 9	N/A	N/A	82%-Very Good; 7%-Adequate; 11%-N/A
	CLED 608	CCSA Clinical Evaluation Section 3, Item 7	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 6	N/A	53%-Very Good; 47%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 7	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2025	Summer 2024	Fall 2024
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 6	79%-Very Good; 18%-Adequate; 3%-N/A	N/A	79%-Very Good; 18%-Adequate; 3%-N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 9	100%-Very Good	N/A	N/A
KPI #11 e. approaches to group formation, including recruiting, screening, and selecting members	CLED 603	Group Project	77%-Exceeds 23%-Meets	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 10	N/A	N/A	85%-Very Good; 11%-Adequate; 4%-N/A
	CLED 608	CCSA Clinical Evaluation Section 3, Item 8	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 7	N/A	53%-Very Good; 47%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 8	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 7	76%-Very Good; 18%-Adequate; 6%-N/A	N/A	76%-Very Good; 18%-Adequate; 6%-N/A
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 10	100%-Very Good	N/A	N/A
7. Assessment & Testing					
Key Assessments: CLED 606 Assessment Instrument, Exam & Clinical Continuum					
KPI #12 i. use of assessments relevant to academic/educational, career, personal, and social development	CLED 606	Assessment Instrument Completion and Response	N/A	N/A	85%-Exceeds 15%-Meets
	CLED 604	SC Clinical Evaluation Section 3, Item 17	N/A	N/A	48%-Very Good 33%-Adequate; 19%-N/A
	CLED 608	CCSA Clinical Evaluation Section 3, Item 3	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 2	N/A	47%-Very Good; 53%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 3	100%-Very Good	N/A	N/A

CACREP CORE Standards	Courses	Assessment	Spring 2025	Summer 2024	Fall 2024
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 2	76%-Very Good; 24%-Adequate	N/A	76%-Very Good; 24%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 17	100%-Very Good	N/A	N/A
KPI #13 m. ethical and culturally relevant strategies for selecting administering, and interpreting assessment and test results	CLED 606	Content Examination	N/A	N/A	85%-Exceeds 15%-Meets
	CLED 604	SC Clinical Evaluation Section 3, Item 18	N/A	N/A	11%-Very Good; 52%-Adequate; 37%-N/A
	CLED 608	CCSA Clinical Evaluation Section 3, Item 5	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 3, Item 4	N/A	41%-Very Good; 59%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 5	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 4	68%-Very Good; 26%-Adequate; 6%-N/A	N/A	68%-Very Good; 26%-Adequate; 6%-N/A
	CLED 672 (SC)	SC Clinical Evaluation, Section 3, Item 18	96%-Very Good; 4%-Adequate	N/A	N/A
8. Research & Program Evaluation					
Key Assessments: Research Proposal & Clinical Continuum					
KPI #14 a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	CLED 640	Research Article Reflection	N/A	97%-Proficient 3%-Developing	N/A
	CLED 604	SC Clinical Evaluation Section 4, Item 2	N/A	N/A	85%-Very Good; 15%-Adequate
	CLED 608	CCSA Clinical Evaluation Section 4, Item 2	N/A	N/A	100%-Very Good
	CLED 609	CFC Clinical Evaluation Section 4, Item 2	N/A	53%-Very Good; 47%-Adequate	N/A
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 4, Item 2	100%-Very Good	N/A	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 4, Item 2	97%-Very Good; 3%-Adequate		97%-Very Good; 3%-Adequate

CACREP CORE Standards	Courses	Assessment	Spring 2025	Summer 2024	Fall 2024
	CLED 672 (SC)	SC Clinical Evaluation Section 4, Item 2	96%-Very Good; 4%-Adequate	N/A	N/A

B. Masters (CCSA) KPIs

Standards	COLLEGE COUNSELING & STUDENT AFFAIRS. Evidence of student learning in specialty areas. <i>In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice), not for individual standards listed under each domain heading.</i>				
1. Foundations	Courses	Assessment	Spring	Summer	Fall
CCSA KPI#1 b. student development theories relevant to student learning and personal, career, and identity development	CLED 620	Handout	N/A	N/A	83%-Exceeds; 17%-Meets
	CLED 608	Clinical Evaluation Section 3, Item 2	N/A	N/A	100%-Very Good
	CLED 672 (CCSA)	Clinical Evaluation Section 3, Item 2	100%-Very Good	N/A	N/A
2. Contextual Dimensions	Courses	Assessment			
CCSA KPI#2 c. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and post-secondary transitions	CLED 620	Functional Area Project-Final Presentation	N/A	N/A	83%-Exceeds; 17%-Meets
	CLED 608	CCSA Clinical Evaluation Section 3, Item 6	N/A	N/A	100%-Very Good
	CLED 672 (CCSA)	CCSA Clinical Evaluation Section 3, Item 6	100%-Very Good	N/A	N/A

C. Masters (Couples and Family Counseling) KPIs

Standards					
MARRIAGE, COUPLES, AND FAMILY COUNSELING. Evidence of student learning in specialty areas. <i>In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice).</i>					
2. Contextual Dimensions	Courses	Assessment	Spring	Summer	Fall
CFC KPI#1 g. impact of crisis or trauma on marriages, couples, and families	CLED 645	Couple History Interview	95%-Excellent 5%-Adequate	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 3, Item 13	N/A	100%-Very Good	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 13	97%-Very Good; 3%-Adequate	N/A	97%-Very Good; 3%-Adequate
CFC KPI#2 m. cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	CLED 641	Family Case Study and Case Conceptualization Assignment	N/A	N/A	75%-Exceeds; 25%-Meets
	CLED 609	CFC Clinical Evaluation Section 3, Item 8	N/A	96%-Very Good 4%-Adequate	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 3, Item 8	97%-Very Good 3%-Adequate	N/A	97%-Very Good 3%-Adequate
CFC KPI#3 c. techniques and interventions of marriage, couples, and families	CLED 645	Co-Teaching: Research Based Couples Intervention	100%-Excellent;	N/A	N/A
	CLED 609	CFC Clinical Evaluation Section 2, Item 19	N/A	89%-Very Good 11%-Not Met	N/A
	CLED 672 (CFC)	CFC Clinical Evaluation Section 2, Item 19	97%-Very Good; 3%-Adequate	N/A	97%-Very Good; 3%-Adequate

D. Masters (School Counseling) KPIs

Standards	SCHOOL COUNSELING. Evidence of student learning in specialty areas. <i>In accordance with the Evaluation of Students standards in Section IV, counselor education programs also must provide evidence, gathered at multiple points and using multiple measures, of student learning in each of the numbered domains below (Foundations, Contextual Dimensions, and Practice).</i>				
1. Foundations	Courses	Assessment	Spring	Summer	Fall
SC KPI#1 b. models of school counseling programs	CLED 622	SC Program Design & Delivery	100% Exceeds	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 1	N/A	N/A	81%-Very Good 15%-Adequate 4%-Fair
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 1	100%-Very Good;	N/A	N/A
2. Contextual Dimensions	Courses	Assessment			
SC KPI#2 a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	CLED 622	SC Program Design & Delivery	100% Exceeds	N/A	N/A
	CLED 604	SC Clinical Evaluation Section 3, Item 19	N/A	N/A	78%-Very Good; 22%-Adequate
	CLED 672 (SC)	SC Clinical Evaluation Section 3, Item 19	100%-Very Good;	N/A	N/A

E. Doctoral KPIs

Standards					
DOCTORAL CACREP 2016 STANDARDS: COUNSELOR EDUCATION AND SUPERVISION SECTION II: DOCTORAL PROFESSIONAL IDENTITY					
1. Counseling	Courses	Assessment	Spring	Summer	Fall
b. integration of theories relevant to counseling	CLED 730	-Theory Application & Case Example Manuscript	N/A	N/A	20%-Exceeds 80%-Meets
		Rating of Counseling Skills	N/A	N/A	71%-Exceeds; 29%-Meets
		Counselor Education Doctoral Comprehensive Exam	67%-Strong 33%-Satisfactory	N/A	N/A
2. Supervision	Courses	Assessment	Spring	Summer	Fall
b. theoretical frameworks and models of clinical supervision	CLED 740	-Supervision Models Paper	100%-Exceeds	N/A	N/A
	CLED 810-Supervision	Supervision Models Paper Revisited	N/A	N/A	75%-Exceeds; 25%-Meets
		Counselor Education Doctoral Comprehensive Exam	83%-Strong 17%-Satisfactory	N/A	N/A
3. Teaching	Courses	Assessment	Spring	Summer	Fall
b. pedagogy and teaching methods relevant to counselor education	CLED 721	-Teaching Philosophy	100%-Exceeds	N/A	N/A
	CLED 810-Teaching	-Teaching Philosophy Revisited	N/A	N/A	50%-Exceeds 50%-Does not meet
		Counselor Education Doctoral Comprehensive Exam	83%-Strong 17%-Satisfactory	N/A	N/A
4. Research & Scholarship	Courses	Assessment	Spring	Summer	Fall
h. professional writing for journal and newsletter publication	CLED 720	Manuscript Paper	N/A	N/A	60%-Exceeds; 40%-Meets
	CLED 770	Newsletter Article	100%-Exceeds	N/A	N/A
		Counselor Education Doctoral Comprehensive Exam	50%-Strong 50%-Satisfactory	N/A	N/A

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

RECOMMENDATIONS

I. Admissions, Demographics, and Graduation Data

The 2024–2025 admissions and enrollment data reflect several important shifts in the Counselor Education program. Master’s enrollment decreased (36 attending vs. 46 in 2023–24), highlighting the need to continue strengthening recruitment and yield strategies. Notably, gender diversity increased substantially, with male representation rising to 26% in the master’s cohort and 40% in the doctoral cohort.

Doctoral applications increased this year, and the profile of incoming students shifted younger, suggesting new opportunities for targeted mentorship and professional development. Program-wide demographic data continue to show strong racial and ethnic diversity, though representation varies across tracks, indicating ongoing need for tailored outreach and support.

Graduation numbers increased for both master’s and doctoral programs, reflecting effective advising and student support practices. Continued monitoring of program capacity—particularly related to clinical placements and faculty supervision—will be important as completion rates remain strong.

Key Recommendations

- **Strengthen recruitment pipelines** by deepening partnerships with VCU undergraduate programs, community colleges, and regional school divisions.
- **Investigate factors influencing enrollment yield**, including cost, modality preferences, and admitted-student engagement.
- **Sustain recruitment of diverse prospective students**, especially men and men of color, across all program tracks.
- **Enhance community-building and retention supports** for newly represented demographic groups.
- **Balance doctoral cohort composition** by continuing to recruit across varied age ranges and professional backgrounds.
- **Assess and reinforce supports for younger doctoral students**, particularly around research, teaching, and supervision readiness.
- **Continue strengthening outreach to racially and ethnically diverse applicants**, focusing on tracks with lower representation.
- **Review financial aid and assistantship accessibility** to reduce potential barriers to enrollment.
- **Monitor faculty and field placement capacity** to ensure resources align with rising graduation numbers and program completion rates.
- **Evaluate concentration-level enrollment trends** to ensure sustainable cohort sizes and supervision workloads.
- **Explore flexible program delivery options**, including hybrid pathways, to improve accessibility and yield.
- **Leverage alumni and employer feedback** to refine recruitment messaging and program strengths.

II. Program Survey Data (Masters and Doctoral)

The 2024–2025 program survey data—including alumni surveys, graduation exit surveys, and employer surveys—shows generally positive perceptions of graduate preparedness and program quality, while also highlighting persistent variability in survey return rates. Alumni feedback across available tracks indicates strong satisfaction with training, particularly regarding professional identity, ethical practice, and readiness for career pathways. Graduation exit surveys reflect continued confidence among master’s students in their overall preparation, with stable or slightly improved ratings compared to the previous year. This year’s addition of doctoral employer survey data further affirms program strengths in advanced competencies such as supervision, teaching, leadership, and research.

Despite these positive themes, response rates remain inconsistent across survey categories, especially for doctoral alumni and some employer groups. Strengthening engagement strategies remains essential to ensuring comprehensive, representative program evaluation data.

Key Recommendations

- **Improve survey return rates** by distributing surveys earlier, sending structured reminders, and providing concise, user-friendly formats for alumni and employers.
- **Strengthen outreach to doctoral alumni and employers**, where participation remains particularly low, to ensure adequate data representing advanced program outcomes.
- **Enhance alumni engagement efforts** (e.g., newsletters, networking opportunities, program updates) to maintain strong contact for future survey cycles.
- **Use positive doctoral employer feedback** to highlight program strengths in recruitment materials and stakeholder communications.
- **Monitor track-level trends** in alumni and graduation exit survey feedback to identify concentration-specific improvement areas.
- **Continue refining survey content and delivery methods** to ensure clarity, accessibility, and alignment with CACREP outcomes assessment requirements.

III. Program Objectives

The 2024–2025 program objectives data indicate strong overall performance across the master’s core courses, concentration-specific objectives, and doctoral-level objectives. In most courses, students demonstrated high levels of proficiency—most reflected in “Exceeds” or “Meets” benchmarks. Several courses across CCSA, CFC, and SC concentrations reported 100% rates of students meeting or exceeding expectations. Doctoral-level objectives similarly show continued strength in teaching, supervision, leadership, advocacy, and research competencies.

A small number of objectives across select courses displayed increased “Adequate” or “Not Adequate” ratings compared to the prior year, suggesting areas where additional instructional or curricular supports may be beneficial. Overall, the data reflect a stable and effective curriculum with targeted opportunities for refinement.

Key Recommendations

- **Continue monitoring objectives that showed increases in “Adequate” or “Not Adequate” ratings**, particularly in foundational courses where early skill development is essential.

- **Review course-level assignments associated with lower outcome ratings** to ensure alignment with program objectives, rubrics, and student readiness.
- **Enhance support in courses showing greater variability**, including additional feedback opportunities, skill labs, or supplemental practice materials.
- **Strengthen consistency across sections of multi-instructor courses** through shared rubrics, calibration meetings, and assignment alignment.
- **Leverage strengths from courses with consistently high “Exceeds” rates** by sharing exemplary instructional strategies and assignment designs across faculty.
- **Monitor concentration-specific trends** to ensure balanced preparation across CCSA, CFC, and SC program tracks, especially where distinct competencies (e.g., college student development, systemic family assessment, school-based programming) require specialized skill development.
- **Continue emphasizing doctoral-level scholarly writing, supervision, and leadership competencies**, using employer feedback and comprehensive exam performance to support curriculum refinement.
- **Assess the need for updated or additional instructional resources** (e.g., case studies, simulations, practice-based technologies) that align with emerging counseling trends and CACREP-aligned competencies.

IV. Comprehensive Exam Results

The 2024–2025 master’s comprehensive exam results demonstrate overall strong student performance, with most students passing on their first attempt on the 160-item exam. Faculty review the results of the assessment each year and a passing score is considered one standard deviation below the mean average. Of the 44 students who completed the exam during the spring and summer testing cycles, **86% passed on the first attempt**, while **14% did not pass** and required remediation. Among re-testers, **67% passed on the second attempt**, and all remaining students ultimately passed on the third attempt with essay question option testing, resulting in a **100% overall completion rate** for the academic year.

These results indicate that students are generally well prepared for the exam, though the proportion of first-attempt failures suggests opportunities to reinforce key content areas and support early preparation.

Key Recommendations

- **Monitor content areas contributing to first-attempt failures** to identify patterns that may signal gaps in instruction or curricular emphasis.
- **Strengthen early and structured exam preparation**, including review modules, practice questions, and scheduled study sessions beginning in prerequisite coursework.
- **Provide targeted remediation support** for students who do not pass on the first attempt, ensuring alignment with the specific domains where performance was weaker.
- **Promote faculty calibration** across core courses to ensure consistent delivery of exam-relevant concepts, especially in multi-section classes.
- **Use the strong final pass rate** to reinforce effective instructional strategies while refining supports aimed at improving first-attempt outcomes.

V. Student Dispositions

In 2024–2025, student dispositions across master’s-level training points (CLED 602, 604, 608, 609, and 672) remain consistently strong, with most students rated at **Target** or **Very Good** levels across all developmental stages. Across first-year coursework through internship, **no students were assessed as Not Met or Unacceptable** in any disposition areas. Faculty/supervisors observed steady growth particularly in openness, flexibility, cooperativeness, and responsiveness to feedback—key indicators of professional readiness in counseling roles.

Early training (CLED 602) shows exceptionally high levels of Target responses, indicating strong baseline interpersonal and professional characteristics among incoming cohorts. Practicum and internship evaluations (CLED 604/608/609/672) continue this trend, with nearly all students meeting or exceeding professional expectations. Some practicum groups displayed mild increases in Adequate ratings (e.g., 18–41% in CLED 609), reflecting typical developmental learning curves rather than performance concerns.

Recommendations

- **Maintain current admissions and advising processes**, as incoming students demonstrate strong dispositional readiness (92% “Exceeds” in Personal Conduct; 82% “Exceeds” in Professional Behavior).
- **Continue structured feedback practices**, given that all students meet or exceed expectations and 75% exceed expectations in their use of feedback.
- **Offer targeted development workshops** on self-awareness and adaptability—the only areas where more than 20% of ratings fell into the “Meets Expectations” range.
- **Reinforce professional behaviors early in coursework**, especially promptness, responsibility, and independent work, to further increase the percentage of students who exceed expectations in these areas.
- **Sustain multicultural and cross-cultural competence training**, as 75% exceeded expectations and 25% met expectations, ensuring continued growth in this essential area.
- **Continue faculty calibration and shared rubric use** to maintain consistency in dispositional assessment across sections and semesters.
- **Leverage consistently strong areas** (emotional stability, self-control, dependability, initiative) when mentoring students who fall in the “Meets Expectations” range, using peer modeling and reflective exercises.

Across both Personal Conduct and Professional Behavior for doctoral students, **no students were rated as “Does Not Meet Expectations,”** indicating that all students demonstrate the foundational maturity, professionalism, and interpersonal readiness required for success in counseling practice.

Students demonstrated exceptional strengths in emotional stability, self-control, cooperativeness, and teamwork, with **100% of students exceeding expectations** in these areas. Self-awareness and adaptability showed slightly more variability, with **75% exceeding expectations and 25% meeting expectations**. Overall, **92% of all ratings in this section were “Exceeds Expectations,”** reflecting a high-performing cohort with strong interpersonal foundations.

Students also performed highly in professional behavior domains. Dependability and initiative were standout strengths, with **100% of students exceeding expectations** in both areas. For the remaining indicators—including promptness, use of feedback, independent work, responsibility, and multicultural sensitivity—**75% of students exceeded expectations and 25% met expectations**. Overall, **82% of all ratings were “Exceeds Expectations,”** with no indicators falling below expectations.

Recommendations for Doctoral Program

- **Continue current admissions and advising processes** given the very strong dispositional readiness students demonstrate across all areas.
- **Provide targeted support in self-awareness and adaptability**, the only personal conduct domains where more than 20% of students met but did not exceed expectations.
- **Reinforce professionalism skills early in coursework**, especially promptness, independent work, and willingness to assume responsibility, to move more students from “Meets” to “Exceeds.”
- **Maintain strong multicultural training efforts**, which continue to support high levels of cross-cultural competence (75% exceeds; 25% meets).
- **Sustain structured feedback practices**, as students who use feedback well show strong gains in professional behavior and self-regulation.
- **Continue faculty calibration** to ensure consistent interpretation of dispositional ratings across courses and instructors.
- **Highlight areas of exceptional strength** (e.g., emotional stability, cooperativeness, dependability, initiative) when mentoring students who fall into the “Meets Expectations” category.

VI. Clinical Data

Masters Practicum and Internship Students

For 2024–2025, the clinical evaluation data for master’s practicum and internship students showed patterns consistent with expected developmental progression across the training year. Faculty expect practicum students to receive ratings typical for beginning counselors—primarily **Adequate** and **Very Good**—and this pattern was observed across the 2024–2025 practicum evaluations.

Couples and Family Counseling (CFC) practicum students demonstrated **more variability** in their ratings, with evaluations ranging between Adequate and Very Good, whereas School Counseling (SC) practicum students received **more frequent Very Good ratings**, a pattern consistent with previous years.

In internship, students across all specialties demonstrated measurable growth, with **more consistent Very Good ratings**, reflecting the expected skill progression from practicum into advanced clinical practice. Supervisor evaluations of internship students aligned with the program’s expectations for increased independence, stronger clinical formulation, and more advanced use of counseling skills.

In addition to supervisor evaluations, students completed evaluations of their site supervisors, and these **remained overwhelmingly positive**—particularly among CFC and School Counseling internship students.

Overall, the clinical data indicate that master’s students are progressing appropriately, demonstrating expected developmental gains and meeting program standards for clinical competence.

Recommendations

- **Continue monitoring skill variability among CFC practicum students**, providing additional support early in practicum to increase consistency prior to internship.
- **Sustain emphasis on foundational counseling skills** during the practicum semester to ensure all students enter internship prepared for more advanced clinical work.
- **Provide targeted feedback loops between supervisors and faculty**, especially in semesters with broader ranges of Adequate versus Very Good ratings.
- **Enhance early-semester orientation for site supervisors** to support consistency in evaluation practices across community and school placement sites.
- **Continue using site supervisor evaluations to strengthen partnerships**, as students continue to report positive supervisory experiences, particularly in internship settings.
- **Review specialty-area patterns annually** to ensure that supports for CCSA, CFC, and SC students are balanced and tailored to each specialty’s clinical training context.

Doctoral Advanced Practicum Students

According to a document from 2024–2025, doctoral students enrolled in advanced practicum continued to demonstrate strong, seasoned clinical competencies aligned with expectations for advanced-level counselor trainees. The advanced practicum serves as a space for doctoral students to refine and deepen their clinical skills, integrate multiple theoretical orientations, and engage in higher-level case conceptualization and intervention work.

Faculty expect doctoral students to earn **“Meets Expectations” or “Exceeds Expectations”** ratings across all clinical domains, reflecting their prior master’s-level clinical training and ongoing professional development. For the 2024–2025 year, most **doctoral students met or exceeded expectations across all assessed areas**, consistent with prior years and in line with developmental expectations for advanced practitioners.

Students demonstrated strong competence in areas such as conceptualization, ethical practice, intervention planning, and clinical flexibility. Supervisors also noted that doctoral students showed meaningful growth in integrating feedback, working independently with complex cases, and applying advanced skills across diverse client concerns. No concerns or remediation needs were identified during this reporting period.

Recommendations

- **Continue reinforcing advanced theoretical integration**, encouraging students to explore and articulate their own integrated counseling frameworks during advanced practicum.

- **Increase opportunities for doctoral students to work with diverse and complex clinical cases**, supporting continued growth in multicultural responsiveness and advanced case conceptualization.
- **Maintain strong collaboration with site supervisors** to ensure consistency in expectations and evaluative scoring across advanced practicum settings.
- **Encourage students to engage in reflective supervision practices**, helping them translate advanced clinical insights into their roles as future supervisors and counselor educators.
- **Support doctoral students' engagement in advanced clinical documentation and outcome measurement**, reinforcing skills needed for clinical leadership and program evaluation.
- **Sustain rigorous evaluation processes**, ensuring that doctoral practicum assessments remain aligned with CACREP expectations and evolving professional identity development.

VII. Student Learning Outcomes for Key Performance Indicators

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

Masters

1-School Counseling (SC) Track

School Counseling students demonstrated strong performance across most KPIs, with most ratings falling in the **Very Good** range across practicum and internship.

Key strengths included:

- **Professional roles & ethics (KPI #1–2):** 74%–100% Very Good across evaluation points.
- **Multicultural competence (KPI #3–4):** 41%–96% Very Good with some Adequate ratings but minimal concerns.
- **Developmental theory (KPI #5–6):** 63%–100% Very Good.
- **Career development (KPI #7):** Mixed, with high percentages of N/A (limited site exposure).
- **Helping relationships & clinical skills (KPI #8–9):** 52%–98% Very Good; 2%–48% Adequate.
- **Group work (KPI #10–11):** 82%–100% Very Good.
- **Assessment (KPI #12–13):** More variability (11%–52% Adequate), often tied to limited site-level assessment opportunities.
- **Research (KPI #14):** 85%–100% Very Good.

Overall, SC students show **strong readiness for internship and professional practice**, with predictable variation tied to practicum placements.

Recommendations – School Counseling

- **Increase alignment with assessment tasks in practicum** to reduce “Adequate” and “N/A” ratings for KPIs #12–13.
- **Enhance multicultural skill-building** early in practicum, especially for KPI #3 areas where Adequate ratings were more common.

- **Provide booster practice sessions for counseling skills** to reduce Adequate ratings in KPI #9 clinical skills evaluations.
- **Collaborate with school partners** to ensure exposure to career development tasks (KPI #7).
- **Maintain strong ethics and professional practice instruction**, where SC students consistently perform well.

2-College Counseling & Student Affairs (CCSA) Track

CCSA students demonstrated exceptionally strong KPI performance across clinical and course-based assessments.

Highlights include:

- **Professional roles, ethics, diversity, development, and helping relationships:** Nearly all categories at 100% Very Good.
- **Assessment & testing:** 100% Very Good across practicum and internship.
- **Career development, group work, and research:** 100% Very Good across all clinical evaluations.

CCSA continues to be the **highest-performing track overall**, with consistent mastery across all KPIs and minimal variability. However, it should be noted that this track has the fewest number of students enrolled so data are limited.

Recommendations – CCSA

- **Continue leveraging CCSA’s strong model** to inform instructional and supervision practices across tracks.
- **Maintain rigorous practicum and internship expectations**, which appear aligned with strong KPI outcomes.
- **Expand leadership opportunities for CCSA students** to serve as mentors or peer-support leaders for other tracks.
- **Continue refining multicultural components**, even with high performance, to sustain growth and support diversity-focused competencies.
- **Promote faculty calibration** to maintain consistency in high-quality ratings across evaluation sites.

3-Couples & Family Counseling (CFC) Track

CFC students displayed more variability across KPIs than SC or CCSA students, particularly in multicultural and early-stage practicum competencies.

Key strengths:

- **Professional roles, ethics, development, helping relationships:** 76%–100% Very Good across most areas.
- **Internship performance:** Strong, with most ratings in the Very Good range (85%–100%).

Areas of concern:

- **KPI #3 – Multicultural theories & advocacy:**
 - **59% Not Met** in 2024 CFC practicum evaluations (largest area of concern in all master’s data).

- **KPI #4 – Multicultural competencies:**
 - 59% Adequate in Summer practicum assessments.
- **Career development (KPI #7):**
 - 59% Adequate and 12% Not Met in some evaluations.
- **Assessment & testing (KPIs #12–13):**
 - Adequate ratings in 26%–59% of cases depending on the semester.

These patterns indicate that CFC students demonstrate strong skills by internship but **need more structured preparation during early clinical training.**

Recommendations – CFC

- **Develop a pre-practicum multicultural skills workshop** to address KPI #3 weaknesses before students reach clinical sites.
- **Increase structured feedback and role-play practice** for diversity-related skills (KPIs #3–4).
- **Enhance exposure to assessment and career development tasks**, as these KPIs show the highest Adequate/Not Met ratings.
- **Provide targeted early-practicum supervision** focusing on culturally informed case conceptualization.
- **Embed more systemic family-focused assessment training** into CLED 600–602 to strengthen KPI #12–13 before practicum.
- **Partner with CFC site supervisors** to strengthen expectations and consistency in evaluation scoring and clinical task exposure.

Doctoral

The 2024–2025 doctoral KPI data indicate that students continue to demonstrate overall strong performance across all CACREP doctoral professional identity domains—Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy. Across most assessments, most students **met or exceeded expectations**, with several areas reflecting consistently high levels of advanced competency. Doctoral comprehensive exam results similarly reinforced these trends, with most ratings in the “**Strong**” or “**Satisfactory**” categories.

1-Counseling

Students demonstrated strong competence in integrating counseling theories and applying them to clinical practice. In CLED 730, **20% exceeded and 80% met expectations**, and in counseling skills ratings, **71% exceeded and 29% met expectations**. Comprehensive exam results were similarly positive (**67% Strong; 33% Satisfactory**), indicating solid readiness for advanced clinical roles.

2-Supervision

Supervision-related KPIs showed high performance. In CLED 740, **100% of students exceeded expectations** on the Supervision Models Paper. In CLED 810 (Supervision), **75% exceeded and 25% met expectations**. Doctoral comprehensive exam responses also aligned with this pattern (**83% Strong; 17% Satisfactory**), demonstrating strong internalization of supervision theory and practice.

3-Teaching

Teaching outcomes showed mixed performance. In CLED 721, **100% exceeded expectations** on the Teaching Philosophy assignment; however, in CLED 810 (Teaching), ratings were split, with **50%**

exceeding expectations and 50% not meeting expectations. Comprehensive exam results were stronger (**83% Strong; 17% Satisfactory**), suggesting the need to reinforce consistency in applied teaching performance, despite strong conceptual understanding.

4-Research & Scholarship

Research- and writing-based KPIs indicated solid performance. In CLED 720, **60% exceeded and 40% met** expectations on the manuscript assignment. In CLED 770, **100% exceeded expectations** on the newsletter article. Comprehensive exams reflected balanced ratings (**50% Strong; 50% Satisfactory**), demonstrating adequate but variable mastery of doctoral-level research competencies.

5-Leadership & Advocacy

Students performed exceptionally well on course-based leadership/advocacy assessments, with **100% exceeding expectations** on the Advocacy–Social Justice Project (CLED 770). However, comprehensive exam ratings were more moderate (**41% Strong; 59% Satisfactory**), suggesting students may benefit from deeper integration of leadership and advocacy concepts across doctoral experiences.

Overall, the KPI data show a doctoral cohort that is proficient in advanced counseling, supervision, and scholarly competencies, with a small number of domains—particularly applied teaching—where additional support may enhance consistency across students.

Recommendations

- **Strengthen teaching skill development**, especially within CLED 810, where 50% of students did not meet expectations. Provide additional coaching, mentorship, or teaching lab experiences to reinforce applied pedagogy skills.
- **Enhance integration of leadership and advocacy content** throughout coursework and supervision, given more moderate comprehensive exam performance in this domain.
- **Continue reinforcing advanced counseling and supervision competencies**, which consistently show high levels of mastery across course-based and exam-based assessments.
- **Increase opportunities for research and scholarly writing practice**, supporting movement from “Meets Expectations” to “Exceeds Expectations” in manuscript-based assignments and comprehensive exams.
- **Expand reflective teaching and supervision exercises**, helping students more deeply connect theoretical frameworks with their applied teaching and clinical supervision practices.
- **Promote faculty calibration across KPI-linked courses**, ensuring consistent expectations and scoring across advanced doctoral assignments.
- **Use comprehensive exam results to inform curricular adjustments**, particularly in domains where more students scored as “Satisfactory” rather than “Strong.”
- **Provide targeted support for students who fall into non-exceeds categories**, such as structured feedback sessions, peer modeling, and opportunities for skill refinement.