



DUQUESNE
UNIVERSITY

Annual Report

COUNSELOR EDUCATION PROGRAM

2018-19

DUQUESNE UNIVERSITY – COUNSELOR EDUCATION PROGRAM
ANNUAL REPORT – 2018-19

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Curriculum and Program Improvements

Based upon a review of the data for the 2018-19 academic year (e.g., Fall 2018, Spring 2019, & Summer 2019 semesters), Duquesne's Counselor Education program will implement the following program improvements during the 2018-19 academic year:

- *create new key performance indicators (KPI) which support the program's revised objectives which were established during the 2018-19 academic year to be more reflective of the philosophy of the counselor education faculty.*
- *revise supervisor assessments and exit surveys to reflect program's new standards.*
- *revise standard course assessments to address revised key performance indicators (KPI).*
- *limit preparation workshops for the Counselor Preparation Comprehensive Exam (CPCE) and National Counselor Examination (NCE) to spring semesters in hopes of increasing student participation.*
- *master's students' perceptions, as indicated in the exit survey, is that the program could improve in helping students "understanding the professional counseling credentialing, including certification, licensure, & accreditation practices & standards, & the effects of public policy on these issues (2.F.1.g). Currently students are informed of certification and licensure requirements at the new student orientation, at which they are also informed of the location of the program's folder in Blackboard which explains certification and licensure requirements. Furthermore, upon graduation students are provided with a document of resources and information for graduating students which includes information about licensure and certification. The Counselor Education faculty the most appropriate course in which to cover certification and licensure certification.*

Program Objectives

Objective 1.

Faculty and students engage in collaborative activities that promote students' continuing:

1A: Ethically informed professional identity development as demonstrated by ongoing engagement in professional development and eligibility for attaining professional credentials;

1B: A commitment to efficacious professional service as demonstrated by their level of membership and involvement in local, state, regional, national and international activities relevant to their professional practice.

1C: Active participation with the broader community and related professionals and professional associations through counseling, consultation, education, advocacy, community engagement, service, licensure, and leadership activities.

- Measures:**
- 1.1 Tracking scholarly contributions of faculty and students (Doctoral)
 - 1.2 Tracking students' professional memberships and attendance at conferences (Master's & Doctoral)
 - 1.3 Review of student learning outcomes related to the Professional Orientation & Ethical Practice KPI-"counselors' role & responsibilities as members of interdisciplinary community outreach and emergency management response teams" (2.F.1.c) (Master's)
 - 1.4 Review of students' performance on the Professional Orientation & Ethical Practice core knowledge area of the Counselor Preparation Comprehensive Exam (CPCE) (Master's)

Analysis: Students' Professional Memberships: Eighteen (18) counselor education students indicated that they are current members of counseling related organizations. The leading memberships were: American Counseling Assoc. (ACA)-11, Pennsylvania Counseling Assoc. (PCA)-8, Assoc. for Counselor Education & Supervision (ACES)-5, American School Counselor Assoc. (ASCA)-3, and the Pennsylvania School Counselor Assoc. (PSCA)-2; Students' Professional Conferences: Thirteen (13) students reported attending professional conferences. The leading attended conferences were: Pennsylvania Counseling Assoc. (PCA)-5, Assoc. for Counselor Education & Supervision (ACES)-4, Pennsylvania School Counselor Assoc. (PSCA)-3, and the Allegheny School Co. Counselor Assoc. (2); Students' Conference Presentations: There were 26 conference presentations conducted by current counselor education students. Students' Publications: There were 4 publications authored by current counselor education students; Faculty Conference Presentations: There were 26 publications authored by counselor education faculty; Faculty Publications: There were 40 conference presentations conducted by counselor education faculty; Professional Orientation & Ethical Practice KPI-"counselors' role & responsibilities as members of interdisciplinary community outreach and emergency management response teams" (2.F.1.c): Student's averaged a 3.39/4.0 for the assessment used in Crisis, Trauma, and Disaster Counseling

(GCNE 569) used to measure this standard. Professional Orientation & Ethical Practice CPCE score: The average score for the 54 counselor education students was 11.32 which approached the national average of 11.38.

- **Actions:**

- create new key performance indicators (KPI) which support the program's revised objectives which were established during the 2018-19 academic year to be more reflective of the philosophy of the counselor education faculty.
- revise supervisor assessments and exit surveys to reflect program's new standards.
- revise standard course assessments to address revised key performance indicators (KPI).
- master's students' perceptions, as indicated the exit survey, is that the program could improve in helping students "understanding the professional counseling credentialing, including certification, licensure, & accreditation practices & standards, & the effects of public policy on these issues (2.F.1.g). Currently students are informed of certification and licensure requirements at the new student orientation, at which they are also informed of the location of the program's folder in Blackboard which explains certification and licensure requirements. Furthermore, upon graduation students are provided with a document of resources and information for graduating students which includes information about licensure and certification. The Counselor Education faculty the most appropriate course in which to cover certification and licensure certification.
- limit preparation workshops for the Counselor Preparation Comprehensive Exam (CPCE) and National Counselor Examination (NCE) to spring semesters in hopes of increasing student participation.

Objective 2

Faculty and students will cultivate a disciplined professional curiosity about human growth and development, personality and learning theories to facilitate change and growth in individuals and family systems at all developmental levels and across multicultural contexts;

- Measures:**
- 2.1 Review of student learning outcomes data related to the Human Growth and Development KPI-“ethical & culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan” (2.F.3.i) (Master’s)
 - 2.2 Review of students’ performance on the Human Growth and Development core knowledge area of the Counselor Preparation Comprehensive Exam (CPCE) (Master’s)
 - 2.3 Review of master’s graduating students exit survey for Human Growth and Development KPI “ethical & culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan” (2.F.3.i) (Master’s)
 - 2.4 Review of student learning outcomes data related to the Social & Cultural Diversity KPI “multicultural counseling competencies” (2.F.2.c) (Master’s)
 - 2.5 Review of master’s graduating students exit survey for CACREP standard “multicultural counseling competencies” (2.F.2.c) (Master’s)
 - 2.6 Review of students’ performance on the Social and Cultural Diversity core knowledge area of the Counselor Preparation Comprehensive Exam (CPCE) (Master’s)
 - 2.7 Exit survey scores for doctoral counselor education students for the Leadership and Advocacy (6.B.1.a-f) CACREP Professional Identity Doctoral Standard domain (Doctoral)

Analysis: Human Growth & Development KPI-2.F.3.: In the Lifespan Development and Counseling (GCNE 562) course, students achieved an average score of 3.43/4.0 based on the HG&D 2.F.3.i rubric; Human Growth & Development CPCE score: The average score for the 54 counselor education students was 11.46 which exceeded the national average of 11.40; Master’s graduating students exit survey-KPI-2.F.3.i: Graduating students’ perceptions of the program’s effectiveness in preparing students for “using ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i) was 3.15/4.0 (N=23); Social & Cultural Diversity KPI “multicultural counseling competencies” (2.F.2.c): Students achieved a 3.18/4.0 average for the aggregate course assessments for the Fall 2018, Spring 2019, and Summer 2019 semesters; Master’s graduating students exit survey-KPI-2.F.2.c: Graduating students’ perceptions of the program’s effectiveness in preparing students for “multicultural counseling competencies” (2.F.2.c) was 3.41/4.0 (N=23); Social & Cultural Diversity CPCE score: The average score for the 54 counselor education students was 9.81 which approached the national average of 10.30; Exit survey scores for doctoral counselor education students for the Leadership and Advocacy (6.B.1.a-f) CACREP Professional Identity Doctoral Standard domain (Doctoral): Graduating students’ perceptions of the program’s effectiveness in preparing students in this domain (6.B.1.f) was 3.30/4.0 (N=3).

- Actions:**
- Based upon the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) evaluation of the Duquesne Counselor Education program's application for reaccreditation under the 2016 CACREP standards, the Counselor Education program selected key indicators (KPI). The program has created a plan of assessment for the KPIs and will mark the KPIs with an asterisk within the master course descriptions, thus highlighting the emphasis the program has assigned to these standards. (Master's & Doctoral)
 - Full-time and adjunct faculty members will be informed of the KPI course assessment scores yielding below a 3.0/4.0 and asked to make a more concerted effort to engage in instruction and assessment practices that increases the scores for these standards. (Master's & Doctoral)
 - The Counselor Education program now provides an overview workshop for the Counselor Preparation Comprehensive Exam (CPCE) and National Counselor Exam (NCE) at the beginning of each semester. (Master's)
 - The KPI indicator "multicultural counseling competencies" (2.F.2.c) has been added to the evaluations completed by the practicum site and university supervisors beginning with the Fall 2018 semester. (Master's)

Objective 3

Faculty and students are committed to cultivating a diverse community of learners who engage in professional activities guided by competence in social and cultural diversity issues, intellectual curiosity, social responsibility, compassion, and high ethical standards.

- Measures:**
- 3.1 Student performance on the Cultural Diversity domain of the Counselor Preparation Comprehensive Exam (CPCE) (Master's)
 - 3.2 Review of student's usage of ethically and culturally relevant strategies with regard to each KPI. (Master's)
 - 3.3 Counseling Student Competency Readiness Assessment (CSCRA) scores on items related to "Social Responsibility," "Showing openness to new learning experiences," and "ethics" (Master's)
 - 3.4 Exit survey scores for doctoral counselor education students for the Leadership and Advocacy (6.B.5.a-1) CACREP Professional Identity Doctoral Standard domain (Doctoral)

Analysis: Social & Cultural Diversity Counselor Preparation Comprehensive Exam (CPCE): The average score for the 54 counselor education students for the Social and Cultural Diversity domain was 9.81 which approached the national average of 10.30; Course assessments for key performance indicators (KPI): Each of the 11 course assessments concerning KPIs for the master's program, for which all but one regard ethically and culturally relevant strategies, yielded average scores above 3.0/4.0. Four of the five course assessments concerning KPIs for the doctoral program, all of which regarding ethically and culturally relevant strategies, yielded average scores above 3.0/4.0. Counseling Student Competency Readiness Assessment (CSCRA): For the 159 evaluations provided by instructors of master's students "social responsibility", the average score was 3.36/4.0. For the 159 evaluations provided by instructors of master's students regarding their "showing openness to new learning experiences", the average score was 3.39/4.0. For the 68 evaluations provided by instructors of master's students' "ethics" the average score was 3.34/4.0. Exit survey scores for

Leadership and Advocacy (6.B.5.a) CACREP Professional Identity Doctoral Standard domain: Graduating students' perceptions of the program's effectiveness in preparing students in this domain was 3.69/4.0 (N=3).

Actions:

- create new key performance indicators (KPI) which support the program's revised objectives which were established during the 2018-19 academic year to be more reflective of the philosophy of the counselor education faculty.
- revise supervisor assessments and exit surveys to reflect program's new standards.
- revise standard course assessments to address revised key performance indicators (KPI).
- master's students' perceptions, as indicated the exit survey, is that the program could improve in helping students "understanding the professional counseling credentialing, including certification, licensure, & accreditation practices & standards, & the effects of public policy on these issues (2.F.1.g). Currently students are informed of certification and licensure requirements at the new student orientation, at which they are also informed of the location of the program's folder in Blackboard which explains certification and licensure requirements. Furthermore, upon graduation students are provided with a document of resources and information for graduating students which includes information about licensure and certification. The Counselor Education faculty the most appropriate course in which to cover certification and licensure certification.
- limit preparation workshops for the Counselor Preparation Comprehensive Exam (CPCE) and National Counselor Examination (NCE) to spring semesters in hopes of increasing student participation.

Objective 4

Faculty and students recognize the importance of a distinct professional identity as a counselor and aspire to excellence in promoting:

- 4A. Knowledge of the helping process, career development theories, group development, group theories and methods and applying counseling skills to facilitate client engagement, exploration and problem solving in the counseling process,
- 4B. Knowledge of individual and group approaches for assessment and evaluation in a multicultural society and application of these skills to facilitate the helping process,
- 4C. Knowledge of research and program evaluation and application of basic quantitative and qualitative research skills,
- 4D. Knowledge of family systems concepts and their application to the assessment and treatment.

Measures: 4.1 Counselor Preparation Comprehensive Exam (CPCE) Scores for the relevant Core Knowledge Areas (Master's)
4.2 Exit survey scores for doctoral counselor education students for the relevant Core Knowledge Areas (Doctoral)

Analysis: CPCE Scores for the Relevant Core Knowledge Areas: Career Development: The average score was 10.8 (N=54 students) which exceeded the national average of 9.38; Group Work: The average score was 11.10 (N=54) which exceeded the national average of 10.84; Research & Program Evaluation: The average score 11.40 (N=54) which exceeded the national average of 11.04; Assessment: The average score was 11.72 (N=54) which exceeded the national average of 10.63; Helping Relationships: The average score was 12.64 (N=54) which exceeded the national average of 11.94; Exit survey scores for doctoral counselor education students: Counseling: The average exit survey score for the 6 CACREP standards comprising the Counseling domain was 3.39/4.0 (N=3); Research & Scholarship: The average exit survey score for the 12 CACREP standards comprising the Research and Scholarship domain was 3.89/4.0 (N=3); The average exit survey score for the 6 CACREP standards comprising the Leadership & Advocacy domain was 3.69/4.0 (N=3).

Actions:

- create new key performance indicators (KPI) which support the program's revised objectives which were established during the 2018-19 academic year to be more reflective of the philosophy of the counselor education faculty.
- revise supervisor assessments and exit surveys to reflect program's new standards.
- revise standard course assessments to address revised key performance indicators (KPI).
- master's students' perceptions, as indicated the exit survey, is that the program could improve in helping students "understanding the professional counseling credentialing, including certification, licensure, & accreditation practices & standards, & the effects of public policy on these issues (2.F.1.g). Currently students are informed of certification and licensure requirements at the new student orientation, at which they are also informed of the location of the program's folder in Blackboard which explains

certification and licensure requirements. Furthermore, upon graduation students are provided with a document of resources and information for graduating students which includes information about licensure and certification. The Counselor Education faculty the most appropriate course in which to cover certification and licensure certification.

-limit preparation workshops for the Counselor Preparation Comprehensive Exam (CPCE) and National Counselor Examination (NCE) to spring semesters in hopes of increasing student participation.

Master's Counselor Education Program KPIs

Core Area	KPI <i>After completing the program, students will be able to demonstrate the following skills and knowledge:</i>	Measures & Analysis
1. Professional Orientation & Ethical Practice (Standard 2.F.1.c)	Counselors' roles & responsibilities as members of interdisciplinary community outreach & emergency management response teams	-569 course assessment: 3.40/4 (N=46) -Intern site supervisor evaluation: 3.55 (N=75) -Internship supervisor evaluation: 3:41 (N=46) -Exit survey: 3.11/4 (N=23)
2. Social & Cultural Diversity (Standard 2.F.2.c)	Multicultural counseling competencies	-549 course assessment: 3.18/4 (N=34) -Practicum site supervisor eval.: 3.27/4 (N=42) -Practicum univ supervisor eval.: 3.08/4 (N=48) -Exit survey: 3.41/4 (N=23)
3. Human Growth & Development (Standard 2.F.3.i)	Ethical & culturally relevant strategies for promoting resilience & optimum development & wellness across the lifespan	-562 course assessment: 3.44/4 (N=31) -Practicum site supervisor eval.: 3.43/4 (N=42) -Practicum univ. supervisor eval: 3.08/4 (N=48) -Exit survey: 3.15/4 (N=23)
4. Career Development (Standard 2.F.4.j)	Ethical & culturally relevant strategies for addressing career development	-652 course assessment: 3.46/4 (N=50) -Intern site supervisor eval.: 3.45/4 (N=75) -Intern univ. supervisor eval.: 3.30/4 (N=46) -Exit survey: 2.86/4 (N=23)
5. Counseling & Helping Relationships (Standard 2.F.5.d)	Ethical & culturally relevant strategies for establishing and maintaining in-person & technology-assisted relationships	-549 course assessment: 3.21/4 (N=34) -Intern site supervisor eval.: 3.65/4 (N=75) -Intern univ. supervisor eval.: 3.33/4 (N=46) -Exit survey: 2.79/4 (N=23)
6. Group & Counseling Work (Standard 2.F.6.g)	Ethical & culturally relevant strategies for designing & facilitating groups	-557 course assessment: 3.12/4 (N=52) -Practicum site supervisor eval.: 3.38/4 (N=42) -Practicum univ supervisor eval.: 3.16/4 (N=48) -Exit survey: 3.28/4 (N=23)
7. Assessment & Testing (Standard 2.F.7.m)	Ethical & culturally relevant strategies for selecting, administering, & interpreting assessment & test results	-512 course assessment: 3.47/4 (N=88) -Intern site supervisor eval.: 3.42/4 (N=75) -Intern univ. supervisor eval.: 3.15/4 (N=46) -Exit survey: 2.96/4 (N=23)

8. Research & Program Evaluation (Standard 2.F.8.j)	Ethical & culturally relevant strategies for conducting, interpreting, & reporting the results of research &/or program evaluation	-701 course assessment: 3.69/4 (N=16) -Intern site supervisor eval.: 3.53/4 (N=75) -Intern univ. supervisor eval.: 3/11/4 (N=46) -Exit survey: 2.95/4 (N=23)
9. Specialty Area 1: Clinical Mental Health Counseling (Standard 5.C.2.j)	Cultural factors relevant to clinical mental health counseling	-549 course assessment: 3.23/4 (N=30) *-Intern site supervisor evaluation *-Intern university supervisor evaluation -Exit survey: 3.42 (N=13)
10. Specialty Area 2: Marriage, Couples & Family Counseling (Standard 5.F.2.m)	Cultural factors relevant to marriage, couple, & family functioning, including the impact of immigration	-669 course assessment: 4.00/4 (N=3) *-Intern site supervisor evaluation *-Intern university supervisor evaluation -Exit survey: 3.50/4 (N=2)
11. Specialty Area 3: School Counseling (Standard 5.G.3.k)	Strategies to promote equity in student achievement & college access	-553 course assessment 3.13/4 (N=15) *-Intern site supervisor evaluation *-Intern university supervisor evaluation *-Exit survey:

* No data available for this standard

Doctoral Counselor Education Program KPIs

Core Area	KPI <i>After completing the program, students will be able to demonstrate the following skills and knowledge:</i>	Measures & Analysis
1. Counseling (Standard 6.B.1.f)	Ethical & culturally relevant counseling in multiple settings	-805-course assessment: 3.35/4 (N=20) -Internship site supervisor evaluation: 3.88/4 (N=8) -Internship univ. supervisor evaluation: 3.63/4 (N=13) -Exit survey: 3.33/4 (N=3)
2. Supervision (Standard 6.B.2.k)	Culturally relevant strategies for conducting clinical supervision	-818-course assessment: 3.00/4 (N=11) -Internship site supervisor eval.: 4.00/4 (N=2) -Internship univ. supervisor evaluation: 3.78/4 (N=12) -Exit survey: 4.00/4 (N=3)
3. Teaching (Standard 6.B.3.h)	Ethical & culturally relevant strategies used in counselor preparation	-815-course assessment: 2.40/4 (N=10) -Internship site supervisor eval.: 4.00/4 (N=3) -Internship univ. supervisor evaluation: 3.00/4 (N=1) -Exit survey: 3.67/4 (N=3)
4. Research & Scholarship (Standard 6.B.4.1)	Ethical and culturally relevant strategies for conducting research	-841-course assessment: 3.33/4 (N=9) -Exit survey: 4.00/4 (N=3)
5. Leadership & Advocacy (Standard 6.B.5.1)	Ethical and culturally relevant leadership & advocacy practices	-805-course assessment: 3.30/4 (N=20) -Internship site supervisor eval.: 3.75/4 (N=4) -Internship univ. supervisor evaluation: 3.83/4 (N=6) -Exit survey: 3.67/4 (N=3)

Demographic Characteristics of Applicants, Students & Graduates

	2018-Fall						2019-Spring						2019-Summer					
	Gender		White Non Hispanic		Black Non-Hispanic		Gender		White Non Hispanic		Black Non Hispanic		Gender		White Non Hispanic		Black Non Hispanic	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Clinical Mental Health Applicants	78	6	63	9	4	2	7	1	3	1	2			1				
Marriage, Couples, & Family Applicants	15	6	10	4	4		2		2									
School Applicants	45	7	37	3	5	1	6	1	3									
PhD Applicants	30	5	24	3	5		1	1	1									
TOTAL	168	34	134	19	18	3	16	3	9	1	2			1				
Clinical Mental Health Students	60	25	47	16	8	6	49	22	39	14	4	5	41	20	33	13	3	5
Marriage, Couple, & Family Students	8	1	6	1	1		6	1	5	1	1		5		4		1	
School Students	42	5	33	5	5		36	6	28	6	5		27	6	20	6	4	
PhD Applicants	33	20	25	14	8	5	32	19	24	13	8	5	16	8	11	6	5	2
TOTAL	143	51	111	36	22	11	123	48	96	34	18	10	89	34	68	25	13	7
Clinical Mental Health Graduates	9	2	6	1	2	1	6	1	4		1		33	22	33	13	3	5
Marriage, Couple, & Family Graduates	1		1										4		4		1	
School Graduates	3	3	3	2		1	5		5				20	6	20	6	4	
PhD Graduates	1		1				3		3				11	8	11	6	5	2
TOTAL	14	5	11	3	2	2	14	1	12		1		93	129	70	25	13	7

Supplemental Program Assessments

Counselor Preparation Comprehensive Exam (CPCE)

Semester	Human Growth & Development		Social & Cultural Diversity		Helping Relationships		Group Work	
	Duquesne	National	Duquesne	National	Duquesne	National	Duquesne	National
2019-Summer (N=12)	11.4	10.2	8.6	9.4	9.9	10.3	11.4	10.2
2019-Spring (N=27)	11.4	9.9	9.9	9.6	11.8	11.0	11.0	10.4
2018-Fall (N=15)	12.2	11.4	11.3	9.9	13.1	12.1	11.1	10.9
2018-19 Average	11.46	11.62	9.81	10.30	12.64	11.94	11.00	10.84

Semester	Career Development		Assessment		Research & Program Evaluation		Professional Orientation & Ethical Practice		Total	
	Duquesne	National	Duquesne	National	Duquesne	National	Duquesne	National	Duquesne	National
2019-Summer (N=12)	12	9.9	10.3	10.4	11.2	10.9	10.6	9.9	85.3	
2019-Spring (N=27)	11.1	10.5	11.5	10.6	11.6	10.8	12.0	11.4	90.3	
2018-Fall (N=15)	9.4	9.2	11.2	10.6	11.8	10.9	11.3	11	91.5	87.13
2018-19 Average	10.80	9.38	11.72	10.63	11.40	11.04	11.32	11.38	89.50	87.13

CACREP Standard Assessments – Master’s Counselor Education Program – Aggregated Course Assessment Scores for Fall 2018, Spring 2019 & Summer 2019 Semesters

4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

Standard	Standard Description	<i>n</i>	Average
2.F.1.c	Counselors’ roles & responsibilities as members of interdisciplinary community outreach & emergency management response teams	46	3.40
2.F.2.c	Multicultural counseling competencies	34	3.18
2.F.3.i	Ethical & culturally relevant strategies for promoting resilience & optimum development & wellness across the lifespan	31	3.44
2.F.4.j	Ethical & culturally relevant strategies for addressing career development	50	3.46
2.F.5.d	Ethical & culturally relevant strategies for establishing & maintaining in-person & technology-assisted relationships	34	3.21
2.F.6.g	Ethical & culturally relevant strategies for designing & facilitating groups	52	3.12
2.F.7.m	Ethical & culturally relevant strategies for selecting, administering, & interpreting assessment & test results	88	3.47
2.F.8.j	Ethical & culturally relevant strategies for conducting, interpreting, & reporting the results of research &/or program evaluation	16	3.69
5.C.2.j	Cultural factors relevant to clinical mental health counseling	30	3.23
5.F.2.m	Cultural factors relevant to marriage, couple, & family functioning, including the impact of immigration	3	4.00
5.G.3.k	Strategies to promote equity in student achievement & college access	15	3.13

CACREP Standard Assessments – Doctoral Counselor Education Program – Aggregated Course Assessment Scores for Fall 2018, Spring 2019 & Summer 2019 Semesters

4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

Standard	Standard Description	<i>n</i>	Average
6.B.1.f	Ethical & culturally relevant counseling in multiple settings	20	3.45
6.B.2.k	Culturally relevant strategies for conducting clinical supervision	11	3.67
6.B.3.h	Ethical & culturally relevant strategies used in counselor preparation	10	3.40
6.B.4.1	Ethical & culturally relevant strategies for conducting research	9	3.33
6.B.5.1	Ethical and culturally relevant leadership & advocacy practices	20	3.30

Site Supervisors Evaluations of Master's Interns (GCNE 703-708) - Fall 2018, Spring 2019 & Summer 2019 Semesters

4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

NA – Not available.

CACREP Standard	Standard Description	Clinical (n=47)	Marriage, Couple & Family (n=3)	School (n=25)	Total (n=75)
2.F.1.c	Counselor's roles & responsibilities as members of interdisciplinary community outreach and emergency response teams	3.53	3.00	3.64	3.55
2.F.1.l	Self-care strategies appropriate to the counselor role	3.55	3.00	3.88	3.64
2.F.1.m	The role of counseling supervision in the profession	3.62	3.67	3.71	3.65
2.F.4.j	Ethical & culturally relevant strategies for addressing career development	3.40	3.00	3.60	3.45
2.F.5.d	Ethical & culturally relevant strategies for establishing and maintaining in person and technology assisted relationship	3.66	3.67	3.64	3.65
2.F.5.g	Essential interviewing, counseling, & case conceptualization skills	3.68	3.33	3.64	3.65
2.F.5.h	Developmentally relevant counseling treatment or intervention plans	3.60	3.33	3.54	3.57
2.F.5.i	Development of measurable outcomes for clients	3.38	3.00	3.54	3.42
2.F.5.1	Suicide prevention models & strategies	3.40	3.00	3.43	3.40
2.F.7.m	Ethical & culturally relevant strategies for selecting, administering and interpreting assessment and test results	3.38	3.33	3.50	3.42
2.F.8.j	Ethical & culturally relevant strategies for conducting , interpreting, and reporting the results of research or program evaluations	3.53	3.00	3.58	3.53
5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies and differentiated instructional strategies	NA	NA	3.72	3.72
5.G.3.l	Techniques to foster collaboration & teamwork within schools	NA	NA	3.72	3.72
PDE.III.A.8	Use of data to evaluate advocacy project	NA	NA	3.59	3.59
PDE IV.B.3	Demonstrate the ability to articulate, model & advocate for an appropriate school counselor identity & program	NA	NA	3.65	3.65

NA - Not available.

University Supervisors Evaluations of Master's Interns (GCNE 703-708)

Fall 2018, Spring 2019 & Summer 2019 Semesters

4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

CACREP Standard	Standard Description	Clinical (n=33)	Marriage, Couple, & Family (n=3)	School (n=10)	Total (n=46)
2.F.1.c	Counselor's roles & responsibilities as members of interdisciplinary community outreach and emergency response teams	3.36	3.33	3.60	3.41
2.F.1.l	Self-care strategies appropriate to the counselor role	3.24	3.33	3.50	3.30
2.F.1.m	The role of counseling supervision in the profession	3.44	3.67	3.60	3.49
2.F.4.j	Ethical & culturally relevant strategies for addressing career development	3.18	3.67	3.60	3.30
2.F.5.d	Ethical & culturally relevant strategies for establishing and maintaining in person and technology assisted relationship	3.27	3.33	3.50	3.33
2.F.5.g	Essential interviewing, counseling, & case conceptualization skills	3.27	4	3.40	3.35
2.F.5.h	Developmentally relevant counseling treatment or intervention plans	3.21	3.67	3.50	3.30
2.F.5.i	Development of measurable outcomes for clients	3.24	4.00	3.40	3.33
2.F.5.1	Suicide prevention models & strategies	3.12	3.00	3.20	3.13
2.F.7.m	Ethical & culturally relevant strategies for selecting, administering and interpreting assessment and test results	3.12	3.33	3.20	3.15
2.F.8.j	Ethical & culturally relevant strategies for conducting , interpreting, and reporting the results of research or program evaluations	3.09	3.33	3.10	3.11
5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies, & differentiated instructional strategies			3.50	
5.G.3.1	Techniques to foster collaboration & teamwork within schools			3.78	

University & Site Supervisor Evaluations of Master's Practicum (GCNE 661, 664, 665) Students – Fall 2018 & Spring 2019 Semesters
 4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

CACREP Standard	Standard Description	Site Supervisor Evaluations			Univ. Supervisor Evaluations		
		2018-Fall (n=29)	2019-Spring (n=13)	Total (n=42)	Fall 2018 (n=30)	Spring 2019 (n=18)	Total (n=48)
2.F.1.l	Self-care strategies appropriate to the counselor role	3.52	3.46	3.50	3.00	3.22	3.08
2.F.1.m	The role of counseling supervision in the profession	3.45	3.46	3.45	3.10	3.22	3.15
2.F.2.c	Multicultural counseling competencies	3.29	3.23	3.27	3.00	3.22	3.08
2.F.3.i	Ethical & culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	3.48	3.31	3.43	2.93	3.33	3.08
2.F.5.g	Essential interviewing, counseling, & case conceptualization skills	3.39	3.31	3.37	2.90	3.33	3.06
2.F.5.h	Developmentally relevant counseling treatment or intervention plans	3.24	3.08	3.19	2.80	3.24	2.96
2.F.5.i	Development of measurable outcomes for clients	3.18	3.08	3.15	2.87	3.18	2.98
2.F.5.l	Suicide prevention models & strategies	3.22	2.85	3.10	2.87	3.00	2.91
2.F.6.g.	Ethical & culturally relevant strategies for designing and facilitating groups	3.38	3.38	3.38	2.88	3.59	3.16
5.C.3.a	Intake interview, mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	2.86	2.57	2.76	3.00	2.92	2.97
5.C.3.b	Techniques and interventions for prevention & treatment of a broad range of mental health issues	3.29	2.71	3.10	2.41	3.08	2.70

University & Site Supervisors' Evaluations of Doctoral Interns (CESD 835/836) – Fall 2018, Spring 2019 & Summer 2019 Semesters

4 point scale, 4=Highly Effective, 1=Ineffective

CACREP Standard	Standard Description	University Supervisor (N=12)	Site Supervisor (N=8)
6.B.1.a	Scholarly examination of theories relevant to counseling	3.55	3.88
6.B.1.b	Integration of theories relevant to counseling	3.36	3.75
6.B.1.c	Conceptualization of clients from multiple theoretical perspectives	3.27	3.88
6.B.1.d	Use of evidence-based counseling practices	3.50	3.63
6.B.1.e	Use of methods for evaluating counseling effectiveness	3.60	3.50
6.B.1.f	Ethical & culturally relevant counseling in multiple settings	3.80	3.88
6.B.2.a	Understands purposes of clinical supervision	3.78	4.00
6.B.2.b	Understands theoretical frameworks & models of clinical supervision	3.67	3.57
6.B.2.c	Understands roles & relationships related to clinical supervision	3.56	3.71
6.B.2.d	Uses skills of clinical supervision	3.67	3.60
6.B.2.e	Uses opportunities for developing a personal style of clinical supervision	3.78	3.60
6.B.2.f	Conducts assessment of supervisees' developmental level & other relevant characteristics	3.78	4.00
6.B.2.g	Understands modalities of clinical supervision & the use of technology	3.78	4.00
6.B.2.h	Follows administrative procedures & responsibilities related to clinical supervision	3.78	4.00
6.B.2.i	Understands evaluation, remediation, and gatekeeping in clinical supervision	3.78	4.00
6.B.2.j	Understands legal & ethical issues & responsibilities in clinical supervision	3.78	3.67
6.B.2.k	Uses culturally relevant strategies for conducting clinical supervision	3.78	4.00
6.B.3.a	Understands role & responsibilities related to educating counselors	3.00	3.67
6.B.3.b	Uses pedagogy & teaching methods relevant to counselor education	3.00	3.67
6.B.3.c	Incorporates models of adult development and learning	4.00	3.67
6.B.3.d	Uses instructional & curriculum design, delivery, & evaluation methods relevant to counselor education	4.00	3.67
6.B.3.e	Understands effective approaches for online instruction	3.00	4.00
6.B.3.f	Understands screening, remediation, & gatekeeping functions relevant to teaching	3.00	4.00
6.B.3.g	Conducts assessment of learning	3.00	4.00
6.B.3.h	Uses ethical & culturally relevant strategies used in counselor preparation	3.00	4.00
6.B.3.i	Understands the role of mentoring in counselor education	3.00	4.00
6.B.5.a	Uses theory & skills of leadership	3.50	3.75
6.B.5.b	Understands leadership & leadership development in professional organization	3.83	3.75
6.B.5.c	Understands leadership in counselor education programs	3.83	3.75
6.B.5.d	Demonstrates knowledge of accreditation standards & processes	3.83	4.00

6.B.5.e	Understands leadership, management, & administration in counseling organizations & other institutions	3.83	3.50
6.B.5.f	Understands leadership roles & strategies for responding to crises & disasters	3.83	3.75
6.B.5.g	Understands strategies of leadership in consultation	3.83	3.67
6.B.5.h	Understands current topical & political issues in counseling & how those issues affect the daily work of counselors & the counseling profession	3.83	3.75
6.B.5.i	Understands role of counselors & counselor educators advocating on behalf of the profession & professional identity	3.83	3.75
6.B.5.j	Understands models & competencies for advocating for clients at the individual, system, & policy levels	3.83	3.75
6.B.5.k	Uses strategies of leadership in relation to current multicultural & social justice issues	3.83	3.75
6.B.5.l	Uses ethical & culturally relevant leadership & advocacy practices	3.83	3.75

University & Site Supervisors' Evaluations of Doctoral Practicum Students – Fall 2018 Semester

4 point scale, 4=Highly Effective, 1=Ineffective

CACREP Standard		2017-Fall-Site Supervisor (N= 9)	2018-Fall-University Supervisor (N= 9)
6.B.1.a	Scholarly examination of theories relevant to counseling	3.56	3.11
6.B.1.b	Integration of theories relevant to counseling	3.44	2.67
6.B.1.c	Conceptualization of clients from multiple theoretical perspectives	3.67	3.00
6.B.1.d	Use of evidence-based counseling practices	3.33	2.78
6.B.1.e	Use of methods for evaluating counseling effectiveness	3.44	2.44
6.B.1.f	Ethical & culturally relevant counseling in multiple settings	3.78	3.00

Master's Counselor Education Students Evaluations of Site Supervisors Practicum & Internship- Fall 2018, Spring 2019
& Summer 2019 Semesters

4 Point Likert Scale (4=Highly Effective; 3=Effective;2=Approaching Effective; 1=Ineffective)

Items	(n=91)
The field site provided a variety of professional activities in keeping with the training & professional goals of the Counselor Education Program.	3.74
The field site population represented the type of population with whom the counselor trainee wants to work.	3.67
The field site exposed the trainee to all of the activities a regular employed counselor would experience (internship only).	3.67
The field site provided direct supervision by a trained qualified supervisor.	3.84
The field site personnel had experience in working with master's level counselor trainees.	3.82
Appropriate liaison activities occurred between the University and the field site supervisor.	3.70
Rate the quality and usefulness of onsite supervision.	3.74
Clients/Students were readily available at the site.	3.73
There was sufficient appropriate space to see clients/students at the site.	3.63
The site facilitated the accrual of direct counseling hours.	3.87

Master's Student Evaluations of University Supervisors – Practicum & Internship - Fall 2018, Spring 2019 & Summer 2019 Semesters
4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

	Fall 2018 (n=40)	Spring 2019 (n=35)	Summer 2019 (n=10)
1. Provided me with useful feedback regarding my counseling behavior.	3.68	3.89	3.60
2. Helped me feel at ease with the supervision process.	3.48	3.91	3.60
3. Provided me with specific help in areas I need to work on.	3.53	3.77	3.30
4. Enabled me to express my doubts about my counseling.	3.63	3.85	3.70
5. Helped me see my influence on the client.	3.65	3.89	3.50
6. Adequately emphasized my strengths and capabilities.	3.63	3.91	3.50
7. Made me feel accepted and respected as a person.	3.68	3.86	3.70
8. Was able to distinguish her/his own issues from mine.	3.50	3.83	3.50
9. Dealt appropriately with the affect in my counseling sessions.	3.53	3.85	3.70
10. Conveyed sufficient competence to engender my trust.	3.60	3.86	3.70
11. Appropriately addressed interpersonal dynamics between us.	3.50	3.88	3.80
12. Was open to my input & feedback about what was helpful.	3.60	3.85	3.70
13. Helped reduce my defensiveness by his/her style.	3.38	3.85	3.60
14. Enabled me to express my opinions about my counseling.	3.65	3.89	3.70
15. Challenged me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.	3.65	3.86	3.70
16. Helped me to develop increased skills in self-supervision through the use of counseling tapes.	3.48	3.70	3.30
17. Helped me understand and be aware of my counseling behavior and how they influence my work with clients	3.70	3.85	3.60
18. Helped me address my anxiety related to my counseling work	3.58	3.88	3.70
19. Overall, I found supervision to be helpful to me during practicum or internship.	3.53	3.86	3.50

Master's Counselor Education Students Evaluations of Group Counseling Lab Facilitators – Spring 2019 Semester
 4 Point Likert Scale (4=Highly Effective; 3=Effective; 2=Approaching Effective; 1=Ineffective)

Items	Mean (n=25)
Opened group effectively	3.88
Helped group members focus	3.80
Demonstrated openness & warmth	3.88
Used active listening skills	3.96
Commented on nonverbal communication of group members	3.68
Demonstrated empathy & congruence	3.88
Used group process commentary when necessary	3.92
Used activities/exercises that were appropriate for the group's needs	3.60
Summarized content	3.79
Used questions effectively	3.88
Catalyzed group energy/investment	3.84
Able to use activities & exercises that are appropriate for group members & group needs	3.60
Processed group exercises/activities	3.83
Terminated/closed group	3.92
Demonstrated self-awareness as a group facilitator	3.92
Articulated what group "needed" to progress through stages of group development	3.64

Counselor Education Faculty Supervisors' Evaluations of Doctoral Teaching Assistants (TA) - Fall 2018, Spring 2019 & Summer 2019 Semesters
4 Point Likert Scale (4=Highly Effective; 3=Effective; 2=Approaching Effective; 1=Ineffective)

CACREP Standard	Items	Mean (N=8)
6.B.3.a	Understands roles & responsibilities related to educating counselors	3.75
6.B.3.b	Uses pedagogy & teaching methods relevant to counselor education	3.63
6.B.3.c	Understands models of adult development & learning	3.5
6.B.3.d	Uses instructional & curriculum design, delivery & evaluation methods relevant to counselor education	3.63
6.B.3.e	Understands screening, remediation, & gatekeeping functions relevant to teaching	3.63
6.B.3.g	Conducts assessment of learning	3.63
6.B.3.h	Uses ethical & culturally relevant strategies used in counselor preparation	3.75
6.B.3.i	Understands the role of mentoring in counselor education	3.75
2-1	Provides explanations at the students' level of understanding	3.75
	Uses audio-visual aids effectively	3.50
	Provides opportunity for questions	3.75
	Responds effectively to students' questions/comments	3.75
	Open to student viewpoints differing from his or her own	3.75
	Uses appropriate gestures, voice tone, & eye contact to involve the class	3.63
	Overall teaching is effective	3.75
	Evaluates students' work in fair & appropriate ways	3.86
	Provides helpful feedback on assignments	3.75
	Available for consultation outside class	3.86
	Interacts respectfully with students	4.00
	Helpful in making classroom conducive to learning	3.75
	Works collaboratively with the instructor	3.86
	Demonstrates understanding of course content	3.875

Exit Survey – Master’s Counselor Education Students - - Fall 2018, Spring 2019 & Summer 2019 Semesters

<i>4=Highly Effective, 3=Effective, 2=Somewhat Effective, 1=Ineffective</i>	<i>Fall – Summer (N=23)</i>	<i>CMHC (N=13)</i>	<i>SCH (N=8)</i>	<i>MCFC (N=2)</i>
Professional Counseling Orientation & Ethical Practice				
1.Roles & responsibilities as members of interdisciplinary, community outreach, & emergency management response teams (2.F.1.c)	3.11	2.83	3.50	3.00
2. Understanding the role & process & the professional counselor advocating on behalf of the profession (2.F.1.d)	3.46	3.25	3.63	3.5
3. Understanding the professional counseling credentialing, including certification, licensure, & accreditation practices & standards, & the effects of public policy on these issues (2.F.1.g)	2.21	2.50	2.63	1.50
4. Understanding ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical & legal considerations in professional counseling (2.F.1.i)	3.43	3.18	3.63	3.50
5. Using strategies for personal & professional self-evaluation & implications for practice (2.F.1.j)	3.03	3.08	3.50	2.50
6. Using self-care strategies appropriate to the counselor role (2.F.1.l)	3.75	3.51	3.75	4.00
Social & Cultural Diversity				
7. Using theories & models of multicultural counseling, cultural identity development, & social justice and advocacy (2.F.2.b)	3.71	3.50	3.63	4.00
8. Acquiring the multicultural counseling competencies (2.F.2.c)	3.41	3.49	3.75	3.00
9. Using strategies for identifying & eliminating barriers, prejudices, & processes of intentional & unintentional oppression & discrimination (2.F.2.h)	3.19	3.33	3.75	2.50
Human Growth & Development				
10. Understanding theories of individual & family development across the lifespan (2.F.3.a)	3.42	3.50	3.75	3.00
11. Understanding theories of normal & abnormal personality development (2.F.3.c)	2.92	3.00	3.75	2.00
12. Using ethical & culturally relevant strategies for promoting resilience & optimum development & wellness across the lifespan (2.F.3.i)	3.15	3.34	3.63	2.50
Career Development				
13. Understanding theories & models of career development, counseling, & decision-making (2.F.4.a)	2.92	2.75	3.50	2.50
14. Using strategies for career development program planning, organization, implementation, administration, & evaluation (2.F.4.f)	2.86	2.58	3.50	2.50
15. Using ethical & culturally relevant strategies for addressing career development (2.F.4.j)	2.93	2.92	3.38	2.50
Counseling & Helping Relationships				
16. Using theories & models of counseling (2.F.5.a)	3.40	3.58	3.63	2.50
17. Using a systems approach to conceptualizing clients (2.F.5.b)	3.00	3.26	3.25	2.50
18. Using theories, models, & strategies for understanding & practicing consultation (2.F.5.c)	3.06	3.42	3.25	2.00
19. Ethical & culturally relevant strategies for establishing & maintaining in-person & technology-assisted relationships (2.F.5.d)	2.79	3.00	3.38	3.00

20. Using essential interviewing, counseling, & case conceptualization skills (2.F.5.g)	3.28	3.59	3.25	2.50
21. Identifying evidence-based counseling strategies & techniques for prevention & intervention (2.F.5.j)	3.19	3.43	3.63	2.00
22. Using crisis intervention, trauma-informed, & community-based strategies, such as Psychological First Aid (2.F.5.k)	2.52	2.68	2.88	4.00
Group Counseling & Group Work				
23. Using theoretical foundations of group counseling & group work (2.F.6.a)	3.71	3.51	3.63	3.00
24. Using ethical & culturally relevant strategies for designing & facilitating groups (2.F.6.g)	3.28	3.34	3.50	2.50
Assessment & Testing				
25. Using methods of effectively preparing for & conducting initial assessment meetings (2.F.7.b)	2.92	3.26	3.00	2.00
26. Understanding procedures for identifying trauma & abuse & for reporting abuse (2.F.7.d)	2.89	3.18	3.50	3.00
27. Using ethical & culturally relevant strategies for selecting, administering, & interpreting assessment & test results (2.F.7.m)	2.96	2.75	3.13	2.50
Research & Program Evaluation				
28. Conducting evaluation of counseling interventions & programs (2.F.8.e)	2.86	2.84	3.25	3.00
29. Understanding designs used in research & program evaluation (2.F.8.g)	2.87	2.75	2.88	3.00
30. Understanding ethical & culturally relevant strategies for conducting, interpreting, & reporting the results of research &/or program evaluation (2.F.8.j)	2.95	2.84	3.00	3.00
Clinical Mental Health Counseling Entry Level Standards (N = 13)				
31. Using theories & models related to clinical mental health counseling (5.C.1.b)		3.58		
32. Understanding the mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment & aftercare, & the mental health counseling services network (5.C.2.c)		3.02		
33. Cultural factors relevant to clinical mental health counseling (5.C.2.j)		3.42		
34. Using techniques & interventions for prevention & treatment of a broad range of mental health issues (5.C.3.b)		3.42		
School Counseling Entry Level Standards (N = 8)				
35. Understanding models of school counseling programs (5.G.1.b)			3.50	
36. Understanding school counselor roles as leaders, advocates & systems change agents in P-12 schools (5.G.2.a)			3.63	
37. Strategies to promote equity in student achievement & college access (5.G.3.k)			*	
38. Use of data to advocate for programs & students (5.G.3.0)			3.25	
Marriage, Couple, Family Counseling Entry Level Standards (N=2)				
39. Using theories & models of marriage, couple, & family counseling (5.F.1.c)				3.00
40. Understanding family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, & psychoeducational & personality assessments (5.F.2.c)				3.50
41. Cultural factors relevant to marriage, couple, & family functioning, including the impact of immigration (5.F.2.m)				3.50
42. Using techniques & interventions of marriage, couple & family counseling (5.F.3.c)				3.00

*No data available for this standard

Exit Survey – Doctoral Counselor Education Students - Fall 2018, Spring 2019 & Summer 2019 Semesters

	2018 Fall 2019 Spring 2019 Summer (N=3)
Counseling	3.39
1. Scholarly examination of theories relevant to counseling (6.B.1.a)	3.67
2. Integration of theories relevant to counseling (6.B.1.b)	3.33
3. Conceptualization of clients from multiple theoretical perspectives (6.B.1.c)	3.33
4. Use of evidence-based counseling practices (6.B.1.d)	3.33
5. Use of methods for evaluating counseling effectiveness (6.B.1.e)	3.33
6. Ethical & culturally relevant counseling in multiple settings (6.B.1.f)	3.33
Supervision	3.94
7. Understands purposes of clinical supervision (6.B.2.a)	4.00
8. Understands theoretical frameworks & models of clinical supervision (6.B.2.b)	4.00
9. Understands roles & relationships related to clinical supervision (6.B.2.c)	4.00
10. Uses skills of clinical supervision (6.B.2.d)	4.00
11. Uses opportunities for developing a personal style of clinical supervision (6.B.2.e)	4.00
12. Conducts assessment of supervisees' developmental level & other relevant characteristics (6.B.2.f)	4.00
13. Understands modalities of clinical supervision & the use of technology (6.B.2.g)	3.67
14. Follows administrative procedures & responsibilities related to clinical supervision (6.B.2.h)	3.67
15. Understands evaluation, remediation, & gatekeeping in clinical supervision (6.B.2.i)	4.00
16. Understands legal & ethical issues & responsibilities in clinical supervision (6.B.2.j)	4.00
17. Uses culturally relevant strategies for conducting clinical supervision (6.B.2.k)	4.00
Teaching	3.78
18. Understands roles & responsibilities related to educating counselors (6.B.3.a)	4.00
19. Uses pedagogy & teaching methods relevant to counselor education (6.B.3.b)	3.67
20. Incorporates models of adult development & learning (6.B.3.c)	4.00
21. Uses instruction & curriculum design, delivery & evaluation methods relevant to counselor education (6.B.3.d)	3.67
22. Understands effective approaches for online instruction (6.B.3.e)	3.33
23. Understands screening, remediation, & gatekeeping functions relevant to teaching (6.B.3.f)	3.67
24. Conducts assessment of learning (6.B.3.g)	4.00
25. Uses ethical & culturally relevant strategies used in counselor preparation (6.B.3.h)	3.67
26. Understands the role of mentoring in counselor education (6.B.3.i)	4.00

Research & Scholarship	3.89
27. Understands research designs appropriate to quantitative & qualitative research questions (6.B.4.a)	4.00
28. Understands univariate & multivariate research designs & data analysis methods (6.B.4.b)	4.00
29. Understands qualitative designs & approaches to qualitative data analysis (6.B.4.c)	4.00
30. Understands emergent research practices & processes (6.B.4.d)	4.00
31. Understands models & methods of instrument design (6.B.4.e)	4.00
32. Understands models & methods of program evaluation (6.B.4.f)	4.00
33. Understands research questions appropriate for professional research & publication (6.B.4.g)	4.00
34. Able to engage in professional writing for journal & newsletter publication (6.B.4.h)	3.67
35. Able to engage in professional conference proposal preparation (6.B.4.i)	4.00
36. Able to engage in the design & evaluation of research proposals for a human subjects/institutional review board (6.B.4.j)	4.00
37. Understands the process for submitting grant proposals & other sources of funding (6.B.4.k)	3.00
38. Understands ethical & culturally relevant strategies for conducting research (6.B.4.l)	4.00
Leadership & Advocacy	3.69
39. Uses theory & skills of leadership (6.B.5.a)	3.67
40. Understands leadership & leadership development in professional organization (6.B.5.b)	3.67
41. Understands leadership in counselor education programs (6.B.5.c)	4.00
42. Demonstrates knowledge of accreditation standards & processes (6.B.5.d)	4.00
43. Understands leadership, management, & administration in counseling organizations & other institutions (6.B.5.e)	3.67
44. Understands leadership roles & strategies for responding to crises & disasters (6.B.5.f)	3.33
45. Understands strategies of leadership in consultation (6.B.5.g)	3.67
46. Understands current topical & political issues in counseling & how those issues affect the daily work of counselors & the counseling profession (6.B.5.h)	3.67
47. Understands role of counselors & counselor educators advocating on behalf of the profession & professional identity (6.B.5.i)	3.67
48. Understands models & competencies for advocating for clients at the individual, system, & policy levels (6.B.5.j)	3.67
49. Uses strategies of leadership in relation to current multicultural & social justice issues (6.B.5.k)	3.67
50. Uses ethical & culturally relevant leadership & advocacy practices (6.B.5.l)	3.67

Master's Counselor Education Applicant Evaluations – Fall 2018 Semester

CACREP Standard	Items	*2018 Fall (N=)
1.L.1	Relevance of career goals	
1.L.2	Aptitude for graduate level study	
1.L.3	Potential for success for forming effective counseling relationships	
1.L.4	Respect for cultural differences	

Doctoral Counselor Education Applicant Evaluations – Fall 2018 Semester

3 Point Likert Scale (3=Good; 2=Fair; 1=Poor)		
CACREP Standard	Items	*Mean (N=)
6.A.3.a	Academic aptitude for doctoral level study	
6.A.3.b	Previous professional experience	
6.A.3.c	Fitness for the counseling profession, including self-awareness & emotional stability	
6.A.3.d	Oral & Written Communication Skills	
6.A.3.e	Cultural Sensitivity & Awareness	
6.A.3.f	Potential for scholarship, professional leadership & advocacy	

*Data unavailable due to death of Program Assistant who was maintaining information.

Master's Counselor Education Students Candidacy (completed by counselor education instructors in the semester in which student completes first 6 or more credits) & Fieldwork Initiation Evaluations (completed by counselor education instructors in the semester prior to student entering practicum) – Fall 2018 & Spring 2019 Semesters

4 Point Likert Scale			
1. Not Effective: Does not demonstrate competence			
2. Approaching Effectiveness: Sporadically or inconsistently demonstrates competence			
3. Effective: Consistently demonstrates competence at an acceptable level	Mean (N=91)	Mean (N=68)	Mean (N=159)
4. Highly Effective: Consistently demonstrates advanced levels of competence			
Items			
Personal Characteristics & Behaviors			
1. Social responsibility (the ability to effectively express ideas & demonstrate experiences which show interest in social change & cultural awareness)	3.36	3.38	3.36
2. People oriented (the ability to accurately express ideas & demonstrate experiences of successful interpersonal interactions)	3.34	3.38	3.36
3. Modeling (the ability to demonstrate professional behaviors)	3.15	3.25	3.19
4. Non-defensive (the ability to accurately provide & willingly receive criticism)	3.26	3.42	3.33
5. Demeanor (demonstration of a professional attitude & commitment to the counseling profession, self-direction, showing care & concern for others)	3.33	3.42	3.37
Academic Competencies			
6. Communicates ideas well orally & in writing on reports, summaries & case studies	3.33	3.37	3.35
7. Shows openness to new learning experiences	3.33	3.47	3.39
8. Is prepared for class & prepares outside of class	3.38	3.51	3.44
9. Is appropriately self-disclosing, integrates knowledge, skills & self	3.21	3.19	3.20
10. Meets expectations of assignments & submits in a prompt manner	3.54	3.59	3.56
11. Meets expectations regarding attendance	3.51	3.68	3.58
Professional Characteristics			
12. Theoretical approach (the ability to effectively develop, identify & communicate one's counseling orientation)		3.34	
13. Techniques (the ability to demonstrate basic counseling skills consistent with their identified theoretical orientation)		2.98	
14. Ethics (the ability to identify & use appropriate standards of professional ethics in all professional relationships)		3.54	
15. Application of technology (the ability to effectively use technology to increase knowledge, network with other counselors & manage cases, as well as appropriately apply technology to the helping relationship)		3.38	
16. Career development (an understanding of career development & related life factors)		3.48	
17. Human growth & development (an understanding of the nature and needs of individuals at all developmental levels)		3.39	

Counselor Education Faculty Evaluations of Doctoral Graduate Assistants – Fall 2018 & Spring 2019 Semesters

3 Point Likert Scale (3=Exceeds expectations, 2=Meets expectations, 1=Needs improvement)

Items	2018-Fall (N=13)	2019-Spring (N=11)
Dependability: Ability to complete assignments in a timely fashion & work steadily & effectively.	2.00	2.20
Motivation: Shows interest, enthusiasm, & willingness to undertake projects.	2.54	2.56
Initiative: Ability & willingness to self-start, take independent action.	2.31	2.40
Written Communication Skills: Effective use of grammar & usage & mechanics of APA style.	2.23	2.30
Verbal Communication Skills: Clear & assertive.	2.58	2.67
Interpersonal Skills: Effectively maintains working relationships.	2.54	2.50
Research Skills: Ability to use appropriate research skills and data gathering, data analysis, & data presentation skills.	2.08	2.50
Non-Defensive: Ability to receive & response to feedback.	2.62	2.60
Application of Technology: Effectiveness in using & learning technology for assigned tasks.	2.38	2.30