



DUQUESNE
UNIVERSITY

Annual Report

COUNSELOR EDUCATION PROGRAM

2017-18

DUQUESNE UNIVERSITY – COUNSELOR EDUCATION PROGRAM
ANNUAL REPORT – 2017-18

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Curriculum and Program Improvements

Based upon a review of the data for the 2017-18 academic year (e.g., Fall 2017, Spring 2018, & Summer 2018 semesters), Duquesne's Counselor Education program will implement the following program improvements during the 2018-19 academic year:

- The Counselor Education program will consider revising the program objectives and key performance indicators to increase their consistency with the focus of the program and to enhance their measurability.
- The Counselor Education program will continue to conduct a poverty simulation for master's counselor education students. Faculty members will facilitate a discussion immediately following the simulation. The impact on student learning and attitudes of the simulation will be measured through the use of several objective assessments.
- The Counselor Education program will create and implement a seminar regarding professional and personal dispositions.

Program Objectives

Objective 1.

Faculty and students engage in collaborative activities that promote students' identification, and development within, the counseling profession.

- Measures:**
- 1.1 Review of student learning outcomes related to the Professional Orientation & Ethical Practice KPI-“counselors’ role & responsibilities as members of interdisciplinary community outreach & emergency management response teams” (2.F.1.c) (Master’s)
 - 1.2 Review of students’ performance on the Professional Orientation & Ethical Practice core knowledge area of the Counselor Preparation Comprehensive Exam (CPCE) (Master’s)
 - 1.3 Exit survey scores for doctoral counselor education students for the CACREP Doctoral Professional Identity standard “Understands role of counselors & counselor educators advocating on behalf of the profession and professional identity” (6.B.5.1)

Analysis: 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 3.41/4.0 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 49 counselor education students was 11.23 which approached the national average of 11.40. Exit survey score for CACREP Doctoral Professional Identity Standard 6.B.5.1. The average score for graduating doctoral students concerning the standard “Understands role of counselors & counselor educators advocating on behalf of the profession and professional identity” was 3.0/4.

Actions:

- The Counselor Education program will implement a requirement that the introduction courses for the master’s counselor education students, Introduction to Clinical Counseling and Ethical Practices (GCNE 564) and Introduction to School Counseling and Ethical Practices (GCNE 553), will be required in students first semester of matriculation.*
- The Counselor Education program will develop and implement a seminar providing master’s counselor education students with an overview of the professional and personal dispositions required by CACREP and the Counselor Education program.*

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 & optimum development & 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 & optimum development & 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 3.95/4.0 based on the HG&D 2.F.3.i rubric; Human Growth & Development CPCE score: The average score for the 49 counselor education students was 11.77 which was slightly below the national average of 11.81; 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 & culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i) was 3.71/4.0; Social & Cultural Diversity KPI “multicultural counseling competencies” (2.F.2.c): Students achieved a 2.87/4.0 average for the aggregate course assessments; 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 3.43/4.0; Social & Cultural Diversity CPCE score: The average score for the 49 counselor education students was 10.13 which approached the national average of 10.27; 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.a.f) was 3.17/4.0.

Actions: *-The Counselor Education program will hold its 3rd annual poverty simulation. Revisions to the poverty simulation for this*

year include faculty members facilitation a discussion with students immediately following the event, and conducting pre- and post-assessments to the impact of the event upon students' learning and growth.

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 6 CACREP Doctoral Professional Identity standards that include the terms "ethical" or "culturally relevant"

Analysis: Social & Cultural Diversity Counselor Preparation Comprehensive Exam (CPCE): The average score for the 49 counselor education students for the Social and Cultural Diversity domain was 10.13 which approached the national average of 10.27; Course assessments for key performance indicators (KPI): Eight 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. Two of the three 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 280 evaluations provided by instructors of master's students "social responsibility", the average score was 3.35 /4.0. For the 280 evaluations provided by instructors of master's students regarding their "shows openness to new learning experiences", the average score was 3.41/4.0. For the 138 evaluations provided by instructors of master's students' "ethics" the average score was 2.75/4.0. Exit survey scores for Doctoral standards related to ethics and culturally relevancy: Doctoral graduates' perceptions of the program's effectiveness in preparing students for the 6 CACREP standards that include the terms "ethics" or "culturally relevant" averaged 3.34.

Actions: *-The Counselor Education program will hold its 3rd annual poverty simulation. Revisions to the poverty simulation for this year include faculty members facilitation a discussion with students immediately following the event, and conducting pre- and post-assessments to the impact of the event upon students' learning and growth.*

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 9.47 (N=49 students) which approached the national average of 9.59; Group Work: The average score was 11.67 (N=49) which exceeded the national average of 11.18; Research & Program Evaluation: The average score 11.33 (N=49) which exceeded the national average of 11.31; Assessment: The average score was 10.97 (N=49) which exceeded the national average of 10.78; Helping Relationships: The average score was 12.27 (N=49) which exceeded the national average of 12.28; Exit survey scores for doctoral counselor education students: Counseling: The average exit survey score for the 6 CACREP standards comprising the Counseling domain was 3.28/4.0; Research & Scholarship: The average exit survey score for the 12 CACREP standards comprising the Research and Scholarship domain was 2.94/4.0; The average exit survey score for the 6 CACREP standards comprising the Leadership & Advocacy domain was 2.92/4.0.

Actions: *-The Counselor Education program will continue to provide an overview workshop for the Counselor Preparation Comprehensive Exam (CPCE) and National Counselor Exam (NCE) at the beginning of each semester. (Master's)*

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: 3.41/4 (N=32) -Intern site supervisor evaluation: 3.46/4 (N=64) -Internship university supervisor evaluation: 3.22/4 (N=30)
2. Social & Cultural Diversity (Standard 2.F.2.c)	Multicultural counseling competencies	-549 course assessment: 2.87/4 (N=45) -Practicum site supervisor evaluation: 3.34/4 (N=19) -Practicum university supervisor evaluation: 3.25/4 (N=44) -Exit survey: 3.43/4 (N=32)
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: 3.95/4 (N=54) -Practicum site supervisor evaluation: 3.11/4 (N=19) -Practicum university supervisor evaluation: 3.36/4 (N=44) -Exit survey: 3.71/4 (N=32)
4. Career Development (Standard 2.F.4.j)	Ethical & culturally relevant strategies for addressing career development	-652 course assessment: 3.38/4 (N=61) -Intern site supervisor evaluation: 3.46/4 (N=64) -Intern university supervisor evaluation: 3.30/4 (N=30) -Exit survey: 3.00/4 (N=32)
5. Counseling & Helping Relationships (Standard 2.F.5.d)	Ethical & culturally relevant strategies for establishing & maintaining in-person & technology-assisted relationships	-549 course assessment: 3.00/4 (N=47) -Intern site supervisor evaluation: 3.60/4 (N=64) -Intern university supervisor evaluation: 3.54/4 (N=30) -Exit survey: 3.14/4 (N=32)

6. Group & Counseling Work (Standard 2.F.6.g)	Ethical & culturally relevant strategies for designing & facilitating groups	-557 course assessment: 2.70/4 (N=58) -Practicum site supervisor evaluation: 3.55/4 (N=19) -Practicum university supervisor evaluation: 3.65/4 (N=44) -Exit survey: 3.71/4 (N=32)
7. Assessment & Testing (Standard 2.F.7.m)	Ethical & culturally relevant strategies for selecting, administering, & interpreting assessment & test results	-512 course assessment: 3.46/4 (N=69) -Intern site supervisor evaluation: 3.38/4 (N=64) -Intern university supervisor evaluation: 3.40/4 (N=30)
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: 3.61/4 (N=44) -Intern site supervisor evaluation: 3.59/4 (N=64) -Intern university supervisor evaluation: 3.49/4 (N=30) -Exit survey: 3.57/4 (N=32)
9. Specialty Area 1: Clinical Mental Health Counseling (Standard 5.C.2.j)	Cultural factors relevant to clinical mental health counseling	-549 course assessment: 2.87/4 (N=41) -Exit survey: 3.84/4 (N=21)
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: 4.0/4 (N=6)
11. Specialty Area 3: School Counseling (Standard 5.G.3.k)	Strategies to promote equity in student achievement & college access	-553 course assessment 3.11/4 (N=28) -Exit survey: 3.50/4 (N=8)

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: 3.22/4 (N=11) -Practicum site supervisor evaluation: 3.70/4 (N=10) -Practicum university supervisor evaluation: 2.73/4 (N=11) -Internship site supervisor evaluation: 4.00/4 (N=5) -Internship univ. supervisor evaluation: 4.00/4 (N=27) -Exit survey: 3.17/4 (N=6)
2. Supervision (Standard 6.B.2.k)	Culturally relevant strategies for conducting clinical supervision	*-810-course assessment -Internship site supervisor evaluation: 3.80/4 (N=5) -Internship univ. supervisor evaluation: 4.00/4 (N=27) -Exit survey: 3.50/4 (N=6)
3. Teaching (Standard 6.B.3.h)	Ethical & culturally relevant strategies used in counselor preparation	-815-course assessment: 2.82/4 (N=11) -Internship site supervisor evaluation: 4.00/4 (N=5) -Internship univ. supervisor evaluation: 4.00/4 (N=27) -Exit survey: 3.17/4 (N=6)
4. Research & Scholarship (Standard 6.B.4.1)	Ethical & culturally relevant strategies for conducting research	-841-course assessment: 3.33/4 (N=12) -Exit survey: 3.50/4 (N=6)
5. Leadership & Advocacy (Standard 6.B.5.1)	Ethical & culturally relevant leadership & advocacy practices	*-805-course assessment -Internship site supervisor evaluation: 4.00/4 (N=5) -Internship univ. supervisor evaluation: 4.00/4 (N=27) -Exit survey: 3.00/4 (N=6)

*Measurements were not assessed during 2017-18 academic year.

Demographic Characteristics of Applicants, Students & Graduates

	2017-Fall						2018-Spring						2018-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	67	30	3	1	2		11	5	1	1			2		1	1		
Marriage, Couples, & Family Applicants	20	2	1			1	1											
School Applicants	55		8			1	14	3	6		2			1				
PhD Applicants	28	12	7	3	3	3	3	1										
TOTAL																		
Clinical Mental Health Students	36	20	12	6	3													
Marriage, Couple, & Family Students	9		5	1														
School Students	27	10	13	2														
PhD Applicants	1	3	21	10	61	4												
TOTAL	73	33																
Clinical Mental Health Graduates	8	2	7			1	5	1	4				11	2	10	2		
Marriage, Couple, & Family Graduates							2		2	1	1		2		2			
School Graduates								7	3	7	3		5		5			
PhD Graduates	4		4				1	1	1				3	1	2	1	1	
TOTAL	12	2	11			1	8	9	10	8	4		21	3	19	3	1	

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
2018-Summer (N=14)	11.30	11.60	10.60	10.00	12.10	12.30	11.90	11.10
2018-Spring (N=31)	11.80	12.20	9.20	10.50	12.20	12.60	11.40	11.60
2017-Fall (N=14)	12.20	11.62	10.60	10.30	12.50	11.94	11.70	10.84
2017-18 Average	11.77	11.81	10.13	10.27	12.27	12.28	11.67	11.18

Semester	Career Development		Assessment		Research & Program Evaluation		Professional Orientation & Ethical Practice		Total	
	Duquesne	National	Duquesne	National	Duquesne	National	Duquesne	National	Duquesne	National
2018-Summer (N=14)	9.80	9.50	11.20	10.60	11.90	11.10	11.60	11.20	90.40	87.50
2018-Spring (N=31)	9.10	9.90	10.60	11.10	10.70	11.80	10.50	11.60	85.50	91.30
2017-Fall (N=14)	9.50	9.38	11.10	10.63	11.40	11.04	11.60	11.38	90.6	87.13
2017-18 Average	9.47	9.59	10.97	10.78	11.33	11.31	11.23	11.39	88.83	88.64

CACREP Standard Assessments – Master’s Counselor Education Program – Aggregated Course Assessment Scores for Fall 2017, Spring 2018 & Summer 2018 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	32	3.41
2.F.2.c	Multicultural counseling competencies	45	2.87
2.F.3.i	Ethical & culturally relevant strategies for promoting resilience & optimum development & wellness across the lifespan	54	3.95
2.F.4.j	Ethical & culturally relevant strategies for addressing career development	61	3.38
2.F.5.d	Ethical & culturally relevant strategies for establishing & maintaining in-person & technology-assisted relationships	47	3.00
2.F.6.g	Ethical & culturally relevant strategies for designing & facilitating groups	58	2.70
2.F.7.m	Ethical & culturally relevant strategies for selecting, administering, & interpreting assessment & test results	69	3.46
2.F.8.j	Ethical & culturally relevant strategies for conducting, interpreting, & reporting the results of research &/or program evaluation	44	3.61
5.C.2.j	Cultural factors relevant to clinical mental health counseling	41	2.87
5.F.2.m	Cultural factors relevant to marriage, couple, & family functioning, including the impact of immigration	6	4.00
5.G.3.k	Strategies to promote equity in student achievement & college access	28	3.11

CACREP Standard Assessments – Doctoral Counselor Education Program – Aggregated Course Assessment Scores for Fall 2017, Spring 2018 & Summer 2018 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	11	3.22
6.B.3.h	Ethical & culturally relevant strategies used in counselor preparation	11	2.82
6.B.4.1	Ethical & culturally relevant strategies for conducting research	12	3.33

Site Supervisors Evaluations of Master's Interns (GCNE 703-708) - Fall 2017, Spring 2018 & Summer 2018 Semesters

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

CACREP Standard	Standard Description	Clinical (n=31)	Marriage, Couple & Family (n=9)	School (n=24)	Total (n=64)
2.F.1.c	Counselor's roles & responsibilities as members of interdisciplinary community outreach and emergency response teams	3.27	3.44	3.68	3.46
2.F.1.l	Self-care strategies appropriate to the counselor role	3.28	3.52	3.81	3.54
2.F.1.m	The role of counseling supervision in the profession	3.53	3.41	3.77	3.57
2.F.4.j	Ethical & culturally relevant strategies for addressing career development	3.33	3.52	3.53	3.46
2.F.5.d	Ethical & culturally relevant strategies for establishing & maintaining in person & technology assisted relationship	3.37	3.76	3.67	3.60
2.F.5.g	Essential interviewing, counseling, & case conceptualization skills	3.20	3.34	3.73	3.42
2.F.5.h	Developmentally relevant counseling treatment or intervention plans	3.10	3.29	3.64	3.34
2.F.5.i	Development of measurable outcomes for clients	3.20	3.33	3.59	3.37
2.F.5.1	Suicide prevention models & strategies	3.03	3.12	3.59	3.25
2.F.7.m	Ethical & culturally relevant strategies for selecting, administering & interpreting assessment & test results	3.24	3.32	3.58	3.38
2.F.8.j	Ethical & culturally relevant strategies for conducting, interpreting, & reporting the results of research or program evaluations	3.37	3.64	3.75	3.59
5.C.3.c	Core curriculum design, lesson plan development, classroom management strategies & differentiated instructional strategies	3.43	3.51	3.77	3.57
5.G.3.l	Techniques to foster collaboration & teamwork within schools	3.03	3.22	3.59	3.28
5.F.3.n	Use of accountability to inform decision making	3.07	3.31	3.57	3.32
PDE.III.A.8	Use of data to evaluate advocacy project	NA	NA	3.59	3.59
PDE IV.8.3	Demonstrate the ability to articulate, model & advocate for an appropriate school counselor identity & program	NA	NA	3.64	3.64

NA - Not available.

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

Fall 2017, Spring 2018 & Summer 2018 Semesters

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

CACREP Standard	Standard Description	Clinical (n=10)	Marriage, Couple, & Family (n=11)	School (n=9)	Total (n=30)
2.F.1.c	Counselor's roles & responsibilities as members of interdisciplinary community outreach and emergency response teams	3.25	3.17	3.25	3.22
2.F.1.l	Self-care strategies appropriate to the counselor role	3.45	3.56	3.33	3.45
2.F.1.m	The role of counseling supervision in the profession	3.55	3.38	3.44	3.46
2.F.4.j	Ethical & culturally relevant strategies for addressing career development	3.36	3.25	3.28	3.30
2.F.5.d	Ethical & culturally relevant strategies for establishing and maintaining in person and technology assisted relationship	3.64	3.42	3.55	3.54
2.F.5.g	Essential interviewing, counseling, & case conceptualization skills	3.45	3.63	3.34	3.47
2.F.5.h	Developmentally relevant counseling treatment or intervention plans	3.55	3.76	3.33	3.55
2.F.5.i	Development of measurable outcomes for clients	3.45	3.16	3.33	3.31
2.F.5.1	Suicide prevention models & strategies	3.36	3.74	3.43	3.51
2.F.7.m	Ethical & culturally relevant strategies for selecting, administering and interpreting assessment and test results	3.55	3.08	3.58	3.40
2.F.8.j	Ethical & culturally relevant strategies for conducting , interpreting, and reporting the results of research or program evaluations	3.55	3.18	3.75	3.49
5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies, & differentiated instructional strategies	3.55	3.54	3.74	3.61
5.G.3.1	Techniques to foster collaboration & teamwork within schools	3.45	3.26	3.64	3.45
5.F.3.n	Use of accountability to inform decision making	3.55	3.64	3.79	3.66

University & Site Supervisor Evaluations of Master's Practicum (GCNE 661, 664, 665) Students – Fall 2017 & Spring 2018 Semesters
 4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

CACREP Standard	Standard Description	Site Supervisor Evaluations			Univ. Supervisor Evaluations		
		2017-Fall (n=12)	2018-Spring (n=7)	Total (n=19)	Fall 2017 (n=27)	Spring 2018 (n=17)	Total (n=44)
2.F.1.l	Self-care strategies appropriate to the counselor role	3.17	3.14	3.16	3.41	3.13	3.27
2.F.1.m	The role of counseling supervision in the profession	3.00	4.00	3.50	3.37	3.19	3.28
2.F.2.c	Multicultural counseling competencies	3.25	3.43	3.34	3.37	3.13	3.25
2.F.3.i	Ethical & culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.92	3.29	3.11	3.52	3.19	3.36
2.F.5.g	Essential interviewing, counseling, & case conceptualization skills	3.08	4.00	3.54	3.26	3.25	3.26
2.F.5.h	Developmentally relevant counseling treatment or intervention plans	2.92	3.14	3.03	3.33	3.07	3.20
2.F.5.i	Development of measurable outcomes for clients	2.92	3.43	3.18	3.50	3.07	3.29
2.F.5.l	Suicide prevention models & strategies	2.91	3.00	2.96	3.33	2.87	3.10
2.F.6.g.	Ethical & culturally relevant strategies for designing and facilitating groups	3.09	4.00	3.55	3.63	3.67	3.65
5.C.3.a	Intake interview, mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	2.64	3.83	3.24	NA	2.92	2.92
5.C.3.b	Techniques and interventions for prevention & treatment of a broad range of mental health issues	2.82	3.67	3.25	NA	3.08	3.08

University & Site Supervisors' Evaluations of Doctoral Interns (CESD 835/836) – Fall 2017, Spring 2018 & Summer 2018 Semesters

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

CACREP Standard	Standard Description	University Supervisor (N=27)	Site Supervisor (N=5)
6.B.1.a	Scholarly examination of theories relevant to counseling	3.80	3.80
6.B.1.b	Integration of theories relevant to counseling	3.80	3.80
6.B.1.c	Conceptualization of clients from multiple theoretical perspectives	4.00	4.00
6.B.1.d	Use of evidence-based counseling practices	3.80	3.80
6.B.1.e	Use of methods for evaluating counseling effectiveness	3.80	3.80
6.B.1.f	Ethical & culturally relevant counseling in multiple settings	4.00	4.00
6.B.2.a	Understands purposes of clinical supervision	3.80	3.80
6.B.2.b	Understands theoretical frameworks & models of clinical supervision	4.00	4.00
6.B.2.c	Understands roles & relationships related to clinical supervision	3.80	3.80
6.B.2.d	Uses skills of clinical supervision	3.60	3.60
6.B.2.e	Uses opportunities for developing a personal style of clinical supervision	3.80	3.80
6.B.2.f	Conducts assessment of supervisees' developmental level & other relevant characteristics	3.60	3.60
6.B.2.g	Understands modalities of clinical supervision & the use of technology	4.00	4.00
6.B.2.h	Follows administrative procedures & responsibilities related to clinical supervision	3.80	3.80
6.B.2.i	Understands evaluation, remediation, & gatekeeping in clinical supervision	4.00	3.60
6.B.2.j	Understands legal & ethical issues & responsibilities in clinical supervision	4.00	4.00
6.B.2.k	Uses culturally relevant strategies for conducting clinical supervision	4.00	3.80
6.B.3.a	Understands role & responsibilities related to educating counselors	4.00	3.75
6.B.3.b	Uses pedagogy & teaching methods relevant to counselor education	4.00	3.75
6.B.3.c	Incorporates models of adult development & learning	4.00	3.75
6.B.3.d	Uses instructional & curriculum design, delivery, & evaluation methods relevant to counselor education	4.00	4.00
6.B.3.e	Understands effective approaches for online instruction	4.00	3.67
6.B.3.f	Understands screening, remediation, & gatekeeping functions relevant to teaching	4.00	4.00
6.B.3.g	Conducts assessment of learning	4.00	4.00
6.B.3.h	Uses ethical & culturally relevant strategies used in counselor preparation	4.00	4.00
6.B.3.i	Understands the role of mentoring in counselor education	4.00	4.00
6.B.5.a	Uses theory & skills of leadership	4.00	4.00
6.B.5.b	Understands leadership & leadership development in professional organization	4.00	4.00
6.B.5.c	Understands leadership in counselor education programs	4.00	4.00
6.B.5.d	Demonstrates knowledge of accreditation standards & processes	4.00	4.00

6.B.5.e	Understands leadership, management, & administration in counseling organizations & other institutions	4.00	4.00
6.B.5.f	Understands leadership roles & strategies for responding to crises & disasters	4.00	4.00
6.B.5.g	Understands strategies of leadership in consultation	4.00	4.00
6.B.5.h	Understands current topical & political issues in counseling & how those issues affect the daily work of counselors & the counseling profession	4.00	4.00
6.B.5.i	Understands role of counselors & counselor educators advocating on behalf of the profession & professional identity	4.00	4.00
6.B.5.j	Understands models & competencies for advocating for clients at the individual, system, & policy levels	4.00	4.00
6.B.5.k	Uses strategies of leadership in relation to current multicultural & social justice issues	4.00	4.00
6.B.5.l	Uses ethical & culturally relevant leadership & advocacy practices	4.00	4.00

University & Site Supervisors' Evaluations of Doctoral Practicum Students -- Fall 2017 Semester

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

CACREP Standard	Standard Description	University Supervisor (N=27)	Site Supervisor (N=5)
6.B.1.a	Scholarly examination of theories relevant to counseling	3.5	3.09
6.B.1.b	Integration of theories relevant to counseling	3.5	2.909
6.B.1.c	Conceptualization of clients from multiple theoretical perspectives	3.5	2.727
6.B.1.d	Use of evidence-based counseling practices	3.5	2.6
6.B.1.e	Use of methods for evaluating counseling effectiveness	3.375	2.272
6.B.1.f	Ethical & culturally relevant counseling in multiple settings	3.625	2.272

Master's Counselor Education Students Evaluations of Site Supervisors Practicum & Internship- Fall 2017, Spring 2018
& Summer 2018 Semesters

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

Items	(n=77)
The field site provided a variety of professional activities in keeping with the training & professional goals of the Counselor Education Program.	3.71
The field site population represented the type of population with whom the counselor trainee wants to work.	3.68
The field site exposed the trainee to all of the activities a regular employed counselor would experience (internship only).	3.73
The field site provided direct supervision by a trained qualified supervisor.	3.89
The field site personnel had experience in working with master's level counselor trainees.	3.72
Appropriate liaison activities occurred between the University and the field site supervisor.	3.66
Rate the quality and usefulness of onsite supervision.	3.82
Clients/Students were readily available at the site.	3.64
There was sufficient appropriate space to see clients/students at the site.	3.62
The site facilitated the accrual of direct counseling hours.	3.77

Master's Student Evaluations of University Supervisors – Practicum & Internship - Fall 2017, Spring 2018 & Summer 2018 Semesters
 4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

	Fall 2017 (n=34)	Spring 2018 (n=25)	Summer 2018 (n=10)
1. Provided me with useful feedback regarding my counseling behavior.	3.68	3.92	3.55
2. Helped me feel at ease with the supervision process.	3.66	3.80	3.64
3. Provided me with specific help in areas I need to work on.	3.57	3.68	3.32
4. Enabled me to express my doubts about my counseling.	3.66	3.76	3.77
5. Helped me see my influence on the client.	3.65	3.80	3.61
6. Adequately emphasized my strengths and capabilities.	3.69	3.80	3.60
7. Made me feel accepted and respected as a person.	3.89	3.88	3.45
8. Was able to distinguish her/his own issues from mine.	3.69	3.88	3.55
9. Dealt appropriately with the affect in my counseling sessions.	3.51	3.80	3.95
10. Conveyed sufficient competence to engender my trust.	3.71	3.92	3.71
11. Appropriately addressed interpersonal dynamics between us.	3.60	3.84	3.62
12. Was open to my input & feedback about what was helpful.	3.80	3.92	3.44
13. Helped reduce my defensiveness by his/her style.	3.53	3.72	3.68
14. Enabled me to express my opinions about my counseling.	3.80	3.84	3.59
15. Challenged me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.	3.71	3.80	3.68
16. Helped me to develop increased skills in self-supervision through the use of counseling tapes.	3.42	3.55	3.55
17. Helped me understand and be aware of my counseling behavior and how they influence my work with clients	3.66	3.76	3.73
18. Helped me address my anxiety related to my counseling work	3.74	3.68	3.21
19. Overall, I found supervision to be helpful to me during practicum or internship.	3.63	3.88	3.67

Master's Counselor Education Students Evaluations of Group Counseling Lab Facilitators – Spring 2018 Semester
 4 Point Likert Scale (4=Highly Effective; 3=Effective; 2=Approaching Effective; 1=Ineffective)

Items	Mean (n=21)
Opened group effectively	3.63
Helped group members focus	3.74
Demonstrated openness & warmth	3.74
Used active listening skills	4.00
Commented on nonverbal communication of group members	3.89
Demonstrated empathy & congruence	3.79
Used group process commentary when necessary	3.79
Used activities/exercises that were appropriate for the group's needs	3.68
Summarized content	3.79
Used questions effectively	3.89
Catalyzed group energy/investment	3.84
Able to use activities & exercises that are appropriate for group members & group needs	3.79
Processed group exercises/activities	3.79
Terminated/closed group	3.84
Demonstrated self-awareness as a group facilitator	3.79
Articulated what group "needed" to progress through stages of group development	3.80

Counselor Education Faculty Supervisors' Evaluations of Doctoral Teaching Assistants (TA) - Fall 2017, Spring 2018 & Summer 2018 Semesters

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

CACREP Standard	Items	Mean (N=4)
6.B.3.a	Understands roles & responsibilities related to educating counselors	4.00
6.B.3.b	Uses pedagogy & teaching methods relevant to counselor education	3.75
6.B.3.c	Understands models of adult development & learning	4.00
6.B.3.d	Uses instructional & curriculum design, delivery & evaluation methods relevant to counselor education	3.50
6.B.3.e	Understands screening, remediation, & gatekeeping functions relevant to teaching	4.00
6.B.3.g	Conducts assessment of learning	3.75
6.B.3.h	Uses ethical & culturally relevant strategies used in counselor preparation	4.00
6.B.3.i	Understands the role of mentoring in counselor education	4.00
	Provides explanations at the students' level of understanding	4.00
	Uses audio-visual aids effectively	3.50
	Provides opportunity for questions	3.75
	Responds effectively to students' questions/comments	4.00
	Open to student viewpoints differing from his or her own	3.63
	Uses appropriate gestures, voice tone, & eye contact to involve the class	3.75
	Overall teaching is effective	4.00
	Evaluates students' work in fair & appropriate ways	4.00
	Provides helpful feedback on assignments	4.00
	Available for consultation outside class	3.75
	Interacts respectfully with students	4.00
	Helpful in making classroom conducive to learning	4.00
	Works collaboratively with the instructor	4.00
	Demonstrates understanding of course content	4.00

Exit Survey – Master’s Counselor Education Students - - Fall 2017, Spring 2018 & Summer 2018 Semester

<i>4=Highly Effective, 3=Effective, 2=Somewhat Effective, 1=Ineffective</i>	<i>(N=32)</i>	<i>Clinical Mental Health</i>	<i>School (N=9)</i>	<i>MCF (N=3)</i>
Professional Counseling Orientation & Ethical Practice				
Counselors' roles and responsibilities as members of interdisciplinary community outreach & emergency management response teams (2.F.1.c)	3.29			
Understanding the role & process & the professional counselor advocating on behalf of the profession (2.F.1.d)	3.71			
Understanding the professional counseling credentialing, including certification, licensure, & accreditation practices & standards, & the effects of public policy on these issues (2.F.1.g)	3.14			
Understanding ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical & legal considerations in professional counseling (2.F.1.i)	3.71			
Using strategies for personal & professional self-evaluation & implications for practice (2.F.1.j)	3.57			
Using self-care strategies appropriate to the counselor role (2.F.1.l)	3.86			
Social & Cultural Diversity				
Using theories & models of multicultural counseling, cultural identity development, & social justice and advocacy (2.F.2.b)	3.57			
Acquiring the multicultural counseling competencies (2.F.2.c)	3.43			
Using strategies for identifying & eliminating barriers, prejudices, & processes of intentional & unintentional oppression & discrimination (2.F.2.h)	3.43			
Human Growth & Development				
Understanding theories of individual & family development across the lifespan (2.F.3.a)	3.57			
Understanding theories of normal & abnormal personality development (2.F.3.c)	3.43			
Using ethical & culturally relevant strategies for promoting resilience & optimum development & wellness across the lifespan (2.F.3.i)	3.71			
Career Development				
Understanding theories & models of career development, counseling, & decision-making (2.F.4.a)	3.71			
Using strategies for career development program planning, organization, implementation, administration, & evaluation (2.F.4.f)	3.43			
Using ethical & culturally relevant strategies for addressing career development (2.F.4.j)	3.00			

Counseling & Helping Relationships				
Using theories & models of counseling (2.F.5.a)	3.86			
Using a systems approach to conceptualizing clients (2.F.5.b)	3.71			
Using theories, models, & strategies for understanding & practicing consultation (2.F.5.c)	3.57			
Ethical & culturally relevant strategies for establishing & maintaining in-person & technology assisted relationships (2.F.5.d)	3.14			
Using essential interviewing, counseling, & case conceptualization skills (2.F.5.g)	3.71			
Identifying evidence-based counseling strategies & techniques for prevention & intervention (2.F.5.j)	3.57			
Using crisis intervention, trauma-informed, & community-based strategies, such as Psychological First Aid (2.F.5.k)	3.43			
Group Counseling & Group Work				
Using theoretical foundations of group counseling & group work (2.F.6.a)	3.86			
Using ethical & culturally relevant strategies for designing & facilitating groups (2.F.6.g)	3.71			
Assessment & Testing				
Using methods of effectively preparing for & conducting initial assessment meetings (2.F.7.b)	3.14			
Understanding procedures for identifying trauma & abuse & for reporting abuse (2.F.7.d)	3.43			
Using ethical & culturally relevant strategies for selecting, administering, & interpreting assessment & test results (2.F.7.m)	3.33			
Research & Program Evaluation				
Conducting evaluation of counseling interventions & programs (2.F.8.e)	3.14			
Understanding designs used in research & program evaluation (2.F.8.g)	2.67			
Understanding ethical & culturally relevant strategies for conducting, interpreting, & reporting the results of research &/or program evaluation (2.F.8.j)	3.57			
Clinical Mental Health Counseling Entry Level Standards (N = 10)				
Using theories & models related to clinical mental health counseling (5.C.1.b)	3.83			
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)	3.50			
Cultural factors relevant to clinical mental health counseling (5.C.2.j)	3.83			
Using techniques & interventions for prevention & treatment of a broad range of mental health issues (5.C.3.b)	3.67			

School Counseling Entry Level Standards (N = 9)				
Understanding models of school counseling programs (5.G.1.b)			3.78	
Understanding school counselor roles as leaders, advocates & systems change agents in P-12 schools (5.G.2.a)			3.86	
Strategies to promote equity in student achievement & college access (5.G.3.k)			3.50	
Use of data to advocate for programs & students (5.G.3.0)			3.50	
Marriage, Couple & Family Counseling Entry Level Standards (N=3)				
Using theories & models of marriage, couple & family counseling (5.F.1.c)				4.00
Understanding family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status exams, symptom inventories, & psychoeducation & personality assessments (5.F.2.c)				4.00
Using techniques & interventions of marriage, couple & family counseling (5.F.3.c)				4.00

Exit Survey – Doctoral Counselor Education Students - Fall 2017, Spring 2018 & Summer 2018 Semesters

	2017 Fall 2018 Spring 2018 Summer (N=6)
Counseling	3.28
1. Scholarly examination of theories relevant to counseling (6.B.1.a)	3.50
2. Integration of theories relevant to counseling (6.B.1.b)	3.50
3. Conceptualization of clients from multiple theoretical perspectives (6.B.1.c)	3.17
4. Use of evidence-based counseling practices (6.B.1.d)	3.17
5. Use of methods for evaluating counseling effectiveness (6.B.1.e)	3.17
6. Ethical & culturally relevant counseling in multiple settings (6.B.1.f)	3.17
Supervision	3.58
7. Understands purposes of clinical supervision (6.B.2.a)	3.83
8. Understands theoretical frameworks & models of clinical supervision (6.B.2.b)	3.83
9. Understands roles & relationships related to clinical supervision (6.B.2.c)	3.67
10. Uses skills of clinical supervision (6.B.2.d)	3.50
11. Uses opportunities for developing a personal style of clinical supervision (6.B.2.e)	3.83
12. Conducts assessment of supervisees' developmental level & other relevant characteristics (6.B.2.f)	3.67
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)	3.50
15. Understands evaluation, remediation, & gatekeeping in clinical supervision (6.B.2.i)	3.50
16. Understands legal & ethical issues & responsibilities in clinical supervision (6.B.2.j)	3.67
17. Uses culturally relevant strategies for conducting clinical supervision (6.B.2.k)	3.50
Teaching	3.08
18. Understands roles & responsibilities related to educating counselors (6.B.3.a)	3.33
19. Uses pedagogy & teaching methods relevant to counselor education (6.B.3.b)	3.17
20. Incorporates models of adult development & learning (6.B.3.c)	3.50
21. Uses instruction & curriculum design, delivery & evaluation methods relevant to counselor education (6.B.3.d)	3.17
22. Understands effective approaches for online instruction (6.B.3.e)	2.67
23. Understands screening, remediation, & gatekeeping functions relevant to teaching (6.B.3.f)	3.17
24. Conducts assessment of learning (6.B.3.g)	3.33
25. Uses ethical & culturally relevant strategies used in counselor preparation (6.B.3.h)	3.17
26. Understands the role of mentoring in counselor education (6.B.3.i)	3.00

Research & Scholarship	2.94
27. Understands research designs appropriate to quantitative & qualitative research questions (6.B.4.a)	3.50
28. Understands univariate & multivariate research designs & data analysis methods (6.B.4.b)	3.00
29. Understands qualitative designs & approaches to qualitative data analysis (6.B.4.c)	2.83
30. Understands emergent research practices & processes (6.B.4.d)	3.00
31. Understands models & methods of instrument design (6.B.4.e)	3.17
32. Understands models & methods of program evaluation (6.B.4.f)	3.17
33. Understands research questions appropriate for professional research & publication (6.B.4.g)	3.33
34. Able to engage in professional writing for journal & newsletter publication (6.B.4.h)	2.33
35. Able to engage in professional conference proposal preparation (6.B.4.i)	3.00
36. Able to engage in the design & evaluation of research proposals for a human subjects/institutional review board (6.B.4.j)	3.33
37. Understands the process for submitting grant proposals & other sources of funding (6.B.4.k)	2.17
38. Understands ethical & culturally relevant strategies for conducting research (6.B.4.l)	3.50
Leadership & Advocacy	2.92
39. Uses theory & skills of leadership (6.B.5.a)	3.00
40. Understands leadership & leadership development in professional organization (6.B.5.b)	3.17
41. Understands leadership in counselor education programs (6.B.5.c)	3.00
42. Demonstrates knowledge of accreditation standards & processes (6.B.5.d)	2.67
43. Understands leadership, management, & administration in counseling organizations & other institutions (6.B.5.e)	2.83
44. Understands leadership roles & strategies for responding to crises & disasters (6.B.5.f)	2.83
45. Understands strategies of leadership in consultation (6.B.5.g)	2.83
46. Understands current topical & political issues in counseling & how those issues affect the daily work of counselors & the counseling profession (6.B.5.h)	2.83
47. Understands role of counselors & counselor educators advocating on behalf of the profession & professional identity (6.B.5.i)	3.00
48. Understands models & competencies for advocating for clients at the individual, system, & policy levels (6.B.5.j)	2.83
49. Uses strategies of leadership in relation to current multicultural & social justice issues (6.B.5.k)	3.00
50. Uses ethical & culturally relevant leadership & advocacy practices (6.B.5.l)	3.00

Master's Counselor Education Applicant Evaluations – Fall 2017 & Spring 2018 Semesters

3 Point Likert Scale (3=Good; 2=Fair; 1=Poor)			
CACREP Standard	Items	2017-Fall (N=75)	2018-Spring (N=10)
1.L.1	Relevance of career goals	2.79	2.89
1.L.2	Aptitude for graduate level study	2.71	2.67
I.L.3	Potential for success for forming effective counseling relationships	2.86	2.89
I.L.4	Respect for cultural differences	2.79	2.78

Doctoral Counselor Education Applicant Evaluations – Fall 2017 Semester

3 Point Likert Scale (3=Good; 2=Fair; 1=Poor)		
CACREP Standard	Items	Mean (N=71)
6.A.3.a	Academic aptitude for doctoral level study	2.64
6.A.3.b	Previous professional experience	2.66
6.A.3.c	Fitness for the counseling profession, including self-awareness & emotional stability	2.75
6.A.3.d	Oral & Written Communication Skills	2.73
6.A.3.e	Cultural Sensitivity & Awareness	2.68
6.A.3.f	Potential for scholarship, professional leadership & advocacy	2.70

Master's Counselor Education Students Degree Candidacy & Fieldwork Candidacy Evaluations (completed by counselor education instructors semester before student initiates fieldwork) – Fall 2017 & Spring 2018 Semesters

<p style="text-align: center;">4 Point Likert Scale</p> <p style="text-align: center;">1. Not Effective: Does not demonstrate competence</p> <p style="text-align: center;">2. Approaching Effectiveness: Sporadically or inconsistently demonstrates competence</p> <p style="text-align: center;">3. Effective: Consistently demonstrates competence at an acceptable level</p> <p style="text-align: center;">4. Highly Effective: Consistently demonstrates advanced levels of competence</p>		
Items	Degree Candidacy Evaluations Mean (N=142)	Fieldwork Candidacy Evaluations Mean (N=138)
Personal Characteristics & Behaviors		
1. Social responsibility (the ability to effectively express ideas & demonstrate experiences which show interest in social change & cultural awareness)	3.45	3.24
2. People oriented (the ability to accurately express ideas & demonstrate experiences of successful interpersonal interactions)	3.49	3.30
3. Modeling (the ability to demonstrate professional behaviors)	3.44	3.09
4. Non-defensive (the ability to accurately provide & willingly receive criticism)	3.51	3.18
5. Demeanor (demonstration of a professional attitude & commitment to the counseling profession, self-direction, showing care & concern for others)	3.57	3.18
Academic Competencies		
6. Communicates ideas well orally & in writing on reports, summaries & case studies	3.47	3.07
7. Shows openness to new learning experiences	3.58	3.23
8. Is prepared for class & prepares outside of class	3.61	3.09
9. Is appropriately self-disclosing, integrates knowledge, skills & self	3.42	3.09
10. Meets expectations of assignments & submits in a prompt manner	3.63	3.11
11. Meets expectations regarding attendance	3.61	3.21
Professional Characteristics		
12. Theoretical approach (the ability to effectively develop, identify & communicate one's counseling orientation)		2.17
13. Techniques (the ability to demonstrate basic counseling skills consistent with their identified theoretical orientation)		2.00
14. Ethics (the ability to identify & use appropriate standards of professional ethics in all professional relationships)		2.75
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)		2.60
16. Career development (an understanding of career development & related life factors)		2.50
17. Human growth & development (an understanding of the nature and needs of individuals at all developmental levels)		2.59

Counselor Education Faculty Evaluations of Doctoral Graduate Assistants – Fall 2017 & Spring 2018 Semesters

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

Items	2017-Fall (N=9)	2018-Spring (N=10)
Dependability: Ability to complete assignments in a timely fashion & work steadily & effectively.	2.56	2.90
Motivation: Shows interest, enthusiasm, & willingness to undertake projects.	2.78	3.00
Initiative: Ability & willingness to self-start, take independent action.	2.44	2.70
Written Communication Skills: Effective use of grammar & usage & mechanics of APA style.	2.33	2.60
Verbal Communication Skills: Clear & assertive.	2.56	2.60
Interpersonal Skills: Effectively maintains working relationships.	3.00	2.90
Research Skills: Ability to use appropriate research skills and data gathering, data analysis, & data presentation skills.	2.22	2.80
Non-Defensive: Ability to receive & response to feedback.	2.67	2.90
Application of Technology: Effectiveness in using & learning technology for assigned tasks.	2.56	2.90