



DUQUESNE
UNIVERSITY

Annual Report

COUNSELOR EDUCATION PROGRAM

2020 - 21

DUQUESNE UNIVERSITY – COUNSELOR EDUCATION PROGRAM
ANNUAL REPORT – 2020-21

Table of Contents

Program Objectives	3
Master’s Counselor Education Program KPIs	8
Doctoral Counselor Education Program KPIs.....	11
Demographic Characteristics of Applicants, Students & Graduates	12
Counselor Education Comprehensive Exam (CECE)	13
Site Supervisors' Evaluations of Master’s Interns (GCNE 703-708) - Fall 2020, Spring 2021 & Summer 2021 Semesters	14
University Supervisors’ Evaluations of Master’s Interns (GCNE 703-708) Fall 2020, Spring 2021 & Summer 2021 Semesters 4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)	16
Site Supervisor Evaluations of Master’s Practicum (GCNE 661, 664, 665, 678) Students – Fall 2020, Spring 2021, and Summer 2021 Semesters	18
University Supervisor Evaluations of Master’s Practicum (GCNE 661, 664, 665, 678) Students – Fall 2020, Spring 2021, and Summer 2021 Semesters	20
University & Site Supervisors’ Evaluations of Doctoral Practicum Students – Fall 2020 Semester	22
Site Supervisors’ Evaluations of Doctoral Internship Students – Fall 2020, Spring 2021, Summer 2021 Semester	22
University Supervisors’ Evaluations of Doctoral Internship Students – Fall 2020, Spring 2021, Summer 2021 Semester	23
Master’s Counselor Education Students’ Evaluations of Site Supervisors Practicum & Internship- Fall 2020, Spring 2021 & Summer 2021 Semesters	23
Master’s Students’ Evaluations of University Supervisors – Practicum & Internship - Fall 2020, Spring 2021 & Summer 2021 Semesters	24
Master’s Counselor Education Students’ Evaluations of Group Counseling Lab Facilitators – Spring 2021 Semester.....	25
Exit Survey – Master’s Counselor Education Students - Fall 2020, Spring 2021 & Summer 2021 Semesters.....	26
Exit Survey - Doctoral Counselor Education Students - Fall 2020, Spring 2021, & Summer 2021 Semesters.....	27
Master’s Counselor Education Applicant Evaluations – Fall 2020 Semester	27
Doctoral Counselor Education Applicant Evaluations – Fall 2020 Semester	27

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 2020 & Spring 2021 Semesters 28

Counselor Education Faculty Evaluations of Doctoral Graduate Assistants – Fall 2020 & Spring 2021 Semesters 28

Program Objectives

The Counselor Education regular monitors students' performance for objectives, and engages in remediation for objectives for which students' performance on average does not approach meeting expectations, or below a standard deviation of national means. We are engaged in continual monitoring and collaborative evaluation with our community partners and stake holders known as our sites in ways that they can see where they need to be improved. We are also engaged in evaluation of course materials and course offerings.

Objective 1.

The educational experiences of Duquesne's Counselor Education program are grounded in theories of wellness, holism, and development.

<i>Measure</i>	<i>Analysis</i>
1.1-Master's students' performance on the Lifespan and Development core knowledge area of the Counselor Education Comprehensive Exam (CECE)	The mean for Duquesne master's counselor education students for the 2020-21 academic year for the Lifespan and Development core knowledge area of the CECE was 9.67 ($N=51$), which was higher than the national mean of 9.44.
1.2-Master's students' performance on the CACREP standard "Understands/applies theories of individual and family development across the lifespan" (2.F.3.a), as rated by the instructors for Lifespan Development and Counseling (GCNE 562), and site and university supervisors for both practicum and internship, and the exit survey	The means for the various assessments of master's students for the standard "Understands/applies theories of individual and family development across the lifespan" (2.F.3.a) was follows: -562 course assessment: 3.43/4 ($N=49$) -Practicum site supervisor eval.: 3.40/4 ($N=54$) -Practicum univ. supervisor eval: 3.14/4 ($N=106$) -Intern site supervisor eval.: 3.10/4 ($N=66$) -Intern univ. supervisor eval.: 3.55/4 ($N=124$) -Exit survey: 3.79/4 ($N=16$)
1.3-Doctoral students' performance on the CACREP standard "Demonstrates understanding of roles & relationships related to clinical supervision" (6.B.2.c), as rated by the instructor for Counseling Supervision (CESD 818), and site and university supervisors for doctoral internship, and the exit survey	The means for the various assessments of doctoral students for the standard "Demonstrates understanding of roles & relationships related to clinical supervision" (6.B.2.c) was as follows: -818-course assessment: 2.89/4 ($N=9$) -Internship site supervisor eval.: 3.78/4 ($N=21$) -Internship univ. supervisor evaluation: 3.35/4 ($N=31$) -Exit survey: 3.75/4 ($N=4$)

Actions: For objectives 1.1. and 1.2, students will receive of review of materials from the common core CACREP knowledge areas in Community-based Interventions (GCNE 567). For objective 1.3, we consider this developmentally appropriate as this is the students' first class on supervision. This mean falls within our expectations and we continue to monitor these outcomes.

Objective 2

The educational experiences of Duquesne's Counselor Education program involve community engagement and are informed by an understanding of systemic context and multicultural theory

<i>Measure</i>	<i>Analysis</i>
2.1-Master's students' performance on the Social and Cultural Diversity core knowledge area of the Counselor Education Comprehensive Exam (CECE)	The mean for Duquesne master's counselor education students for the 2020-21 academic year for the Social and Cultural Diversity core knowledge area of the CECE was 9.27 ($N=51$), which was lower than the national mean of 11.11.
2.2-Master's students' performance on the CACREP standard "Understands/applies theories and models of multicultural counseling, cultural identity development, and social justice and advocacy" (2.F.2.b), as rated by the instructors for Multicultural Issues and Strategies in Counseling (GCNE 549), and site and university supervisors for both practicum and internship, and the exit survey	The means for the various assessments of master's students for the standard "Understands/applies theories and models of multicultural counseling, cultural identity development, and social justice and advocacy" (2.F.2.b) was follows: -549 course assessment: 3.00/4 ($N=43$) -Practicum site supervisor eval.: 3.49/4 ($N=54$) -Practicum univ supervisor eval.: 3.13/4 ($N=106$) -Exit survey: 3.71/4 ($N=16$)
2.3-Doctoral students' performance on the CACREP standard "Understands/uses models and competencies for advocating for clients at the individual, system, & policy levels" (6.B.5.j), as rated by the instructors of *Professional Development and Contemporary Issues in Counselor Education (CESD 824), and Doctoral Practicum (CESD 831) site and university supervisors, and the exit survey	The means for the various assessments of doctoral students for the standard "Understands/uses models and competencies for advocating for clients at the individual, system, & policy levels" (6.B.5.j) was as follows: -Practicum site supervisor eval.: 3.76/4 ($N=21$) -Practicum univ. supervisor evaluation: 3.28/4 ($N=31$) -Exit survey: 3.75/4 ($N=4$) *Professional Development and Contemporary Issues in Counselor Education (CESD 824) was not offered during the 2020-21 academic due to change in the doctoral sequence.

Actions: For objectives 2.1. and 2.2, students will receive of review of materials from the common core CACREP knowledge areas in Community-based Interventions (GCNE 567). In the recent past, we have had adjunct instructors for Multicultural Issues and Strategies in Counseling (GCNE 549). Starting with the Fall 2021 semester, counselor education faculty will be assigned to teach the course. Prior the Fall 2021 semester, the program directors worked with the instructors of Multicultural Issues and Strategies in Counseling (GCNE 549) in constructing the syllabus.

Objective 3

The educational experiences of Duquesne's Counselor Education program focus on the core elements of an effective helping relationship

<i>Measure</i>	<i>Analysis</i>
3.1-Master's students' performance on the Helping Relationships core knowledge area of the Counselor Education Comprehensive Exam (CECE)	The mean for Duquesne master's counselor education students for the 2020-21 academic year for the Helping Relationships core knowledge area of the CECE was 9.66 ($N=51$), which was lower than the national mean of 9.87.

<p>3.2-Master’s students’ performance on the CACREP standard “Understands/demonstrates counselor characteristics and behaviors that influence the counseling process” (2.F.5.f), as rated by the instructors for Therapeutic Techniques 565), and site and university supervisors for both practicum and internship, and the exit survey</p>	<p>The means for the various assessments of doctoral students for the standard “Understands/demonstrates counselor characteristics and behaviors that influence the counseling process” (2.F.5.f), was as follows: -565 course assessment: 3.42/4 (N=43) -Practicum site supervisor eval.: 3.46/4 (N=54) -Practicum univ supervisor eval.: 3.26/4 (N=106) -Intern site supervisor eval.: 3.19/4 (N=66) -Intern univ. supervisor eval.: 3.5/4 (N=124) -Exit survey: 3.84/4 (N=16)</p>
<p>3.3-Doctoral students’ performance on the CACREP standard “Demonstrates deep understanding of theories relevant to counseling” (6.B.1.a), as rated by the instructor for Advanced Counseling Theories (CESD 802), and the site and university supervisors for doctoral practicum and doctoral internship, and the exit survey</p>	<p>The means for the various assessments of doctoral students for the standard “Demonstrates deep understanding of theories relevant to counseling” (6.B.1.a) was as follows: -802-course assessment: 4/4 (N=7) -Practicum site supervisor evaluation: 3.75/4 (N=8) -Practicum university supervisor eval: 3.38/4 (N=8) -Internship site supervisor evaluation: 3.90/4 (N=21) -Internship univ. supervisor evaluation: 3.18/4 (N=31) - Exit survey: 3.00/4 (N=4)</p>

Actions: For objectives 3.1. and 3.2, students will receive of review of materials from the common core CACREP knowledge areas in Community-based Interventions (GCNE 567).

Objective 4

The educational experiences of Duquesne’s Counselor Education program emphasize self-awareness, personal development, and experiential learning

<i>Measure</i>	<i>Analysis</i>
<p>4.1-Master’s students’ performance on the CACREP standard “Self-care strategies appropriate to the counselor role” (2.F.1.1), as rated by the site and university supervisors</p>	<p>The means for the various assessments of master’s students for the standard “Self-care strategies appropriate to the counselor role” (2.F.1.1), was follows: -Internship site supervisor evaluation: 3.17/4 (N=66) -Internship university supervisor evaluation: 3.34/4 (N=124)</p>
<p>4.2-Doctoral students’ performance on the CACREP standard “Understands/applies pedagogy & teaching methods relevant to counselor education” (6.B.3.b), as rated by the instructor for Instructional Methods (CESD 815), and the site and university supervisor for internship, and the exit survey</p>	<p>The means for the various assessments of doctoral students for the standard “Understands/applies pedagogy & teaching methods relevant to counselor education” (6.B.3.b), was as follows: -802-course assessment: 4/4 (N=7) -Practicum site supervisor evaluation: 3.75/4 (N=8) -Practicum university supervisor eval: 3.38/4 (N=8) -Internship site supervisor evaluation: 3.90/4 (N=21)</p>

	-Internship univ. supervisor evaluation: 3.18/4 ($N=31$) - Exit survey: 3.00/4 ($N=4$)
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For objectives 4.1., students will receive of review of materials from the common core CACREP knowledge areas in Community-based Interventions (GCNE 567).

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
Professional Orientation & Ethical Practice (Standard 2.F.1.b)	Understands the multiple professional roles & functions of counselors across specialty areas, & their relationships with human service & integrated behavioral health care systems, including interagency & interorganizational collaboration & consultation	-553 course assessment: 3.16/4 (N=19) -564 course assessment: 3.16/4 (N=38) -Intern site supervisor evaluation: 3.4/4 (N=66) -Intern univ supervisor evaluation: 3.52/4 (N=124) -Exit survey: 3.46/4 (N=16)
Social & Cultural Diversity (Standard 2.F.2.b)	Understands/applies theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	-549 course assessment: 3.00/4 (N=43) -Practicum site supervisor eval.: 3.49/4 (N=54) -Practicum univ supervisor eval.: 3.13/4 (N=106) -Exit survey: 3.71/4 (N=16)
Social & Cultural Diversity (Standard 2.F.2.d)	Understands the impact of heritage, attitudes & beliefs, understandings, & acculturative experiences on an individual's view of others	-549 course assessment: 3.09/4 (N=43) -Practicum site supervisor eval.: 3.45/4 (N=54) -Practicum univ. supervisor eval: 3.11/4 (N=106) -Exit survey: 3.71/4 (N=16)
Human Growth & Development (Standard 2.F.3.a)	Understands/applies theories of individual & family development across the lifespan	-562 course assessment: 3.43/4 (N=49) -Practicum site supervisor eval.: 3.40/4 (N=54) -Practicum univ. supervisor eval: 3.14/4 (N=106) -Intern site supervisor eval.: 3.10/4 (N=66) -Intern univ. supervisor eval.: 3.55/4 (N=124) -Exit survey: 3.79/4 (N=16)
Career Development (Standard 2.F.4.b)	Understands approaches to conceptualizing the interrelationships among & between work, mental well-being, relationships & other life roles & information systems	-562 course assessment: 3.33/4 (N=48) -Intern site supervisor eval.: 3.39/4 (N=66) -Intern univ. supervisor eval.: 3.42/4 (N=124) -Exit survey: 3.67/4 (N=16)
Counseling & Helping Relationships (Standard 2.F.5.f)	Understands/demonstrates counselor characteristics & behaviors that influence the counseling process	-565 course assessment: 3.42/4 (N=43) -Practicum site supervisor eval.: 3.46/4 (N=54) -Practicum univ supervisor eval.: 3.26/4 (N=106) -Intern site supervisor eval.: 3.19/4 (N=66) -Intern univ. supervisor eval.: 3.5/4 (N=124) -Exit survey: 3.84/4 (N=16)

Group & Counseling Work (Standard 2.F.6.d)	Understands/demonstrates characteristics & functions of effective group leaders	-557 course assessment: 3.11/4 (N=44) -Practicum site supervisor eval.: 3.43/4 (N=54) -Practicum univ supervisor eval.: 3.21/4 (N=106) -Intern site supervisor eval.: 3.03/4 (N=66) -Intern univ. supervisor eval.: 3.30/4 (N=124) -Exit survey: 3.88/4 (N=16)
Assessment & Testing (Standard 2.F.7.i)	Understands/conducts use of assessments relevant for academic/educational, career, personal, & social development	-512 course assessment: 3.09/4 (N=43) -Practicum site supervisor eval.: 3.28/4 (N=54) -Practicum univ supervisor eval.: 3.05/4 (N=106) -Intern site supervisor eval.: 3.33/4 (N=66) -Intern univ. supervisor eval.: 3.39/4 (N=124) -Exit survey: 3.17/4 (N=16)
Research & Program Evaluation (Standard 2.F.8.j)	Understands/uses ethical & culturally relevant strategies for conducting, interpreting & reporting the results of research &/or program evaluation	-701 course assessment: 3.52/4 (N=42) -Intern site supervisor eval.: 3.37/4 (N=66) -Intern univ. supervisor eval.: 3.43/4 (N=124) -Exit survey: 3.67/4 (N=16)
Specialty Area-Clinical Mental Health Counseling (Standard 5.C.1.c)	Understands/uses principles, models & documentation formats of biopsychosocial case conceptualization & treatment planning	-673 course assessment: 3.33/4 (N=45) -Practicum site supervisor eval.: 3.35/4 (N=31) -Practicum univ supervisor eval.: 3.25/4 (N=59) -Exit survey: 3.58/4 (N=12)
Specialty Area-Clinical Mental Health Counseling (Standard 5.C.2.c)	Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment & aftercare, & the mental health counseling services networks	-567 course assessment: 3.81/4 (N=31) -Intern site supervisor evaluation: 3.53/4 (N=31) -Intern univ supervisor evaluation: 3.39/4 (N=101) -Exit survey: 3.33/4 (N=12)
Special Area-Clinical Mental Health Counseling (Standard 5.C.3.a)	Conducts intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management	-673 course assessment 3.02/4 (N=45) -Practicum site supervisor eval.: 3.39/4 (N=31) -Practicum univ supervisor eval.: 3.24/4 (N=59) -Intern site supervisor eval.: 3.68/4 (N=43) -Intern univ. supervisor eval.: 3.48/4 (N=101) -Exit survey: 3.42/4 (N=3.42)
Specialty Area-Marriage, Couple, & Family Counseling (Standard 5.F.1.b)	Uses theories & models of marriage, couple & family counseling	-654 course assessment: 3.67/4 (N=6) -Practicum site supervisor eval.: 2.60/4 (N=5) -Practicum univ supervisor eval.: 2.73/4 (N=11) -Intern site supervisor eval.: 2.60/4 (N=6) -Intern univ. supervisor eval.: 3.60/4 (N=10) -Exit survey: 0/4 (N=0)

Specialty Area-Marriage, Couple, & Family Counseling (Standard 5.F.2.k)	Understands interactions of careers, life & gender roles on marriages, couples & families	-669 course assessment: 4.00/4 (<i>N</i> =7) -Practicum site supervisor eval.: 2.60/4 (<i>N</i> =5) -Practicum univ supervisor eval.: 3.00/4 (<i>N</i> =1) -Intern site supervisor eval.: 2.53/4 (<i>N</i> =6) -Intern univ. supervisor eval.: 3.5/4 (<i>N</i> =10) -Exit survey: 0/4 (<i>N</i> =0)
Specialty Area-Marriage, Couple, & Family Counseling (Standard 5.F.3.a)	Conducts assessment, evaluation, & case management for working with individuals, couples & families from a systems perspective	-654 course assessment: 3.67/4 (<i>N</i> =6) -Intern site supervisor eval.: 2.53/4 (<i>N</i> =6) -Intern univ. supervisor eval.: 3.40/4 (<i>N</i> =10) -Exit survey: 0/4 (<i>N</i> =0)
Specialty Area-School Counseling (Standard 5.G.1.b)	-Understands models of school counseling programs	-553 course assessment: 3.05/4 (<i>N</i> =19) -Intern site supervisor eval.: 3.19/4 (<i>N</i> =17) -Intern univ. supervisor eval.: 3.54/4 (<i>N</i> =13) -Exit survey: 3.5/4 (<i>N</i> =4)
Specialty Area-School Counseling (Standard 5.G.2.a)	-Understands school counselor roles as leaders, advocates & systems change agents in P-12 schools	-553 course assessment: 3.16/4 (<i>N</i> =19) -Intern site supervisor eval.: 3.31/4 (<i>N</i> =17) -Intern univ. supervisor eval.: 3.65/4 (<i>N</i> =13) -Exit survey: 3.75/4 (<i>N</i> =4)
Specialty Area-School Counseling (Standard 5.G.3.f)	-Applies techniques of personal/social counseling in school settings	-676 course assessment: 3.62/4 (<i>N</i> =13) -Practicum site supervisor eval.: 3.56/4 (<i>N</i> =17) -Practicum univ. supervisor eval.: 2.90/4 (<i>N</i> =36) -Exit survey: 3.50/4 (<i>N</i> =4)

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
Counseling (Standard 6.B.1.a)	Demonstrates deep understanding of theories relevant to counseling	-802-course assessment: 4/4 (N=7) -Practicum site supervisor evaluation: 3.75/4 (N=8) -Practicum university supervisor eval: 3.38/4 (N=8) -Internship site supervisor evaluation: 3.90/4 (N=21) -Internship univ. supervisor evaluation: 3.18/4 (N=31) - Exit survey: 3.00/4 (N=4)
Supervision (Standard 6.B.2.c)	Demonstrates understanding of roles & relationships related to clinical supervision	-818-course assessment: 2.89/4 (N=9) -Internship site supervisor eval.: 3.78/4 (N=21) -Internship univ. supervisor evaluation: 3.35/4 (N=31) -Exit survey: 3.75/4 (N=4)
Supervision (Standard 6.B.2.e)	Develops a personal style of clinical supervision	-810-course assessment: 2.88/4 (N=8) -Internship site supervisor eval.: 3.80/4 (N=21) -Internship univ. supervisor evaluation: 3.43/4 (N=31) -Exit survey: 3.75/4 (N=4)
Teaching (Standard 6.B.3.b)	Understands/applies pedagogy & teaching methods relevant to counselor education	-815-course assessment: 3.00/4 (N=9) -Internship site supervisor eval.: 3.93/4 (N=21) -Internship univ. supervisor evaluation: 3.38/4 (N=31) -Exit survey: 3.75/4 (N=4)
Research & Scholarship (Standard 6.B.4.1)	Understands/uses ethical & culturally relevant strategies for conducting research	-721 course assessment: 3.25/4 (N=8) -814 course assessment: 3.56/4 (N=9) -Exit survey: 2.75/4 (N=4)
Leadership & Advocacy (Standard 6.B.5.j)	Understands/uses models & competencies for advocating for clients at the individual, system, & policy levels	*-824-course assessment: ??/4 (N=??) -Practicum site supervisor eval.: 3.76/4 (N=21) -Practicum univ. supervisor evaluation: 3.28/4 (N=31) -Exit survey: 3.75/4 (N=4)

^a-This course was not offered during the 2020-21 academic year

Demographic Characteristics of Applicants, Students & Graduates

	2020-Fall						2021-Spring						2021-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	109	26	80	18	8	4	0	0	0	0	0	0	0	0	0	0	0	0
Marriage, Couples, & Family Applicants	7	5	7	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Applicants	38	11	29	7	5	3	0	0	0	0	0	0	1	0	1	0	0	0
PhD Applicants	22	9	19	2	1	4	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	176	51	135	32	14	11	0	0	0	0	0	0	1	0	1	0	0	0
Clinical Mental Health Students	61	20	49	14	5	2	53	16	42	11	5	2	46	14	37	9	4	2
Marriage, Couple, & Family Students	12	4	10	4	2	0	11	2	9	2	2	0	10	2	9	2	1	0
School Students	31	10	23	8	5	2	26	8	20	6	4	2	21	8	16	6	3	2
PhD Students	40	16	31	12	9	3	39	16	30	12	9	3	15	5	13	4	2	1
TOTAL	144	50	113	38	21	7	129	42	101	31	20	7	92	29	75	21	10	5
Clinical Mental Health Graduates	4	2	3	1	0	0	3	1	3	1	0	0	11	2	10	2	1	0
Marriage, Couple, & Family Graduates	0	1	0	1	0	0	0	0	0	0	0	0	3	1	3	1	0	0
School Graduates	4	1	2	1	1	0	4	1	3	1	1	0	0	2	0	2	0	0
PhD Graduates	1	0	1	0	0	0	4	0	3	0	1	0	2	0	2	0	0	0
TOTAL	9	4	6	3	1	0	11	2	9	2	2	0	16	5	15	5	1	0

Supplemental Program Assessments

Counselor Education Comprehensive Exam (CECE)

Semester	Human Growth & Development		Social & Cultural Diversity		Helping Relationships		Group Work	
	Duquesne	National	Duquesne	National	Duquesne	National	Duquesne	National
2021-Summer* (N=14)	9.64	9.57	9.21	11.24	9.36	10.06	9.64	9.50
2021-Spring (N=28)	9.04	9.41	9.04	11.12	9.50	9.83	9.14	9.38
2020-Fall (N=7)	10.33	9.33	9.56	10.97	10.11	9.72	9.78	9.32
2020-21 Average (N=51)	9.67*	9.44*	9.27*	11.11*	9.66*	9.87*	9.52*	9.40*

Semester	Career Development		Assessment		Research & Program Evaluation		Professional Orientation & Ethical Practice		Total	
	Duquesne	National	Duquesne	National	Duquesne	National	Duquesne	National	Duquesne	National
2021-Summer* (N=14)	10.07	10.13	9.64	8.13	8.71	7.56	9.07	8.94	70.47	75.12
2021-Spring (N=28)	9.32	9.75	9.00	8.05	9.89	7.40	9.07	8.80	74.00	73.74
2020-Fall (N=7)	10.78	9.64	9.78	7.96	9.89	7.41	10.22	8.70	81.00	73.06
2020-21 Average (N=51)	10.06*	9.84*	9.47*	8.05*	9.50*	7.46*	9.45*	8.81*	75.16*	73.97*

* A simple average was determined by averaging the scores for each of the 3 semester administrations.

Site Supervisors' Evaluations of Master's Interns (GCNE 703-708) - Fall 2020, Spring 2021 & Summer 2021 Semesters

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

NA - Not available.

CACREP Standard	Standard Description	Clinical (n=43)	Marriage, Couple & Family (n=6)	School (n=17)	Total (n=66)
2.F.1.b	Understands the multiple professional roles & functions of counselors across specialty areas, & their relationships with human service & integrated behavioral health care systems, including interagency & interorganizational collaboration & consultation	3.74	2.53	3.94	3.40
2.F.1.1	Uses self-care strategies appropriate to the counselor role	3.70	2.50	3.31	3.17
2.F.1.m	Understands the role of counseling supervision in the profession	3.85	2.60	4.00	3.48
2.F.3.a	Applies theories of individual & family development across the lifespan	3.61	2.53	3.17	3.10
2.F.4.b	Uses approaches for conceptualizing the interrelationships among & between work, mental well-being & other life roles & factors	3.75	2.47	3.97	3.39
2.F.5.f	Demonstrates counselor characteristics & behaviors that influence the counseling process	3.81	2.47	3.31	3.19
2.F.5.g	Uses essential interviewing, counseling, & case conceptualization skills	3.73	2.47		3.10
2.F.5.h	Creates developmentally relevant counseling treatment or intervention plans	3.67	2.47		3.07
2.F.5.i	Develops measurable outcomes for clients	3.48	2.47		2.98
2.F.6.d	Demonstrates characteristics & functions of effective group leaders	3.51	2.40	3.19	3.03
2.F.7.1	Effective use of assessments relevant to academic/educational, career, personal & social development	3.61	2.40	3.97	3.33
2.F.8.j	Demonstrates ethical & culturally relevant strategies for conducting, interpreting, and reporting the results of research or program evaluations	3.67	2.47	3.97	3.37
Clinical Mental Health Counseling Interns					
5.C.2.c	Understands mental health service delivery modalities within the continuum care, such as inpatient, outpatient, partial treatment & aftercare, & the mental health counseling services networks	3.54			3.54
5.C.3.a	Effectively conducts an intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management	3.68			3.68

5.C.3.b	Uses techniques & interventions for prevention & treatment of a broad range of mental health issues	3.65			3.65
5.C.3.e	Uses strategies to advocate for persons with mental health issues	3.41			3.41
Marriage, Couple and Family Counseling Interns					
5.F.1.b	Applies theories & models of family systems & dynamics		2.60		2.60
5.F.2.k	Understands interactions of career, life & gender roles on marriages, couples & families		2.53		2.53
5.F.3.a	Conducts assessment, evaluation, & case management for working with individuals, couples & families from a system perspective		2.53		2.53
School Counseling Interns					
5.G.1.b	Applies models of school counseling programs			3.19	3.19
5.G.2.a	Understands school counselor roles as leaders, advocates & systems change agents in P-12 schools			3.31	3.31
5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies & differentiated instructional strategies			3.94	3.94
5.G.3.k	Uses strategies to promote equity in student achievement & college access			3.97	3.97
5.G.3.l	Techniques to foster collaboration & teamwork within schools			3.97	3.97
5.G.3.n	Use of accountability to inform decision-making			4.00	4.0
PDE.III.A.8	Use of data to evaluate advocacy project			3.28	3.28
PDE IV.B.3	Demonstrate the ability to articulate, model & advocate for an appropriate school counselor identity & program			4.00	4.00

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

Fall 2020, Spring 2021 & Summer 2021 Semesters

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

CACREP Standard	Standard Description	Clinical (n=101)	Marriage, Couple & Family (n=10)	School (n=13)	Total (n=124)
2.F.1.b	Understands the multiple professional roles & functions of counselors across specialty areas, & their relationships with human service & integrated behavioral health care systems, including interagency & interorganizational collaboration & consultation	3.23	3.70	3.62	3.52
2.F.1.1	Uses self-care strategies appropriate to the counselor role	3.41	3.22	3.38	3.34
2.F.1.m	Understands the role of counseling supervision in the profession	3.34	3.60	3.69	3.54
2.F.3.a	Applies theories of individual & family development across the lifespan	3.29	3.60	3.77	3.55
2.F.4.b	Uses approaches for conceptualizing the interrelationships among & between work, mental well-being & other life roles & factors	3.29	3.40	3.58	3.42
2.F.5.f	Demonstrates counselor characteristics & behaviors that influence the counseling process	3.41	3.40	3.69	3.50
2.F.5.g	Uses essential interviewing, counseling, & case conceptualization skills	3.37	3.40		3.39
2.F.5.h	Creates developmentally relevant counseling treatment or intervention plans	3.19	3.30		3.25
2.F.5.i	Develops measurable outcomes for clients	3.26	3.20		3.23
2.F.6.d	Demonstrates characteristics & functions of effective group leaders	3.15	3.22	3.54	3.30
2.F.7.1	Effective use of assessments relevant to academic/educational, career, personal & social development	3.33	3.30	3.54	3.39
2.F.8.j	Demonstrates ethical & culturally relevant strategies for conducting, interpreting, and reporting the results of research or program evaluations	3.27	3.40	3.62	3.43
Clinical Mental Health Counseling Interns					
5.C.2.c	Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment & aftercare, & the mental health counseling services networks	3.39			3.39
5.C.3.a	Effectively conducts an intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management	3.48			3.48

5.C.3.b	Uses techniques & interventions for prevention & treatment of a broad range of mental health issues	3.39			3.39
5.C.3.e	Uses strategies to advocate for persons with mental health issues	3.42			3.42
Marriage, Couple and Family Counseling Interns					
5.F.1.b	Applies theories & models of family systems & dynamics		3.60		3.60
5.F.2.k	Understands interactions of career, life & gender roles on marriages, couples & families		3.50		3.50
5.F.3.a	Conducts assessment, evaluation, & case management for working with individuals, couples & families from a system perspective		3.40		3.40
School Counseling Interns					
5.G.1.b	Applies models of school counseling programs			3.54	3.54
5.G.2.a	Understands school counselor roles as leaders, advocates & systems change agents in P-12 schools			3.65	3.65
5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies & differentiated instructional strategies			3.77	3.77
5.G.3.k	Uses strategies to promote equity in student achievement & college access			3.85	3.85
5.G.3.1	Techniques to foster collaboration & teamwork within schools			3.77	3.77
5.G.3.n	Use of accountability to inform decision-making			3.77	3.77
PDE.III.A.8	Use of data to evaluate advocacy project			3.85	3.85
PDE IV.B.3	Demonstrate the ability to articulate, model & advocate for an appropriate school counselor identity & program			3.88	3.88

Site Supervisor Evaluations of Master's Practicum (GCNE 661, 664, 665, 678) Students – Fall 2020, Spring 2021, and Summer 2021 Semesters

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

CACREP Standard	Standard Description	2020-Fall (n=31)	2021-Spring (n=11)	2021-Summer (n=12)	Total (n=54)
2.F.1.1	Uses self-care strategies appropriate to the counselor role	3.63	3.55	3.58	3.60
2.F.1.m	Understands the role of counseling supervision in the profession	3.67	3.55	3.75	3.66
2.F.2.b	Applies theory and models of multicultural counseling, cultural identity development, & social justice & advocacy	3.40	3.64	3.58	3.49
2.F.2.d	Understands the impact of heritage, attitudes, beliefs, understandings & acculturative experiences on an individual's view of others	3.33	3.64	3.58	3.45
2.F.3.a	Apply theories of individual & family development across the lifespan	3.37	3.45	3.42	3.40
2.F.5.f	Understands/demonstrates counselor characteristics & behaviors that influence the counseling process	3.37	3.45	3.73	3.46
2.F.5.h	Create developmentally relevant counseling treatment or intervention plans	3.33	3.18	3.25	3.28
2.F.5.i	Develop measurable outcomes for clients	3.10	3.36	3.00	3.13
2.F.6.d	Demonstrate the characteristics & functions of effective group leaders	3.41	3.30	3.58	3.43
2.F.7.i	Effective use of assessment relevant to academic/educational, career, personal & social development	3.17	3.36	3.50	3.28
Addiction Counseling Practicum Students					
5.A.1.b	Understands/applies theories & models of addiction related to substance use as well as behavioral & process addictions	n/a	n/a	4	4
Clinical Mental Health Counseling Practicum Students					
5.C.1.c	Demonstrates use of principles, model & documentation forms of biopsychosocial case conceptualization & treatment planning	3.33	3.25	3.50	3.35
5.C.3.a	Effectively conducts an intake interview, mental status evaluations, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management	3.29	3.25	3.83	3.39

Marriage, Couple, Family Counseling Practicum Students					
5.F.1.b	Applies theories & models of family systems & dynamics	2.33	2.00	4.00	2.60
5.F.2.k	Understands interactions of career, life & gender roles on marriages, couples & families	2.33	2.00	4.00	2.60
School Counseling Practicum Students					
5.G.3.f	Apply techniques of personal/social counseling in school settings	3.67	3.50	3.50	3.56

University Supervisor Evaluations of Master's Practicum (GCNE 661, 664, 665, 678) Students – Fall 2020, Spring 2021, and Summer 2021 Semesters

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

CACREP Standard	Standard Description	2020-Fall (n=61)	2021-Spring (n=22)	2021-Summer (n=23)	Total (n=106)
2.F.1.1	Uses self-care strategies appropriate to the counselor role	3.05	3.09	3.22	3.09
2.F.1.m	Understands the role of counseling supervision in the profession	3.51	3.36	3.43	3.46
2.F.2.c	Applies theory and models of multicultural counseling, cultural identity development, & social justice & advocacy	3.00	3.18	3.43	3.13
2.F.2.d	Understands the impact of heritage, attitudes, beliefs, understandings & acculturative experiences on an individual's view of others	3.02	3.14	3.35	3.11
2.F.3.a	Apply theories of individual & family development across the lifespan	3.10	3.20	3.17	3.14
2.F.5.f	Understands/demonstrates counselor characteristics & behaviors that influence the counseling process	3.22	3.32	3.32	3.26
2.F.5.h	Create developmentally relevant counseling treatment or intervention plans	3.20	3.38	3.17	3.23
2.F.5.i	Develop measurable outcomes for clients	3.00	3.00	3.27	3.06
2.F.6.d	Demonstrate the characteristics & functions of effective group leaders	3.19	3.19	3.29	3.21
2.F.7.i	Effective use of assessment relevant to academic/educational, career, personal & social development	3.05	2.82	3.25	3.05
Addiction Counseling Practicum Students					
5.A.1.b	Understands/applies theories & models of addiction related to substance use as well as behavioral & process addictions	n/a	n/a	4	4.0
Clinical Mental Health Counseling Practicum Students					
5.C.1.c	Demonstrates use of principles, model & documentation forms of biopsychosocial case conceptualization & treatment planning	3.28	3.18	3.11	3.25
5.C.3.a	Effectively conducts an intake interview, mental status evaluations, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management	3.27	3.11	3.22	3.24

Marriage, Couple, Family Counseling Practicum Students					
5.F.1.b	Applies theories & models of family systems & dynamics	2.63	3.00	3.00	2.73
5.F.2.k	Understands interactions of career, life & gender roles on marriages, couples & families	n/a	n/a	3.0	3.0
School Counseling Practicum Students					
5.G.3.f	Apply techniques of personal/social counseling in school settings	2.80	2.88	3.00	2.90

University & Site Supervisors' Evaluations of Doctoral Practicum Students – Fall 2020 Semester

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

CACREP Standard		2020-Fall-Site Supervisor (N=8)	2020-Fall-University Supervisor (N=8)
6.B.1.a	Scholarly examination of theories relevant to counseling	3.75	3.38
6.B.1.b	Integration of theories relevant to counseling	3.75	3.13
6.B.1.c	Conceptualization of clients from multiple theoretical perspectives	3.75	3.63
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	3.50	3.00
6.B.1.f	Ethical & culturally relevant counseling in multiple settings	3.85	3.50

Site Supervisors' Evaluations of Doctoral Internship Students – Fall 2020, Spring 2021, Summer 2021 Semester

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

CACREP Standard		2020-Fall (N=4)	2021-Spring (N=8)	2021-Summer (N=9)	2020-21 Total (N=21)
6.B.1.a	Scholarly examination of theories relevant to counseling	4.00	3.88	3.89	3.90
6.B.2.c	Roles and relationships related to clinical supervision	4.00	3.86	3.67	3.78
6.B.2.e	Opportunities for developing personal style of clinical supervision	4.00	3.67	3.86	3.80
6.B.3.b	Pedagogy and teaching methods relevant to counselor education	4.00	4.00	3.83	3.93
6.B.4.1	Ethical & culturally relevant counseling in multiple settings	n/a	3.67	4.00	3.88
6.B.5.j	Models and competencies for advocating for clients at the individual, system, and policy levels	4.00	3.63	3.78	3.76

University Supervisors' Evaluations of Doctoral Internship Students – Fall 2020, Spring 2021, Summer 2021 Semester

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

CACREP Standard		2020-Fall (N=9)	2021-Spring (N=14)	2021-Summer (N=8)	2020-21 Total (N=31)
6.B.1.a	Scholarly examination of theories relevant to counseling	3.00	3.17	3.25	3.18
6.B.2.c	Roles and relationships related to clinical supervision	3.67	3.33	3.25	3.35
6.B.2.e	Opportunities for developing personal style of clinical supervision	3.67	3.30	3.50	3.43
6.B.3.b	Pedagogy and teaching methods relevant to counselor education	3.40	3.57	3.00	3.38
6.B.4.1	Ethical & culturally relevant counseling in multiple settings	n/a	2.89	3.50	3.08
6.B.5.j	Models and competencies for advocating for clients at the individual, system, and policy levels	n/a	3.10	3.50	3.28

Master's Counselor Education Students' Evaluations of Site Supervisors Practicum & Internship- Fall 2020, Spring 2021 & Summer 2021 Semesters - 4 Point Likert Scale (4=Highly Effective; 3=Effective;2=Approaching Effective; 1=Ineffective)

Items	(n=73)
The field site provided a variety of professional activities in keeping with the training & professional goals of the Counselor Education Program.	3.70
The field site population represented the type of population with whom the counselor trainee wants to work.	3.59
The field site exposed the trainee to all of the activities a regular employed counselor would experience (internship only).	3.82
The field site provided direct supervision by a trained qualified supervisor.	3.93
The field site personnel had experience in working with master's level counselor trainees.	3.79
Appropriate liaison activities occurred between the University and the field site supervisor.	3.82
Rate the quality and usefulness of onsite supervision.	3.76
Clients/Students were readily available at the site.	3.60
There was sufficient appropriate space to see clients/students at the site.	3.74
The site facilitated the accrual of direct counseling hours.	3.79

Master's Students' Evaluations of University Supervisors – Practicum & Internship - Fall 2020, Spring 2021 & Summer 2021 Semesters
 4 Point Likert Scale (4=Exceeds; 3=Meets; 2=Approaching; 1=Below)

	Fall 2020 (n=22)	Spring 2021 (n=44)	Summer 2021 (n=21)
1. Provided me with useful feedback regarding my counseling behavior.	3.82	3.66	3.76
2. Helped me feel at ease with the supervision process.	3.95	3.64	3.90
3. Provided me with specific help in areas I need to work on.	3.68	3.59	3.57
4. Enabled me to express my doubts about my counseling.	3.82	3.73	4.0
5. Helped me see my influence on the client.	3.82	3.80	3.86
6. Adequately emphasized my strengths and capabilities.	3.86	3.70	3.86
7. Made me feel accepted and respected as a person.	3.95	3.86	4.00
8. Was able to distinguish her/his own issues from mine.	3.86	3.53	3.86
9. Dealt appropriately with the affect in my counseling sessions.	3.95	3.74	3.81
10. Conveyed sufficient competence to engender my trust.	3.91	3.60	3.86
11. Appropriately addressed interpersonal dynamics between us.	3.95	3.51	3.90
12. Was open to my input & feedback about what was helpful.	3.91	3.75	3.95
13. Helped reduce my defensiveness by his/her style.	3.73	3.70	3.86
14. Enabled me to express my opinions about my counseling.	4.00	3.93	3.95
15. Challenged me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.	3.82	3.82	3.86
16. Helped me to develop increased skills in self-supervision through the use of counseling tapes.	3.89	3.67	3.76
17. Helped me understand and be aware of my counseling behavior and how they influence my work with clients	3.76	3.68	3.76
18. Helped me address my anxiety related to my counseling work	3.91	3.50	3.90
19. Overall, I found supervision to be helpful to me during practicum or internship.	3.86	3.61	3.81

Master's Counselor Education Students' Evaluations of Group Counseling Lab Facilitators – Spring 2021 Semester
 4 Point Likert Scale (4=Highly Effective; 3=Effective; 2=Approaching Effective; 1=Ineffective)

Items	Mean (n=29)
Opened group effectively	3.66
Helped group members focus	3.48
Demonstrated openness & warmth	3.66
Used active listening skills	3.59
Commented on nonverbal communication of group members	3.38
Demonstrated empathy & congruence	3.62
Used group process commentary when necessary	3.45
Used activities/exercises that were appropriate for the group's needs	3.52
Summarized content	3.43
Used questions effectively	3.55
Catalyzed group energy/investment	3.52
Able to use activities & exercises that are appropriate for group members & group needs	3.59
Processed group exercises/activities	3.52
Terminated/closed group	3.55
Demonstrated self-awareness as a group facilitator	3.66
Articulated what group "needed" to progress through stages of group development	3.34

Exit Survey – Master’s Counselor Education Students - Fall 2020, Spring 2021 & Summer 2021 Semesters

<i>CACREP standard</i>	<i>4=Highly Effective, 3=Effective, 2=Somewhat Effective, 1=Ineffective</i>	<i>Fall – Summer (N=16)</i>	<i>CMHC (N=12)</i>	<i>SCH (N=4)</i>	<i>MCFC (N=0)</i>
2.F.1.b	Understands the multiple professional roles & functions of counselors across specialty areas, & their relationships with human service & integrated behavioral health care systems, including interagency & interorganizational collaboration & consultation	3.46	3.67	3.25	0.00
2.F.2.b	Understands/applies theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	3.71	3.67	3.75	0.00
2.F.2.d	Understands the impact of heritage, attitudes & beliefs, understandings, & acculturative experiences on an individual’s view of others	3.75	3.75	3.75	0.00
2.F.3.a	Understands/applies theories of individual & family development across the lifespan	3.79	3.58	4.00	0.00
2.F.4.b	Understands approaches to conceptualizing the interrelationships among & between work, mental well-being, relationships & other life roles & information systems	3.67	3.58	3.75	0.00
2.F.5.f	Understands/demonstrates counselor characteristics & behaviors that influence the counseling process	3.84	3.92	3.75	0.00
2.F.6.d	Understands/demonstrates characteristics & functions of effective group leaders	3.88	4.00	3.75	0.00
2.F.7.i	Understands/conducts use of assessments relevant for academic/educational, career, personal, & social development	3.17	3.33	3.00	0.00
2.F.8.j	Understands/uses ethical & culturally relevant strategies for conducting, interpreting & reporting the results of research &/or program evaluation	3.67	3.58	3.75	0.00
Clinical Mental Health Counseling Entry Level Standards (N = 12)					
5.C.1.c	Understands/uses principles, models & documentation formats of biopsychosocial case conceptualization & treatment planning	3.58	3.58		
5.C.2.c	Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment & aftercare, & the mental health counseling services networks	3.33	3.33		
5.C.3.a	Conducts intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management	3.42	3.42		
School Counseling Entry Level Standards (N = 4)					
5.G.1.b	Understands models of school counseling programs	3.50		3.50	
5.G.2.a	Understands school counselor roles as leaders, advocates & systems change agents in P-12 schools	3.75		3.75	
5.G.3.f	Applies techniques of personal/social counseling in school settings	3.5		3.5	
Marriage, Couple, Family Counseling Entry Level Standards (N = 0)					
5.F.1.b	Uses theories & models of marriage, couple & family counseling	0.00			0.00
5.F.2.k	Understands interactions of careers, life & gender roles on marriages, couples & families	0.00			0.00

5.F.3.a	Conducts assessment, evaluation, & case management for working with individuals, couples & families from a systems perspective	0.00			0.00
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Exit Survey – Doctoral Counselor Education Students - Fall 2020, Spring 2021 & Summer 2021 Semesters

	2020 Fall 2021 Spring 2021 Summer (N=4)
Demonstrates deep understanding of theories relevant to counseling (6.B.1.a)	3.00
Demonstrates understanding of roles & relationships related to clinical supervision (6.B.2.c)	3.75
Develops a personal style of clinical supervision (6.B.3.b)	3.75
Understands/applies pedagogy & teaching methods relevant to counselor education (6.B.4.1)	2.75
Understands/uses ethical & culturally relevant strategies for conducting research (6.B.5.1)	3.75

Master's Counselor Education Applicant Evaluations – Fall 2020 Semester

CACREP Standard	Items	2020 Fall (N=112)
1.L.1	Relevance of career goals	2.70
1.L.2	Aptitude for graduate level study	2.64
1.L.3	Potential for success for forming effective counseling relationships	2.69
1.L.4	Respect for cultural differences	2.69

Doctoral Counselor Education Applicant Evaluations – Fall 2020 Semester

3 Point Likert Scale (3=Good; 2=Fair; 1=Poor)		
CACREP Standard	Items	Mean (N=87)
6.A.3.a	Academic aptitude for doctoral level study	2.42
6.A.3.b	Previous professional experience	2.58
6.A.3.c	Fitness for the counseling profession, including self-awareness & emotional stability	2.63
6.A.3.d	Oral & Written Communication Skills	2.65
6.A.3.e	Cultural Sensitivity & Awareness	2.63
6.A.3.f	Potential for scholarship, professional leadership & advocacy	2.60

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 2020 & Spring 2021 Semesters

4 Point Likert Scale			
	Candidacy	Fieldwork	Both
	Mean (N=152)	Mean (N=186)	Mean (N=338)
1. Not Effective: Does not demonstrate competence			
2. Approaching Effectiveness: Sporadically or inconsistently demonstrates competence			
3. Effective: Consistently demonstrates competence at an acceptable level			
4. Highly Effective: Consistently demonstrates advanced levels of competence			
Items			
<i>Personal Characteristics & Behaviors</i> (e.g., social responsibility, people oriented, modeling, non-defensiveness, demeanor)	3.46	3.36	3.41
<i>Academic Competencies</i> (e.g., oral expression, written expression, openness to learning, preparedness, self-disclosure, fulfilling class expectations, attendance)	3.45	3.39	3.42
<i>Professional Characteristics</i> (e.g., application of theory and techniques)	3.41	3.33	3.37

Counselor Education Faculty Evaluations of Doctoral Graduate Assistants – Fall 2020 & Spring 2021 Semesters

3 Point Likert Scale (3=Exceeds expectations, 2=Meets expectations, 1=Needs improvement)		
Items	2020-Fall (N=7)	2021-Spring (N=7)
Dependability: Ability to complete assignments in a timely fashion & work steadily & effectively.	2.86	2.71
Motivation: Shows interest, enthusiasm, & willingness to undertake projects.	2.71	2.86
Initiative: Ability & willingness to self-start, take independent action.	2.71	2.86
Written Communication Skills: Effective use of grammar & usage & mechanics of APA style.	2.67	2.57
Verbal Communication Skills: Clear & assertive.	2.71	2.86
Interpersonal Skills: Effectively maintains working relationships.	2.71	2.86
Research Skills: Ability to use appropriate research skills and data gathering, data analysis, & data presentation skills.	2.60	2.43
Non-Defensive: Ability to receive & response to feedback.	2.86	2.86
Application of Technology: Effectiveness in using & learning technology for assigned tasks.	2.71	2.50