DUQUESNE UNIVERSITY

Annual Report

COUNSELOR EDUCATION PROGRAM

2025 - 26

DUQUESNE UNIVERSITY – COUNSELOR EDUCATION PROGRAM
ANNUAL REPORT – 2025-25

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Program Objectives

The Counselor Education regularly monitors students' performance for objectives and engages in remediation for objectives for which students' performance on average does not approach meeting expectations. We are engaged in continual monitoring and collaborative evaluation with our community partners and stakeholders for the purposes of program improvement.

Program Objectives – Masters

Graduates of this program will be able to:	*Assessment*
1) Uses a culturally sustaining & ecological-systems framework in conceptualizing clients'/students' presenting issues and needs.	-GCNE 549 course key performance indicator (KPI) assessment (2F2b): 4.00/5 (*N*=47) -Practicum site supervisor eval.: 4.10/5 (*N*=30) -Practicum univ supervisor eval.: 4.29/5 (*N*=41) -Intern site supervisor eval.: 4.50/5 (*N*=46) -Intern univ. supervisor eval.: 4.90/5 (*N*=10) -Exit survey: 4.13/5(*N*=8)
2) Understands & follows legal & ethical standards.	-GCNE 553/564 course key performance indicator (KPI) assessment 4.90/5 (*N*=10); 4.53/5 (*N*=47) -Evaluations of practicum site supervisors: 4.27/5 (*N*=30) -Evaluations of practicum university supervisors: 4.27/5 (*N*=41) -Evaluations of internship site supervisors: 4.49/5 (*N*=56) -Evaluations of internship university supervisors: 4.40/5 (*N*=65) -Exit survey: 4.63/5 (*N*=8)
3) Understands & demonstrates use of counseling theories in conceptualizing & providing individual & group counseling & consultation to clients/students & their important others.	-GCNE 556 course key performance indicator (KPI) assessment (2F5a)-3.52/5 (*N*=54) -GCNE 557 course key performance indicator (KPI) assessment (2F6d)-4.00/5 (*N*=53) -GCNE 565 course key performance indicator (KPI) assessment (2F5a)-4.10/5 (*N*=49) -Evaluations of practicum site supervisors (2F5a): 4.20/5 (*N*=30) -Evaluations of practicum university supervisors (2F5a): 4.32/5 (*N*=41) -Evaluations of internship site supervisors (2F5a): 4.41/5 (*N*=46) -Evaluations of internship university supervisors (2F5a): 4.37/5 (*N*=50) -Exit survey: 4.50/5 (*N*=8)
4) Effectively use active listening skills in forming professional helping relationships with clients/students & their important others.	-Counselor Competencies Scale-Revised (CSS-R) Skills scale-Pre-Field: - GCNE 556 course key performance indicator (KPI) assessment (2F5a)-3.52/5 (*N*=54) - GCNE 557 course key performance indicator (KPI) assessment (2F6d)-4.00/5 (*N*=53) - GCNE 565 course key performance indicator (KPI) assessment (2F5a)-4.10/5 (*N*=49) -Evaluations of practicum site supervisors-CCS-R-Skills average = 4.21/5 (N=30) -Evaluations of practicum university supervisors-CCS-R-Skills average = 4.35/5 (N=41) -Evaluations of internship site supervisors-CCS-R-Skills average = 4.55/5 (N=56) -Evaluations of internship university supervisors-CCS-R-Skills average = 4.5/5 (N=65) -Exit survey: 4.75/5 (*N*=8)

Program Objectives – Doctoral

5-Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)

*2025 Fall Practicum Site & University-Completed on a 4-point Lickert scale – to be revised for AY 26-27

Graduates of this program will be able to:	*Assessment*
1) Uses a culturally sustaining & ecological-systems framework in conceptualizing clients/students presenting issues & needs.	-Comprehensive exam-6B5j: 3.88/5 (*N*=16) -CESD 802 course key performance indicator (KPI) assessment: 4.25/5 (*N*=5) -*Evaluations of practicum site supervisors: 3.60/4 (*N*=5) -Evaluations of practicum university supervisors: 2.88/4 (*N*=8) -Evaluations of internship site supervisors: 4.67/5 (*N*=6) -Evaluations of internship university supervisors: 4.64/5 (*N*=18) -Exit survey: 0/5 (*N*=0)
2) Understands & follows legal & ethical standards.	-CESD 826 course key performance indicator (KPI) assessment: 4.00/5 (*N*=7) -Counselor Competencies Scale-Revised (CSS-R) Dispositions scale: 4.55/5 (N=30) *-Evaluations of practicum site supervisors: 3.80/4 (*N*=5) *-Evaluations of practicum university supervisors: 3.13/4 (*N*=8) -Evaluations of internship site supervisors for CCS-R-2A: 4.83/5 (*N*=6) -Evaluations of internship university supervisors for CCS-R-2A: 4.93/5 (*N*=18) -Exit survey: 0/5 (*N*=0)
3) Understands & demonstrates use of counseling theories in conceptualizing & providing individual & group counseling & consultation to clients/students & their important others.	-Comprehensive exam (6B1a): 3.69/5 (N=16) -CESD 802 course key performance indicator (KPI) assessment = 4.25/5 (N=5) -CESD 804 course key performance indicator (KPI) assessment: 0/5 (N=0) -*Evaluations of practicum site supervisors: 3.60/4 (N=5) -*Evaluations of practicum university supervisors: 2.75/4 (*N*=8) -Evaluations of internship site supervisors: 4.83/5 (N=6) -Evaluations of internship university supervisors: 4.36/5 (N=18) -Exit survey: 0/5 (*N*=0)
4) Effectively uses active listening skills in forming professional helping relationships with clients/students & their important others.	-Counselor Competencies Scale-Revised (CSS-R) Skills scale average: 4.03/5 (N=30) -*Evaluations of practicum site supervisors: 3.80/4 (*N*=5) -*Evaluations of practicum university supervisors: 2.88/4 (*N*=8) -Evaluations of internship site supervisors: 5.00/5 (N=6) -Evaluations of internship university supervisors: 4.43/5 (N=18) -Exit survey: 0/5 (*N*=0)
5) Support supervisees' ability to use active listening skills, counseling theories, culturally sustaining approaches, & an ecological-systems framework in working with clients/students & their important others.	-Comprehensive exam (6B2c): 3.88/5 (*N*=16) -CESD 810 course key performance indicator (KPI) assessment: 0/5 (N=0) -CESD 818 course key performance indicator (KPI) assessment: 4.00/5 (*N*=5) -Evaluations of internship site supervisors: 4.80/6 (*N*=6) -Evaluations of internship university supervisors: 4.50/5 (*N*=18) -Exit survey: 0/5 (*N*=0)

6) Provides instruction that is informed by teaching methods, instructional & curriculum design, & evaluation methods.	-Comprehensive exam (6B3b): 3.69/5 (*N*=16) -CESD 815 course key performance indicator (KPI) assessment: 4.67/5 (*N*=7) -Evaluations of internship site supervisors: 4.50/5 (*N*=6) -Evaluations of internship university supervisors: 4.36/5 (*N*=18) -Exit survey: 0/5 (*N*=0)
7) Conduct qualitative & quantitative research & follow the standards of professional writing.	-Comprehensive exam (6B4): 3.38/5 (*N*=16) -CESD 843 course key performance indicator (KPI) assessment: 4.25/5 (*N*=5) -Exit survey: 0/5 (*N*=0)
8) Use theories & strategies in advocating for the counseling profession & client's/student's needs.	-Comprehensive exam (6B5j): 3.81/5 (*N*=16) -CESD 826 course key performance indicator (KPI) assessment: 4.00/5 (*N*=7) -Evaluations of internship site supervisors: 4.83/5 (*N*=6) -Evaluations of internship university supervisors: 4.36/5 (*N*=18) -Exit survey: 0/5 (*N*=0)

Master's Counselor Education Program KPIs

Core Area	KPI *After completing the program, students will be able to demonstrate the following skills and knowledge:*	Measures & Analysis
Professional Counseling 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: 4.9/10 (*N*=10) -564 course assessment: 4.53/5 (*N*=47) -Intern site supervisor evaluation: 4.50/5 (*N*=56) -Intern univ supervisor evaluation: 4.34/5 (*N*=65) -Exit survey: 3.88/5 (*N*=8)
Social & Cultural Identities & Experiences (Standard 2.F.2.b)	Understands/applies theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	-549 course assessment: 4/5 (*N*=47) -Practicum site supervisor eval.: 4.10/5 (*N*=30) -Practicum univ supervisor eval.: 4.29/5 (*N*=41) -Exit survey: 4.25/5 (*N*=8)
Lifespan Development (Standard 2.F.3.a)	Understands/applies theories of individual & family development across the lifespan	-562 course assessment: 4.27/5 (*N*=48) -Practicum site supervisor eval.: 4.07/5 (*N*=30) -Practicum univ supervisor eval.: 4.20/5 (*N*=41) -Intern site supervisor eval.: 4.43/5 (*N*=56) -Intern univ supervisor evaluation: 4.26/5 (*N*=65) -Exit survey: 4.38/5 (*N*=8)
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: 3.90/5 (*N*=51) -Intern site supervisor eval.: 4.54/5 (*N*=56) -Intern univ supervisor evaluation: 4.43/5 (*N*=65) -Exit survey: 4.50/5 (*N*=8)
Counseling Practice & Relationships (Standard 2.F.5.aa)	Understands/demonstrates counselor characteristics & behaviors that influence the counseling process Theories & Models of Counseling	-565 course assessment: 4.10/5 (*N*=49) -Practicum site supervisor eval.: 4.20/5 (*N*=30) -Practicum univ supervisor eval.: 4.09/5 (*N*=46) -Intern site supervisor eval.: 4.41/5 (*N*=56) -Intern univ supervisor evaluation: 4.37/5 (*N*=50) -Exit survey: 4.63/5 (*N*=8)
Group Counseling & Group Work (Standard 2.F.6.d)	Understands/demonstrates characteristics & functions of effective group leaders	-557 course assessment: 4.00/5 (*N*=53) -Practicum site supervisor eval.: 4.14/5 (*N*=30) -Practicum univ supervisor eval.: 4.34/5 (*N*=41) -Intern site supervisor eval.: 4.37/5 (*N*=56) -Intern univ supervisor evaluation: 4.32/5 (*N*=65) -Exit survey: 4.50/5 (*N*=8)

Assessment & Diagnostic Processes (Standard 2.F.7.l)	Understands/conducts use of assessments relevant for academic/educational, career, personal, & social development	-512 course assessment: 4.15/5 (*N*=43) -Practicum site supervisor eval.: 4.23/5 (*N*=30) -Practicum univ supervisor eval.: 4.23/5 (*N*=41) -Intern site supervisor eval.: 4.31/5 (*N*=56) -Intern univ supervisor evaluation: 4.37/5 (*N*=65) -Exit survey: 4.50/5 (*N*=8)
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: 4.00/5 (*N*=36) -Intern site supervisor eval.: 4.48/5 (*N*=56) -Intern univ supervisor evaluation: 4.32/5 (*N*=65) -Exit survey: 4.38/5 (*N*=8)
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: 4.36/5 (*N*=36) -Practicum site supervisor eval.: 4.08/5 (*N*=20) -Practicum univ supervisor eval.: 4.44/5 (*N*=34) -Exit survey: 4.25/5 (*N*=4)
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: 4.07/5 (*N*=28) -Intern site supervisor eval.: 4.39/5 (*N*=36) -Intern univ supervisor evaluation: 4.27/5 (*N*=50) -Exit survey: 3.75/5 (N=4)
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 4.42/5 (*N*=36) -Practicum site supervisor eval.: 4.19/5 (*N*=20) -Practicum univ supervisor eval.: 4.35/5 (*N*=34) -Intern site supervisor eval.: 4.50/5 (*N*=36) -Intern univ supervisor evaluation: 4.30/5 (*N*=50) -Exit survey: 4.00/5 (*N*=4)
Specialty Area-Marriage, Couple, & Family Counseling (Standard 5.F.1.b)	Uses theories & models of marriage, couple & family counseling	-654 course assessment: n/a/5 (*N*=0) -Practicum site supervisor eval.: 4.00/5 (*N*=1) -Practicum univ supervisor eval.: 3.57/5 (*N*=7) -Intern site supervisor eval.: 4.20/5 (*N*=10) -Intern univ supervisor evaluation: 3.80/5 (*N*=5) -Exit survey: 0/5 (*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: 4.17/5 (*N*=6) -Practicum site supervisor eval.: 4.00/5 (*N*=1) -Practicum univ supervisor eval.: 4.80/5 (*N*=5) -Intern site supervisor eval.: 4.00/5 (*N*=10) -Intern univ. supervisor eval.: 4.33/5 (*N*=3) -Exit survey: 0/5 (*N*=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: n/a/5 (*N*=0) -Intern site supervisor eval.: 4.39/5 (*N*=10) -Intern univ. supervisor eval.: 4.20/5 (*N*=5) -Exit survey: 0/5 (*N*=0)
Specialty Area-School Counseling (Standard 5.G.1.b)	-Understands models of school counseling programs	-553 course assessment: 4.70/5 (*N*=10) -Intern site supervisor eval.: 5.00/5 (*N*=10) -Intern univ. supervisor eval.: 5.00/5 (*N*=10) -Exit survey: 4.00/5 (*N*=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: 4.70/5 (*N*=10) -Intern site supervisor eval.: 4.90/5 (*N*=10) -Intern univ. supervisor eval.: 5.00/5 (*N*=10) -Exit survey: 4.25/5 (*N*=4)
Specialty Area-School Counseling (Standard 5.G.3.c)	-Uses core curriculum design, lesson plan development, classroom management strategies & differentiated instructional strategies	-676 course assessment: 3.50/5 (*N*=6) -Intern site supervisor eval.: 4.90/5 (*N*=10) -Intern univ. supervisor eval.: 5.00/5 (*N*=10) -Exit survey: 4.50/5 (*N*=4)

Doctoral Counselor Education Program KPIs

5 Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)
*2025 Fall Practicum Site & University-Completed on a 4-point Lickert scale – to be revised for AY 26-27

Core Area	KPI *After completing the program, students will be able to demonstrate the following skills and knowledge:*	Measures & Analysis
Counseling (Standard 6.B.1.a)	Demonstrates deep understanding of theories relevant to counseling	-802 KPI course assessment: 4.25/5 (*N*=5) -804 KPI course assessment: n/a (*N*=0) -*Practicum site supervisor evaluation: 3.60/4 (*N*=5) -*Practicum university supervisor eval: 2.75/4 (*N*=8) -Internship site supervisor evaluation: 4.83/5 (*N*=6) -Internship univ. supervisor evaluation: 4.36/5 (*N*=18) - Exit survey: 0/5 (*N*=0)
Supervision (Standard 6.B.2.c)	Demonstrates understanding of roles & relationships related to clinical supervision	-818-KPI course assessment: 4/5 (*N*=5) -Internship site supervisor evaluation: 4.67/5 (*N*=6) -Internship univ. supervisor evaluation: 4.50/5 (*N*=18) - Exit survey: 0/5 (*N*=0)
Teaching (Standard 6.B.3.b)	Understands/applies pedagogy & teaching methods relevant to counselor education	-815-course assessment: 4.67/5 (*N*=7) -Internship site supervisor evaluation: 4.67/5 (*N*=6) -Internship univ. supervisor evaluation: 4.29/5 (*N*=18) - Exit survey: 0/5 (*N*=0)
Research & Scholarship (Standard 6.B.4.1)	Understands/uses ethical & culturally relevant strategies for conducting research	-843 KPI course assessment: 4.25/5 (*N*=5) - Exit survey: 0/5 (*N*=0)
Leadership & Advocacy (Standard 6.B.5.j)	Understands/uses models & competencies for advocating for clients at the individual, system, & policy levels	-826 KPI course assessment: 4/5 (*N*=7) -*Practicum site supervisor evaluation: 3.60/4 (*N*=5) -*Practicum university supervisor eval: 2.75/4 (*N*=8) -Internship site supervisor evaluation: 4.83/5 (*N*=6) -Internship univ. supervisor evaluation: 4.36/5 (*N*=18) - Exit survey: 0/5 (*N*=0)

Demographic Characteristics of Applicants, Students & Graduates

	2025-Fall						2026-Spring						2026-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	120	32	100	23	7	4	0	0	0	0	0	0	0	0	0	0	0	0
Marriage, Couples, & Family Applicants	16	4	6	3	4	1	0	0	0	0	0	0	0	0	0	0	0	0
School Applicants	18	2	13	1	4	1	0	0	0	0	0	0	0	0	0	0	0	0
PhD Applicants	23	7	12	4	4	2	0	0	0	0	0	0	5	1	3	1	0	0
TOTAL	**177**	**45**	**131**	**31**	**19**	**8**	**0**	**0**	**0**	**0**	**0**	**0**	**5**	**1**	**3**	**1**	**0**	**0**
Clinical Mental Health Students	63	17	48	13	11	3	55	17	44	13	7	3	11	7	9	7	1	0
Marriage, Couple, & Family Students	9	6	6	3	1	3	8	6	6	3	1	3	4	0	3	0	0	0
School Students	23	2	16	2	4	0	20	2	14	2	3	0	8	0	4	0	1	0
PhD Students	37	15	28	12	8	2	29	13	23	11	5	1	4	2	3	2	0	0
TOTAL	**132**	**40**	**98**	**30**	**24**	**8**	**112**	**38**	**87**	**29**	**16**	**7**	**27**	**9**	**19**	**9**	**2**	**0**
Clinical Mental Health Graduates	4	1	1	0	3	1	6	1	4	0	2	0	0	1	0	1	0	0
Marriage, Couple, & Family Graduates	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
School Graduates	3	0	3	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
PhD Graduates	5	2	3	1	2	1	0	0	0	0	0	0	1	0	0	0	0	0
TOTAL	**12**	**3**	**7**	**1**	**5**	**2**	**7**	**1**	**5**	**0**	**2**	**0**	**1**	**3**	**0**	**1**	**0**	**2**

Supplemental Program Assessments

Comprehensive Exam – Doctoral Program – Spring 2026

5 Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)

	Total (*N*=8)	Females (*N*=7)	Males (*N*=1)
Use theories & strategies in advocating for the counseling profession & client's/student's needs. (Leadership & Advocacy; program objective #8; 6B1a)	3.94	3.93	4.0
Understand & demonstrate use of counseling theories in conceptualizing & providing individual & group counseling & consultation to clients/students & their important others. (Counseling; program objective #3)	3.69	3.71	3.5
Support supervisees' ability to use active listening skills, counseling theories, culturally-sustaining approaches, & an ecological-systems framework in working with clients/students & their important others. (Supervision; program objective #5; 6B5j)	3.88	3.86	4.00
Provide instruction that is informed by teaching methods, instructional & curriculum design, & evaluation methods. (Teaching; program objective #6; 6B3b)	3.69	3.64	4.00
Conduct qualitative & quantitative research & follow the standards of professional writing. (Research & Scholarship; program objective #7; 6B4)	3.38	3.43	3.00
Use theories & strategies in advocating for the counseling profession & client's/student's needs. (Leadership & Advocacy; program objective #8; 6B5j)	3.81	3.86	3.50

Site Supervisors' Evaluations of Master's Intern(s) (GCNE 703-708)

Spring 2026 & Summer 2026 Semesters (Fall 2025 is not included as a 4-point Likert scale was used)

5 Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)
NA - Not available.

CACREP Standard	Standard Description	Clinical (*n*=36)	Marriage, Couple & Family (*n*=10)	School (*n*=10)	Total (*n*=56)
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	4.39	4.40	5.00	4.50
2.F.2.b	Understands/applies theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	4.42	4.00	5.00	4.45
2.F.3.a	Applies theories of individual & family development across the lifespan	4.42	4.00	4.90	4.43
2.F.4.b	Understands approaches for conceptualizing the interrelationships among & between work, mental well-being & other life roles & factors	4.56	4.10	4.90	4.54
2.F.5.a	Understands/uses counseling theories and models	4.36	4.00	5.00	4.41
2.F.6.d	Demonstrates characteristics & functions of effective group leaders	4.31	4.00	4.90	4.37
2.F.7.i	Effective use of assessments relevant to academic/educational, career, personal & social development	4.29	3.90	4.80	4.31
2.F.8.j	Demonstrates ethical & culturally relevant strategies for conducting, interpreting, and reporting the results of research or program evaluations	4.50	3.90	5.00	4.48
5.C.1.c	Understands/uses principles, models & documentation formats of biopsychosocial case conceptualization & treatment planning	4.53	n/a	n/a	4.53
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	4.39	n/a	n/a	4.39
5.C.3.a	Effective at conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, & psychological assessments for treatment planning & caseload management	4.50	n/a	n/a	4.50
5.F.1.b	Applies theories & models of family systems & dynamics	n/a	4.20	n/a	4.20
5.F.2.k	Understands interactions of career, life & gender roles on marriages, couples & families	n/a	4.00	n/a	4.00
5.F.3.a	Conducts assessment, evaluation, & case management for working with individuals, couples & families from a system perspective	n/a	4.00	n/a	4.00
5.G.1.b	Applies models of school counseling programs	n/a	n/a	5.00	5.00
5.G.2.a	Understands school counselor roles as leaders, advocates & systems change agents in P-12 schools	n/a	n/a	4.90	4.90

5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies & differentiated instructional strategies	n/a	n/a	4.90	4.90
PO 1	Uses a culturally sustaining & ecological-systems framework in conceptualizing student's presenting issues & needs (Duquesne program objective #1)	n/a	n/a	5.00	5.00
PO 3	Understands & demonstrates use of counseling theories in conceptualizing & providing individual & group counseling & consultation to helpees & their important others (Duquesne program objective #3)	n/a	n/a	5.00	5.00
CCS-R-1.A	Nonverbal skills: Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence	4.56	4.40	4.90	4.59
CCS-R-1.B	Encouragers: Includes minimal encouragers & door openers such as "Tell me more about...", "Hmm"	4.56	4.60	5.00	4.64
CCS-R-1.C	Questions: Use of appropriate open & closed questioning	4.54	4.30	5.00	4.57
CCS-R-1.D	Reflecting, paraphrasing: Basic reflection of content-paraphrasing	4.67	4.50	4.90	4.68
CCS-R-1.E	Reflecting: Reflection of feelings	4.53	4.60	5.00	4.63
CCS-R-1.F	Reflecting-Summarizing: Summarizing content, feelings, behaviors, & future plans	4.47	4.50	5.00	4.57
CCS-R-1.G	Advanced Reflection (Meaning): Advanced reflection of meaning, including values & core beliefs	4.39	4.00	5.00	4.43
CCS-R-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies	4.19	3.60	4.90	4.21
CCS-R-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals	4.44	4.20	4.90	4.48
CCS-R-1.J	Focus of Counseling: Counselor focused (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	4.33	3.90	5.00	4.38
CCS-R-1.K	Facilitate therapeutic environment-Empathy & caring: Express accurate empathy & care; Counselor is "present" & open to clients (includes immediacy & concreteness)	4.60	4.80	5.00	4.71
CCS-R-1.L	Facilitate therapeutic environment-Respect & compassion: Counselor expresses appropriate respect & compassion for clients	4.58	4.60	5.00	4.66
CCS-R-2.A	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practicing within competencies	4.50	4.50	5.00	4.59
CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborate with others	4.67	4.70	5.00	4.73
CCS-R-2.C	Professional & personal boundaries: Maintain appropriate boundaries with supervisors, peers, & clients	4.50	4.60	5.00	4.61
CCS-R-2.D	Knowledge & adherence to site & course policies: Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	4.68	4.00	5.00	4.52
CCS-R-2.E	Record keeping & task completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report	4.53	3.80	5.00	4.54

CCS-R-2.F	Multicultural competence in counseling relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) & awareness of & responsiveness to ways in which culture interacts with the counseling relationship	4.50	4.20	4.90	4.52
CCS-R-2.G	Emotional stability & self-control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect & self-control (i.e., impulse control) in relationships with clients	4.60	4.40	5.00	4.64
CCS-R-2.H	Motivated to learn & grow/initiative: Demonstrates engagement in learning & development of his or her counseling competencies	4.72	4.50	4.90	4.71
CCS-R-2.I	Openness to feedback: Responds non-defensively & alters behavior in accordance with supervisor &/or instructor feedback	4.67	4.40	5.00	4.68
CCS-R-2.J	Flexibility & adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	4.61	4.20	5.00	4.61
CCS-R-2.K	Congruence & genuineness: Demonstrates ability to be present & "be true to oneself"	4.69	4.50	5.00	4.71

University Supervisors' Evaluations of Master's Interns (GCNE 703-708)
Fall 2025, Spring 2026, & Summer 2026

5-Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)
NA - Not available.

CACREP Standard	Standard Description	Clinical (*n*=50)	Marriage, Couple & Family (*n*=5)	School (*n*=10)	Total (*n=65)*
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	4.20	4.40	5.00	4.34
2.F.2.b	Understands/applies theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	4.24	4.20	4.50	4.28
2.F.3.a	Applies theories of individual & family development across the lifespan	4.14	4.00	5.00	4.26
2.F.4.b	Understands approaches for conceptualizing the interrelationships among & between work, mental well-being & other life roles & factors	4.28	4.80	5.00	4.43
2.F.5.a	Understands/uses counseling theories & models	4.26	4.20	5.00	4.37
2.F.6.d	Demonstrates characteristics & functions of effective group leaders	4.21	4.20	4.80	4.32
2.F.7.i	Effective use of assessments relevant to academic/educational, career, personal & social development	4.20	4.60	5.00	4.37
2.F.8.j	Demonstrates ethical & culturally relevant strategies for conducting, interpreting, and reporting the results of research or program evaluations	4.16	4.40	5.00	4.32
5.C.1.c	Understands/uses principles, models & documentation formats of biopsychosocial case conceptualization & treatment planning	4.26	n/a	n/a	4.26
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	4.27	n/a	n/a	4.27
5.C.3.a	Effective at conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, & psychological assessments for treatment planning & caseload management	4.30	n/a	n/a	4.30
5.F.1.b	Applies theories & models of family systems & dynamics	n/a	3.80	n/a	3.80
5.F.2.k	Understands interactions of career, life & gender roles on marriages, couples & families	n/a	4.80	n/a	4.80
5.F.3.a	Conducts assessment, evaluation, & case management for working with individuals, couples & families from a system perspective	n/a	4.20	n/a	4.20
5.G.2.a	Understands school counselor roles as leaders, advocates & systems change agents in P-12 schools	n/a	n/a	5.00	5.00

5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies & differentiated instructional strategies	n/a	n/a	5.00	5.00
PO 1	Uses a culturally sustaining & ecological-systems framework in conceptualizing student's presenting issues & needs (Duquesne program objective #1)	n/a	n/a	4.90	4.90
PO 3	Understands & demonstrates use of counseling theories in conceptualizing & providing individual & group counseling & consultation to helpees & their important others (Duquesne program objective #3)	n/a	n/a	5.00	5.00
CCS-R-1.A	Nonverbal skills: Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence	4.35	4.60	5.00	4.45
CCS-R-1.B	Encouragers: Includes minimal encouragers & door openers such as "Tell me more about...", "Hmm"	4.50	4.60	5.00	4.57
CCS-R-1.C	Questions: Use of appropriate open & closed questioning	4.33	4.20	5.00	4.43
CCS-R-1.D	Reflecting, paraphrasing: Basic reflection of content-paraphrasing	4.52	4.60	5.00	4.60
CCS-R-1.F	Reflecting-Summarizing: Summarizing content, feelings, behaviors, & future plans	4.48	4.40	5.00	4.56
CCS-R-1.G	Advanced Reflection (Meaning): Advanced reflection of meaning, including values & core beliefs	4.26	4.80	5.00	4.59
CCS-R-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies	4.13	4.40	5.00	4.39
CCS-R-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals	4.30	3.80	5.00	4.24
CCS-R-1.J	Focus of Counseling: Counselor focused (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	4.38	4.80	5.00	4.45
CCS-R-1.K	Facilitate therapeutic environment-Empathy & caring: Express accurate empathy & care; Counselor is "present" & open to clients (includes immediacy & concreteness)	4.49	4.60	4.80	4.50
CCS-R-1.L	Facilitate therapeutic environment-Respect & compassion: Counselor expresses appropriate respect & compassion for clients	4.55	5.00	4.90	4.58
CCS-R-2.A	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practicing within competencies	4.22	5.00	5.00	4.64
CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborate with others	4.24	5.00	5.00	4.40
CCS-R-2.C	Professional & personal boundaries: Maintain appropriate boundaries with supervisors, peers, & clients	4.24	4.80	5.00	4.40
CCS-R-2.D	Knowledge & adherence to site & course policies: Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	4.32	4.80	4.90	4.40
CCS-R-2.E	Record keeping & task completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report	4.32	4.40	4.90	4.42

CCS-R-2.F	Multicultural competence in counseling relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) & awareness of & responsiveness to ways in which culture interacts with the counseling relationship	4.20	4.40	5.00	4.42
CCS-R-2.G	Emotional stability & self-control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect & self-control (i.e., impulse control) in relationships with clients	4.30	5.00	5.00	4.38
CCS-R-2.H	Motivated to learn & grow/initiative: Demonstrates engagement in learning & development of his or her counseling competencies	4.46	4.80	5.00	4.45
CCS-R-2.I	Openness to feedback: Responds non-defensively & alters behavior in accordance with supervisor &/or instructor feedback	4.46	5.00	5.00	4.58
CCS-R-2.J	Flexibility & adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	4.37	5.00	5.00	4.58
CCS-R-2.K	Congruence & genuineness: Demonstrates ability to be present & "be true to oneself"	4.44	5.00	5.00	4.52

Site Supervisor Evaluations of Master's Practicum (GCNE 661, 664, 665, 678) Students

Fall & Spring 2025-26 (Practicum is not conducted in Summer)

5-Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)
NA - Not available.

CACREP Standard	Standard Description	Clinical (*n*=25)	Marriage, Couple & Family (*n*=1)	School (*n*=4)	Total (*n=30)*
2.F.2.b	Understands/applies theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	4.00	4.00	4.75	4.10
2.F.3.a	Applies theories of individual & family development across the lifespan	3.96	5.00	4.50	4.07
2.F.4.b	Understands approaches for conceptualizing the interrelationships among & between work, mental well-being & other life roles & factors	4.04	5.00	4.75	4.17
2.F.5.a	Understands/uses counseling theories & models	4.08	4.00	5.00	4.20
2.F.6.d	Demonstrates characteristics & functions of effective group leaders	4.09	5.00	4.25	4.14
2.F.7.l	Understands & conducts use of assessments relevant for academic/educational, career, personal, & social development	4.14	5.00	4.50	4.23
5.C.1.c	Understands/uses principles, models & documentation formats of biopsychosocial case conceptualization & treatment planning	4.08	n/a	n/a	4.08
5.C.3.a	Conducts intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, & psychological assessments for treatment planning & caseload management	4.19	n/a	n/a	4.19
5.F.1.b	Uses theories & models of marriage, couple & family counseling	n/a	4.00	n/a	4.00
5.F.2.k	Understands interaction of career, life & gender roles on marriages, couples & families	n/a	4.00	n/a	4.00
5.F.2.k	Conducts assessment, evaluation & case management for working with individuals, couples & families from a systems perspective	n/a	5.00	n/a	5.00
PO 1	Uses a culturally sustaining & ecological-systems framework in conceptualizing student's presenting issues & needs (Duquesne program objective #1)	4.12	5.00	4.67	4.21
PO 3	Understands & demonstrates use of counseling theories in conceptualizing & providing individual & group counseling & consultation to helpees & their important others (Duquesne program objective #3)	4.16	5.00	4.50	4.23
CCS-R-1.A	Nonverbal skills: Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence	4.16	5.00	4.75	4.27
CCS-R-1.B	Encouragers: Includes minimal encouragers & door openers such as "Tell me more about...", "Hmm"	4.20	5.00	4.50	4.27
CCS-R-1.C	Questions: Use of appropriate open & closed questioning	4.12	4.00	4.50	4.17
CCS-R-1.D	Reflecting, paraphrasing: Basic reflection of content-paraphrasing	4.17	5.00	4.50	4.24

CCS-R-1.F	Reflecting-Summarizing: Summarizing content, feelings, behaviors, & future plans	4.20	5.00	4.25	4.23
CCS-R-1.G	Advanced Reflection (Meaning): Advanced reflection of meaning, including values & core beliefs	3.92	4.00	4.00	3.93
CCS-R-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies	3.78	5.00	4.33	3.76
CCS-R-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals	4.04	5.00	4.67	4.14
CCS-R-1.J	Focus of Counseling: Counselor focused (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	4.12	5.00	4.33	4.17
CCS-R-1.K	Facilitate therapeutic environment-Empathy & caring: Express accurate empathy & care; Counselor is "present" & open to clients (includes immediacy & concreteness)	4.36	5.00	5.00	4.47
CCS-R-1.L	Facilitate therapeutic environment-Respect & compassion: Counselor expresses appropriate respect & compassion for clients	4.52	5.00	5.00	4.60
CCS-R-2.A	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practicing within competencies	4.16	5.00	4.75	4.27
CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborate with others	4.40	5.00	4.50	4.43
CCS-R-2.C	Professional & personal boundaries: Maintain appropriate boundaries with supervisors, peers, & clients	4.56	5.00	4.75	4.60
CCS-R-2.D	Knowledge & adherence to site & course policies: Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	4.32	5.00	4.75	4.40
CCS-R-2.E	Record keeping & task completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report	4.28	5.00	4.25	4.30
CCS-R-2.F	Multicultural competence in counseling relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) & awareness of & responsiveness to ways in which culture interacts with the counseling relationship	4.21	4.00	4.50	4.24
CCS-R-2.G	Emotional stability & self-control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect & self-control (i.e., impulse control) in relationships with clients	4.32	5.00	4.75	4.40
CCS-R-2.H	Motivated to learn & grow/initiative: Demonstrates engagement in learning & development of his or her counseling competencies	4.56	5.00	4.50	4.57
CCS-R-2.I	Openness to feedback: Responds non-defensively & alters behavior in accordance with supervisor &/or instructor feedback	4.56	5.00	4.75	4.60
CCS-R-2.J	Flexibility & adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	4.40	5.00	4.75	4.47
CCS-R-2.K	Congruence & genuineness: Demonstrates ability to be present & "be true to oneself"	4.36	5.00	4.75	4.43

University Supervisor Evaluations of Master's Practicum (GCNE 661, 664, 665, 678) Students

Fall & Spring 2025-26 (Practicum is not conducted in Summer)

5-Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)
NA - Not available.

CACREP Standard	Standard Description	Clinical (*n*=30)	Marriage, Couple & Family (*n*=7)	School (*n*=4)	Total (*n=41)*
2.F.2.b	Understands/applies theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	4.47	3.71	4.00	4.29
2.F.3.a	Applies theories of individual & family development across the lifespan	4.33	3.71	4.00	4.20
2.F.4.b	Understands approaches for conceptualizing the interrelationships among & between work, mental well-being & other life roles & factors	4.57	4.00	4.00	4.42
2.F.5.a	Understands/uses theories & models of counseling	4.43	4.00	4.00	4.32
2.F.6.d	Demonstrates characteristics & functions of effective group leaders	4.47	4.00	4.00	4.34
2.F.7.l	Effective use of assessments relevant to academic/educational, career, personal & social development	4.30	4.00	4.00	4.23
5.C.1.c	Understands/uses principles, models & documentation formats of biopsychosocial case conceptualization & treatment planning	4.47	n/a	4.25	4.44
5.C.3.a	Effective at conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, & psychological assessments for treatment planning & caseload management	4.40	n/a	4.00	4.35
5.F.1.b	Applies theories & models of family systems & dynamics	n/a	3.57	n/a	3.57
5.F.2.k	Understands interactions of career, life & gender roles on marriages, couples & families	n/a	4.00	n/a	4.00
5.F.3.a	Conducts assessment, evaluation, & case management for working with individuals, couples & families from a system perspective	n/a	3.71	n/a	3.71
PO 1	Uses a culturally sustaining & ecological-systems framework in conceptualizing student's presenting issues & needs (Duquesne program objective #1)	4.43	3.71	4.00	4.27
PO 3	Understands & demonstrates use of counseling theories in conceptualizing & providing individual & group counseling & consultation to helpees & their important others (Duquesne program objective #3)	4.43	4.00	4.00	4.32
CCS-R-1.A	Nonverbal skills: Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence	4.47	3.71	4.00	4.29
CCS-R-1.B	Encouragers: Includes minimal encouragers & door openers such as "Tell me more about...", "Hmm"	4.43	4.00	4.00	4.32
CCS-R-1.C	Questions: Use of appropriate open & closed questioning	4.40	3.71	4.00	4.24
CCS-R-1.D	Reflecting, paraphrasing: Basic reflection of content-paraphrasing	4.57	4.14	4.00	4.29

CCS-R-1.F	Reflecting-Summarizing: Summarizing content, feelings, behaviors, & future plans	4.60	4.14	4.25	4.49
CCS-R-1.G	Advanced Reflection (Meaning): Advanced reflection of meaning, including values & core beliefs	4.40	3.86	4.00	4.27
CCS-R-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies	4.03	3.86	4.25	4.02
CCS-R-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals	4.63	3.71	4.25	4.44
CCS-R-1.J	Focus of Counseling: Counselor focused (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	4.43	3.71	4.25	4.29
CCS-R-1.K	Facilitate therapeutic environment-Empathy & caring: Express accurate empathy & care; Counselor is "present" & open to clients (includes immediacy & concreteness)	4.67	4.43	4.25	4.59
CCS-R-1.L	Facilitate therapeutic environment-Respect & compassion: Counselor expresses appropriate respect & compassion for clients	4.63	4.43	4.25	4.56
CCS-R-2.A	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practicing within competencies	4.37	4.00	4.00	4.27
CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborate with others	4.50	4.43	4.25	4.46
CCS-R-2.C	Professional & personal boundaries: Maintain appropriate boundaries with supervisors, peers, & clients	4.47	4.14	4.25	4.39
CCS-R-2.D	Knowledge & adherence to site & course policies: Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	4.40	4.00	4.25	4.32
CCS-R-2.E	Record keeping & task completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report	4.43	4.14	4.00	4.34
CCS-R-2.F	Multicultural competence in counseling relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) & awareness of & responsiveness to ways in which culture interacts with the counseling relationship	4.47	3.86	4.00	4.32
CCS-R-2.G	Emotional stability & self-control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect & self-control (i.e., impulse control) in relationships with clients	4.43	4.14	4.00	4.34
CCS-R-2.H	Motivated to learn & grow/initiative: Demonstrates engagement in learning & development of his or her counseling competencies	4.60	4.57	4.25	4.56
CCS-R-2.I	Openness to feedback: Responds non-defensively & alters behavior in accordance with supervisor &/or instructor feedback	4.47	4.43	4.25	4.44
CCS-R-2.J	Flexibility & adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	4.57	4.43	4.00	4.49
CCS-R-2.K	Congruence & genuineness: Demonstrates ability to be present & "be true to oneself"	4.60	4.57	4.00	4.54

University & Site Supervisors' Evaluations of Doctoral Practicum Students
Fall 2025 Semester

5-Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)
*University Supervisor evaluations were based on a 4-pt Likert Scale and will be updated for the 2026-27 AY

CACREP Standard	Standard Description	2025-Fall-Site Supervisor (*N*=5)	*2025-Fall-University Supervisor (*N*=0)
PO #1	Uses a culturally sustaining & ecological systems framework in conceptualizing clients' need presenting issues & needs	3.60	n/a
6.B.1.a & PO #3	Scholarly examination of theories relevant to counseling	3.60	n/a
6.B.5.j	Uses models & competencies for advocating for clients at the individual, system, & policy levels	3.60	n/a
CCS-R-Counseling Skills-1.A	Non-verbal counseling skills: body position, eye contact, posture, distance from client/student, vocal tone, pace	3.40	n/a
CCS-R-Counseling Skills-1.B	Encouragers: Includes minimal encourages & door openers such as "Tell me more about...", "Hmm"	3.40	n/a
CCS-R-Counseling Skills-1.C	Questions: Use of appropriate open & closed questioning	3.40	n/a
CCS-R-Counseling Skills-1.D & PO #4	Reflecting. paraphrasing: Basic reflect of content	3.80	n/a
CCS-R-Counseling Skills-1.E	Reflecting. reflection of feelings	3.80	n/a
CCS-R-Counseling Skills-1.G	Advanced Reflection-Meaning: Advanced reflection meaning, including values & core beliefs	3.40	n/a
CCS-R-Counseling Skills-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies	3.60	n/a

CCS-R-Counseling Skills-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate & attainable therapeutic goals		n/a
CCS-R-Counseling Dispositions-2.A & PO #2	ASCA, IAMFC, APA & NBCC; including practices within competencies	3.40	n/a
CCS-R-Counseling Dispositions-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborative with others	3.60	n/a
CCS-R-Counseling Dispositions-2.C	Professional & personal boundaries: Maintains appropriate boundaries with supervisors, peers, & clients	3.80	n/a
CCS-R-Counseling Dispositions-2.E	Record keeping & task completion: Completes all weekly recording keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	3.20	n/a
CCS-R-Counseling Dispositions-2.G	Emotional stability & control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	3.80	n/a

Site Supervisors' Evaluations of Doctoral Internship Students

5-Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)
n/a – not applicable or not available

CACREP Standard		2025-Fall (*N*=2)	2026-Spring (N=4)	2026-Summer (*N*=0)	2025-26 Total (N=6)
6.B.1.a & PO 3	Demonstrates deep understanding of theories relevant to counseling (Duquesne program objective #3)	4.50	4.75	n/a	4.67
PO 1	Uses a culturally sustaining & ecological systems framework in conceptualizing clients' need presenting issues & needs (Duquesne program objective #1)	4.50	4.75	n/a	4.67
6.B.2.c	Demonstrates understanding of roles & relationships related to clinical supervision	5.00	4.75	n/a	4.83

PO 5	Supports supervisees' ability to use active listening skills, counseling theories, culturally sustaining approaches, & an ecological-systems framework in working with clients/students & their important others (Duquesne program objective #5)	4.50	5.00	n/a	4.83
6.B.3.b	Understands/applies pedagogy & teaching methods relevant to counselor education	5.00	4.75	n/a	4.80
PO 6	Provides instruction that is informed by teaching methods, instructional & curriculum design, & evaluation methods (Duquesne program objective #6)	4.00	4.75	n/a	4.50
6.B.5.j & PO 8	Understands/uses models & competencies for advocating for clients at the individual, systems, & policy levels (Duquesne program objective #8)	4.50	5.00	n/a	4.83
CCS-R-1.A	Non-verbal counseling skills: body position, eye contact, posture, distance from client/student, vocal tone, pace (CCS-R-Counseling Skills-1.A)	5.00	5.00	n/a	5.00
CCS-R-1.B	Encouragers: Includes minimal encourages & door openers such as "Tell me more about...", "Hmm" (CCS-R-Counseling Skills-1.B)	5.00	5.00	n/a	5.00
CCS-R-1.C	Questions: Use of appropriate open & closed questioning (CCS-R-Counseling Skills-1.C)	5.00	5.00	n/a	5.00
CCS-R-1.D & PO 4	Reflecting. paraphrasing: Basic reflection of content (CCS-R-Counseling Skills-1.D & Duquesne program objective-4)	5.00	5.00	n/a	5.00
CCS-R-1.E	Reflecting. reflection of feelings (CCS-R-Counseling Skills-1.E)	5.00	5.00	n/a	5.00
CCS-R-1.G	Advanced Reflection-Meaning: Advanced reflection meaning, including values & core beliefs (CCS-R-Counseling Skills-1.G)	5.00	5.00	n/a	5.00
CCS-R-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies (CCS-R-Counseling Skills-1.H)	4.50	4.75	n/a	4.67
CCS-R-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate & attainable therapeutic goals (CCS-R-Counseling Skills-1.I)	5.00	4.75	n/a	4.83
CCS-R-2.A & PO 2	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practices within competencies (CCS-R-Counseling Dispositions-2.A & Duquesne program objective-2)	5.00	4.75	n/a	4.83
CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of	5.00	4.75	n/a	4.83

	colleagues & is able to effectively collaborative with others (CCS-R-Counseling Dispositions-2.B)				
CCS-R-2.C	Professional & personal boundaries: Maintains appropriate boundaries with supervisors, peers, & clients (CCS-R-Counseling Dispositions-2.C)	5.00	4.50	n/a	4.67
CCS-R-2.E	Record keeping & task completion: Completes all weekly recording keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report) (CCS-R-Counseling Dispositions-2.E)	4.00	4.50	n/a	4.33
CCS-R-2.G	Emotional stability & control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients (CCS-R-Counseling Dispositions-2.G)	4.50	4.75	n/a	4.67

University Supervisors' Evaluations of Doctoral Internship Students
Fall 2025, Spring 2026, Summer 2026 Semester

5-Point Likert Scale (5=Exceeds; 4=Meets; 3=Near; 2=Below, 1=Harmful)

CACREP Standard		2025-Fall (*N*=5)	2026- Spring (N=9)	2026-Summer (*N*=4)	2025-26 Total (N=18)
6.B.1.a	Demonstrates deep understanding of theories relevant to counseling (CACREP-6.B.1.a & Duquesne program objective #3)	4.20	4.44	5.00	4.36
PO 1	Uses a culturally sustaining & ecological systems framework in conceptualizing clients' need presenting issues & needs (Duquesne program objective #1)	4.20	4.22	5.00	4.64
6.B.2.c	Demonstrates understanding of roles & relationships related to clinical supervision (CACREP 6.B.2.c)	4.40	4.89	5.00	4.50
PO 5	Supports supervisees' ability to use active listening skills, counseling theories, culturally sustaining approaches, & an ecological-systems framework in working with clients/students & their important others (Duquesne program objective #5)	4.20	4.33	5.00	4.50
6.B.3.b	Understands/applies pedagogy & teaching methods relevant to counselor education (CACREP 6.B.3.b)	4.20	4.56	4.75	4.29
PO 6	Provides instruction that is informed by teaching methods, instructional & curriculum design, & evaluation methods (Duquesne program objective-6)	4.20	4.33	5.00	4.36
6.B.5.j	Understands/uses models & competencies for advocating for clients at the individual, systems, & policy levels (CACREP-6.B.5.j & Duquesne program objective #8)	4.00	4.44	5.00	4.36
CCS-R-1.A	Non-verbal counseling skills: body position, eye contact, posture, distance from client/student, vocal tone, pace (CCS-R-Counseling Skills-1.A)	4.00	4.44	5.00	4.36
CCS-R-1.B	Encouragers: Includes minimal encourages & door openers such as "Tell me more about...", "Hmm" (CCS-R-Counseling Skills-1.B)	4.00	4.44	5.00	4.36
CCS-R-1.C	Questions: Use of appropriate open & closed questioning (CCS-R-Counseling Skills-1.C)	4.20	4.56	5.00	4.43
CCS-R-1.D	Reflecting. paraphrasing: Basic reflection of content (CCS-R-Counseling Skills-1.D & Duquesne program objective-4)	4.20	4.56	5.00	4.43
CCS-R-1.E	Reflecting. reflection of feelings (CCS-R-Counseling Skills-1.E)	4.20	4.56	5.00	4.43

CCS-R-1.G	Advanced Reflection-Meaning: Advanced reflection meaning, including values & core beliefs (CCS-R-Counseling Skills-1.G)	4.20	4.44	5.00	4.43
CCS-R-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies (CCS-R-Counseling Skills-1.H)	4.00	4.11	5.00	4.14
CCS-R-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate & attainable therapeutic goals (CCS-R-Counseling Skills-1.I)	4.00	4.33	5.00	4.21
CCS-R-2.A & PO 2	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practices within competencies (CCS-R-Counseling Dispositions-2.A & Duquesne program objective #2)	5.00	4.89	5.00	4.93
CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborative with others (CCS-R-Counseling Dispositions-2.B)	4.80	4.56	5.00	4.64
CCS-R-2.C	Professional & personal boundaries: Maintains appropriate boundaries with supervisors, peers, & clients (CCS-R-Counseling Dispositions-2.C)	4.40	4.89	5.00	4.71
CCS-R-2.E	Record keeping & task completion: Completes all weekly recording keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report) (CCS-R-Counseling Dispositions-2.E)	4.20	4.89	5.00	4.64
CCS-R-2.G	Emotional stability & control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients (CCS-R-Counseling Dispositions-2.G)	4.80	4.78	5.00	4.86

Master's Counselor Education Students' Evaluations of Site Supervisors Practicum & Internship

Fall 2025, Spring 2026 & Summer 2026 Semesters

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

Items	(*n*=65)
The field site provided a variety of professional activities in keeping with the training & professional goals of the Counselor Education Program.	3.62
The field site population represented the type of population with whom the counselor trainee wants to work.	3.54
The field site exposed the trainee to all of the activities a regular employed counselor would experience (internship only).	3.72
The field site provided direct supervision by a trained qualified supervisor.	3.78
The field site personnel had experience in working with master's level counselor trainees.	3.65
Appropriate liaison activities occurred between the University and the field site supervisor.	3.72
Rate the quality and usefulness of onsite supervision.	3.68
Clients/Students were readily available at the site.	3.60
There was sufficient appropriate space to see clients/students at the site.	3.69
The site facilitated the accrual of direct counseling hours.	3.77

Master's Students' Evaluations of University Supervisors – Practicum & Internship

Fall 2025, Spring 2026 & Summer 2026 Semesters

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

	Fall 2025 (*n*=40)	Spring 2026 (*n*=27)	Summer 2026 (*n*=6)
1. Provided me with useful feedback regarding my counseling behavior.	3.80	3.89	3.83
2. Helped me feel at ease with the supervision process.	3.78	3.74	3.83
3. Provided me with specific help in areas I need to work on.	3.63	3.85	4.00
4. Enabled me to express my doubts about my counseling.	3.83	3.89	3.83
5. Helped me see my influence on the client.	3.75	3.93	3.83
6. Adequately emphasized my strengths and capabilities.	3.63	3.93	3.83
7. Made me feel accepted and respected as a person.	3.75	3.89	3.83
8. Was able to distinguish her/his own issues from mine.	3.63	3.89	3.83
9. Dealt appropriately with the affect in my counseling sessions.	3.78	3.96	3.83

10. Conveyed sufficient competence to engender my trust.	3.75	3.78	4.00
11. Appropriately addressed interpersonal dynamics between us.	3.75	3.78	4.00
12. Was open to my input & feedback about what was helpful.	3.83	3.81	4.00
13. Helped reduce my defensiveness by his/her style.	3.60	3.73	4.00
14. Enabled me to express my opinions about my counseling.	3.86	3.93	4.00
15. Challenged me to accurately perceive the thoughts, feelings, and goals of my client and myself during counseling.	3.75	3.93	3.83
16. Helped me to develop increased skills in self-supervision through the use of counseling tapes.	3.73	3.81	3.83
17. Helped me understand and be aware of my counseling behavior and how they influence my work with clients	3.78	3.89	3.83
18. Helped me address my anxiety related to my counseling work	3.75	3.85	4.00
19. Overall, I found supervision to be helpful to me during practicum or internship.	3.73	3.78	4.00

Master's Counselor Education Students' Evaluations of Group Counseling Lab Facilitators

Spring 2026 Semester

5-Point Likert Scale (5=Exceeds Expectations; 4= Meets Expectations; 3= Near Expectations; 2= Below Expectations; 1=Harmful)

Items	Mean (*n*=21)
Use of nonverbal skills: Includes body position, eye contact, posture, distance, voice tone, rate of speech, use of silence (CCS-R-1.a)	4.57
Questions-Use of appropriate open & closed questioning (CCS-R-1.c)	4.67
Reflecting: Basic reflection of content/paraphrasing (CCS-R-I-D)	3.55
Reflecting-Reflection of Feelings (CCS-R-I.E)	4.38
Reflecting-Summarizing (CCS-R-I.F)	4.53
Advanced Reflection-Meaning: Advanced reflection of meaning, including values & core beliefs (CCS-R-I.G)	4.48
Goal-Setting: Encouraged students to establish appropriate & attainable goals for group (CCS-R-I.I)	4.62
Facilitated an Environment of Empathy & Caring (CCS-R-I.K)	4.76
Facilitated an Environment of Respect & Compassion (CCS-R-I.L)	4.81
Professional Ethics: Adheres to ethical guidelines (CCS-R-2.A)	4.86
Professional Behavior: Behaves in a professional manner (CCS-R-2.B)	4.76
Professional & Personal Boundaries (CCS-R-2.C)	4.81
Multicultural Competence: Demonstrates respect for culture (CCS-R-2.F)	4.76

Emotional Stability & Self-Control (CCS-R-2.G)	4.81
Openness to Feedback: Responds non-defensively & alters behavior (CCS-R-2.I)	4.81
Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events & new situations (CCS-R-2.J)	4.76
Congruence & Genuineness: Demonstrates ability to be present & "true to oneself" (CCS-R-2.K)	4.86

Exit Survey – Master's Counselor Education Students

Fall 2025, Spring 2026 & Summer 2026 Semesters

5-point Likert scale: 5=Highly Effective, 4=Effective, 3=Neutral, 2=Somewhat Effective, 1=Ineffective

CACREP standard	*5=Highly Effective, 4=Effective, 3=Neutral, 2=Somewhat Effective, 1=Ineffective*	*Fall – Summer (N=8)*	*CMHC (N=4)*	*SCH (N=4)*	*MCFC (N=0)*
PO 1	Use a culturally sustaining and ecological-systems framework in conceptualizing client's/student's presenting issues and needs.	4.13	3.75	4.50	n/a
PO 2	Understand and follow legal and ethical standards.	4.63	4.50	4.75	n/a
PO 3	Understand and demonstrate use of counseling theories in conceptualizing and providing individual and group counseling and consultation to clients/students and their important others.	4.50	4.50	4.50	n/a
PO 4	Effectively use active listening skills in forming professional helping relationships with clients/students and their important others.	4.75	4.75	4.75	n/a
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	3.88	3.75	4.00	n/a
2.F.2.b	Understands/applies theories & models of multicultural counseling, cultural identity development, & social justice & advocacy	4.25	4.00	4.50	n/a
2.F.3.a	Understands/applies theories of individual & family development across the lifespan	4.38	4.25	4.50	n/a
2.F.4.b	Understands approaches to conceptualizing the interrelationships among & between work, mental well-being, relationships & other life roles & information systems	4.50	4.00	5.00	n/a
2.F.5.a	Understands/demonstrates counselor characteristics & behaviors that influence the counseling process	4.63	4.50	4.75	n/a
2.F.6.d	Understands/demonstrates characteristics & functions of effective group leaders	4.50	4.00	5.00	n/a
2.F.7.l	Understands/conducts use of assessments relevant for academic/educational, career, personal, & social development	4.50	4.00	5.00	n/a
2.F.8.j	Understands/uses ethical & culturally relevant strategies for conducting, interpreting & reporting the results of research &/or program evaluation	4.38	3.75	5.00	n/a

5.C.1.c	Understands/uses principles, models & documentation formats of biopsychosocial case conceptualization & treatment planning	4.25	4.25	n/a	n/a
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	3.75	3.75	n/a	n/a
5.C.3.a	Conducts intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management	4.00	4.00	n/a	n/a
5.G.1.b	Understands models of school counseling programs	4.00	n/a	4.00	n/a
5.G.2.a	Understands school counselor roles as leaders, advocates & systems change agents in P-12 schools	4.25	n/a	4.25	n/a
5.G.3.f	Applies techniques of personal/social counseling in school settings	4.50	n/a	4.50	n/a
5.F.1.b	Uses theories & models of marriage, couple & family counseling	n/a	n/a	n/a	n/a
5.F.2.k	Understands interactions of careers, life & gender roles on marriages, couples & families	n/a	n/a	n/a	n/a
5.F.3.a	Conducts assessment, evaluation, & case management for working with individuals, couples & families from a systems perspective	n/a	n/a	n/a	n/a
CCS-R-1.A	Non-verbal counseling skills: body position, eye contact, posture, distance from client/student, vocal tone, pace (CCS-R-Counseling Skills-1.A)	4.71	5.00	4.50	n/a
CCS-R-1.B	Encouragers: Includes minimal encourages & door openers such as "Tell me more about...", "Hmm" (CCS-R-Counseling Skills-1.B)	4.50	4.50	4.50	n/a
CCS-R-1.C	Questions: Use of appropriate open & closed questioning (CCS-R-Counseling Skills-1.C)	4.50	4.50	4.50	n/a
CCS-R-1.D	Reflecting. paraphrasing: Basic reflection of content (CCS-R-Counseling Skills-1.D & Duquesne program objective-4)	4.75	4.75	4.75	n/a
CCS-R-1.E	Reflecting. reflection of feelings (CCS-R-Counseling Skills-1.E)	4.63	4.50	4.75	n/a
CCS-R-1.G	Advanced Reflection-Meaning: Advanced reflection meaning, including values & core beliefs (CCS-R-Counseling Skills-1.G)	4.38	4.00	4.75	n/a
CCS-R-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies (CCS-R-Counseling Skills-1.H)	4.25	4.25	4.25	n/a
CCS-R-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate & attainable therapeutic goals (CCS-R-Counseling Skills-1.I)	4.50	4.75	4.25	n/a
CCS-R-1.J	Focus of Counseling: Counselor focused (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	4.50	4.50	4.50	n/a
CCS-R-1.K	Facilitate therapeutic environment-Empathy & caring: Express accurate empathy & care; Counselor is "present" & open to clients (includes immediacy & concreteness)	4.63	4.75	4.50	n/a
CCS-R-1.L	Facilitate therapeutic environment-Respect & compassion: Counselor expresses appropriate respect & compassion for clients	4.63	4.75	4.50	n/a
CCS-R-2.A	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practicing within competencies	4.63	4.75	4.50	n/a

CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborate with others	4.75	5.00	4.50	n/a
CCS-R-2.C	Professional & personal boundaries: Maintain appropriate boundaries with supervisors, peers, & clients	4.75	4.75	4.75	n/a
CCS-R-2.D	Knowledge & adherence to site & course policies: Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	4.50	4.50	4.50	n/a
CCS-R-2.E	Record keeping & task completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report	4.00	4.00	4.00	n/a
CCS-R-2.F	Multicultural competence in counseling relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) & awareness of & responsiveness to ways in which culture interacts with the counseling relationship	4.50	4.50	4.50	n/a
CCS-R-2.G	Emotional stability & self-control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect & self-control (i.e., impulse control) in relationships with clients	4.38	4.00	4.75	n/a
CCS-R-2.H	Motivated to learn & grow/initiative: Demonstrates engagement in learning & development of his or her counseling competencies	4.63	4.50	4.75	n/a
CCS-R-2.I	Openness to feedback: Responds non-defensively & alters behavior in accordance with supervisor &/or instructor feedback	4.50	4.25	4.75	n/a
CCS-R-2.J	Flexibility & adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	4.63	4.75	4.50	n/a
CCS-R-2.K	Congruence & genuineness: Demonstrates ability to be present & "be true to oneself"	4.75	5.00	4.50	n/a

Exit Survey – Doctoral Counselor Education Students
Fall 2025, Spring 2026 & Summer 2026 Semesters

	2025 Fall 2026 Spring 2026 Summer (*N*=0)
Use a culturally sustaining and ecological-systems framework in conceptualizing client's/student's presenting issues and needs.	n/a
Understand and following legal and ethical standards.	n/a
Understand and demonstrate use of counseling theories in conceptualizing and providing individual and group counseling and consultation to clients/students and their important others.	n/a
Effectively use active listening skills in forming professional helping relationships with clients/students and their important others.	n/a
Support supervisee's ability to use active listening skills, counseling theories, culturally sustaining approaches, and an ecological-systems framework in working with clients/students & their important others.	n/a
Provide instruction that is informed by teaching methods, instructional and curriculum design, and evaluation methods.	n/a
Conduct qualitative and quantitative research and follow standards of professional writing.	n/a
Use theories and strategies in advocating for the counseling profession and client's/student's needs.	n/a
Demonstrates deep understanding of theories relevant to counseling (6.B.1.a)	n/a
Demonstrates understanding of roles & relationships related to clinical supervision (6.B.2.c)	n/a
Develops a personal style of clinical supervision (6.B.2.e)	n/a
Understands/applies pedagogy & teaching methods relevant to counselor education (6.B.3.b)	n/a
Understands/uses ethical & culturally relevant strategies for conducting research (6.B.4.l)	n/a
Understands/uses models & competencies for advocating for clients at the individual, system, & policy levels (6.B.5.j)	n/a

Master's Counselor Education Applicant Evaluations – Fall 2026 Semester

	3 Point Likert Scale (3=Good; 2=Fair; 1=Poor)	
CACREP Standard	Items	2026 Fall (*N*=88)
1.L.1	Relevance of career goals	2.86
1.L.2	Aptitude for graduate level study	2.77
I.L.3	Potential for success for forming effective counseling relationships	2.78
I.L.4	Respect for cultural differences	2.87

Doctoral Counselor Education Applicant Evaluations – Fall 2026 Semester

3 Point Likert Scale (3=Good; 2=Fair; 1=Poor)		
CACREP Standard	Items	Mean (*N*=36)
6.A.3.a	Academic aptitude for doctoral level study	2.33
6.A.3.b	Previous professional experience	2.50
6.A.3.c	Fitness for the counseling profession, including self-awareness & emotional stability	2.28
6.A.3.d	Oral & Written Communication Skills	2.28
6.A.3.e	Cultural Sensitivity & Awareness	2.39
6.A.3.f	Potential for scholarship, professional leadership & advocacy	2.17

Master's Counselor Education Students Candidacy
(completed by Counselor Education instructors in the semester in which student completes first 6 or more credits)
Fall 2025

5-point Likert scale: 5=Highly Effective, 4=Effective, 3=Neutral, 2=Somewhat Effective, 1=Ineffective

CACREP standard	*5=Highly Effective, 4=Effective, 3=Neutral, 2=Somewhat Effective, 1=Ineffective*	*Fall – Summer (N=53)*	*CMHC (N=38)*	*SCH (N=7)*	*MCFC (N=7)*
CCS-R-2.A	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practicing within competencies	3.92	3.98	3.79	3.95
CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborate with others	4.00	4.08	3.86	3.96
CCS-R-2.C	Professional & personal boundaries: Maintain appropriate boundaries with supervisors, peers, & clients	3.94	3.99	3.82	4.04
CCS-R-2.D	Knowledge & adherence to site & course policies: Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	4.01	4.04	3.93	4.02
CCS-R-2.E	Record keeping & task completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report	4.09	4.16	3.93	4.11
CCS-R-2.F	Multicultural competence in counseling relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) & awareness of & responsiveness to ways in which culture interacts with the counseling relationship	3.98	4.09	3.79	4.00
CCS-R-2.G	Emotional stability & self-control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect & self-control (i.e., impulse control) in relationships with clients	3.92	3.98	3.79	3.96
CCS-R-2.H	Motivated to learn & grow/initiative: Demonstrates engagement in learning & development of his or her counseling competencies	4.16	4.24	3.71	4.20
CCS-R-2.I	Openness to feedback: Responds non-defensively & alters behavior in accordance with supervisor &/or instructor feedback	4.00	4.04	3.81	4.15
CCS-R-2.J	Flexibility & adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	3.91	3.97	3.75	3.96
CCS-R-2.K	Congruence & genuineness: Demonstrates ability to be present & "be true to oneself"	4.08	4.12	3.79	4.14

Pre-Fieldwork Initiation Evaluations
(completed by Counselor Education instructors in the semester prior to student entering practicum)
Fall 2025 & Spring 2026 Semesters

5-Point Likert Scale:
5 - Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).
4 -Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).
3 - Demonstrates inconsistency in his or her nonverbal communication skills.
2 - Demonstrates limited nonverbal communication skills.
1 - Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.

	Items	FA25 & SP26 (n=51)
CCS-R-1.A	Non-verbal counseling skills: body position, eye contact, posture, distance from client/student, vocal tone, pace (CCS-R-Counseling Skills-1.A)	4.04
CCS-R-1.B	Encouragers: Includes minimal encourages & door openers such as "Tell me more about...", "Hmm" (CCS-R-Counseling Skills-1.B)	4.04
CCS-R-1.C	Questions: Use of appropriate open & closed questioning (CCS-R-Counseling Skills-1.C)	4.00
CCS-R-1.D	Reflecting. paraphrasing: Basic reflection of content (CCS-R-Counseling Skills-1.D & Duquesne program objective-4)	3.97
CCS-R-1.E	Reflecting. reflection of feelings (CCS-R-Counseling Skills-1.E)	3.98
CCS-R-1.G	Advanced Reflection-Meaning: Advanced reflection meaning, including values & core beliefs (CCS-R-Counseling Skills-1.G)	3.93
CCS-R-1.H	Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies (CCS-R-Counseling Skills-1.H)	3.97
CCS-R-1.I	Goal setting: Counselor collaborates with clients to establish realistic, appropriate & attainable therapeutic goals (CCS-R-Counseling Skills-1.I)	4.01
CCS-R-1.J	Focus of Counseling: Counselor focused (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	4.05
CCS-R-1.K	Facilitate therapeutic environment-Empathy & caring: Express accurate empathy & care; Counselor is "present" & open to clients (includes immediacy & concreteness)	4.00
CCS-R-1.L	Facilitate therapeutic environment-Respect & compassion: Counselor expresses appropriate respect & compassion for clients	4.00
CCS-R-2.A	Professional ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA & NBCC; including practicing within competencies	4.27
CCS-R-2.B	Professional behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful & appreciative to the culture of colleagues & is able to effectively collaborate with others	4.08
CCS-R-2.C	Professional & personal boundaries: Maintain appropriate boundaries with supervisors, peers, & clients	4.02

CCS-R-2.D	Knowledge & adherence to site & course policies: Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	4.05
CCS-R-2.E	Record keeping & task completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report	4.30
CCS-R-2.F	Multicultural competence in counseling relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) & awareness of & responsiveness to ways in which culture interacts with the counseling relationship	4.26
CCS-R-2.G	Emotional stability & self-control: Demonstrates self-awareness & emotional stability (i.e., congruence between mood & affect & self-control (i.e., impulse control) in relationships with clients	4.15
CCS-R-2.H	Motivated to learn & grow/initiative: Demonstrates engagement in learning & development of his or her counseling competencies	4.02
CCS-R-2.I	Openness to feedback: Responds non-defensively & alters behavior in accordance with supervisor &/or instructor feedback	4.14
CCS-R-2.J	Flexibility & adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	4.27
CCS-R-2.K	Congruence & genuineness: Demonstrates ability to be present & "be true to oneself"	4.05

Program Modifications

Following a review of the 2025-26 annual report, the counselor education faculty agreed to implement the program modifications listed below during the course of the 2026-27 academic year.

1. To address lower scores for doctoral applicants' potential and doctoral students' performance in research competencies, Doctoral Dissertation Seminar (CESD 842) has been added to the curriculum.
2. To address students' concerns regarding the placement process, the faculty agreed to ensure that the list of fieldwork sites are regularly updated, and that we will survey students' perceptions regarding the program's effectiveness in supporting students in the fieldwork placement process, and this fulfills a new CACREP requirement.
3. To address students' qualitative feedback, the program each year will host a networking event at the Pennsylvania Counselor Association (PCA) conference.
4. To increase students' participation in the exit surveys, the program will administer the exit surveys for master's students in a class which students are taking in their final semester, and will determine a method for more effectively administering the exit survey to graduating doctoral students.