



WARNER
SCHOOL OF EDUCATION

UNIVERSITY *of* ROCHESTER

COUNSELING AND HUMAN DEVELOPMENT PROGRAM

2016-2017
CACREP SYSTEMATIC EVALUATION REPORT

M.S. SCHOOL COUNSELING
M.S. COMMUNITY MENTAL HEALTH COUNSELING
Ph.D. COUNSELING AND COUNSELOR EDUCATION
Ed.D. COUNSELING

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COUNSELING PROGRAM MISSION

The mission of the Counseling Program at the Warner School of Education and Human Development is two-fold:

To educate counselors who will empower their clients and students to create more rewarding and meaningful lives and relationships; become more self-reflective, caring and compassionate persons; and contribute to reform of the systems in which their lives are imbedded.

To prepare counselor educators, researchers, practitioners and leaders in the counseling profession who will educate the next generation of counselors to do all of the above; contribute new knowledge in the fields of counseling, counselor education and human development; and be leaders in reforming educational and social systems to promote social justice, healthy human development, and quality relationships.

This mission is based on an ecological perspective of professional counseling that acknowledges the importance of personal development, but also recognizes that individual lives are imbedded in a variety of personal and extended relationships and social systems. Within this perspective, we:

- See human development, counseling and education in a historical, cultural and social context
- Work to foster healthy development across the life course and across a diversity of capabilities
- See the integration of biological, psychological and social intervention as an essential foundation for enduring and just human development and change.
- Recognize the counselor's role as an agent of institutional change and social justice as well as personal empowerment
- Recognize the diversity of traditions, disciplines, practices and cultures that generate the wealth of counseling resources and welcome difference and innovation
- Use the latest research to guide best practice and intervention strategies

INTRODUCTION TO THE YEARLY SYSTEMIC PROGRAM EVALUATION REPORT

The Counseling Program at the University of Rochester's Margaret Warner Graduate School of Education and Human Development, in its striving to maintain excellence, is engaged in ongoing comprehensive program evaluation activities. These activities aim to do the following in regard to evaluating programmatic and curricular activities:

- Capture the wisdom of the full range of program stakeholders including those whom we have the honor of teaching as well as those to whom we owe a debt of gratitude for your generosity and commitment to joining us in training the next generation of counselors and counselor educators.
- Collect data that ensures that our instruction and clinical experiences provide students with the tools that they need to development the full range of competencies required by the Council for the Accreditation of Counseling and Educationally Related Programs (CACREP).
- Provide a sound platform for remediation of current practices and polices while building a vision for the future that is informed by the lived experiences of dedicated clinical professionals and the students that we serve.
- Offer prospective students and the public a window into the operation of our department and the successes and challenges we have faced in training future counseling professionals.

In this spirit, this document is comprised of data that has been gathered from multiple sources over the course of approximately 12 months. It is our intention to keep the data in this report current through our ongoing program evaluation activities. Thus, this report should be considered a snapshot of our program structure and function, which we view as a dynamic organism that is constantly evolving in response to environmental changes and challenges.

It is our hope that as we move toward the future, those of you who have generously given your time to provide the valuable feedback that has made this evaluation possible, will kindly continue to provide us with guidance. It is also our hope that you will use the faculty phone numbers and email addresses on our website to stay in communication with us on an on-going basis. For those of you who are new to the Warner School or just interested observers, we welcome you.

Sincerely,

The Warner School Counseling Faculty

THE DATA SOURCES USED IN THIS REPORT

The following graphic is a general representation of the sources of data used for this report. As we share our data with you, we will use utmost precaution to protect the identity of any of our contributors. Likewise, we will not be reporting on any data that pertain to individual faculty or students—these are matters that are deliberated and resolved on an individual basis and in a manner that maintains confidentiality.



This report is divided into four sections. In the first section we describe the assessment tools and activities, as outlined in the illustration above, which we use to collect our data. We also provide key findings from each of these data points for the current year. In the second section we outline the program changes that we have already implemented in response to the feedback and other assessment data that we have gathered. In the third section we provide an accounting of those areas in need of attention that have been addressed or will become the focus of our remediation efforts in the coming months. Finally, in the last section, we will highlight some of the basic principles that will guide us as we move forward.

1. Student Feedback Through Informal Meetings and Class Evaluations

This data source is comprised of three distinct streams. The first stream refers to feedback that each faculty member brings to our department meetings that emanates from our contacts with individual students. The second stream comes from the qualitative and quantitative feedback that we receive on the class evaluations that all students are asked to complete at the end of each semester. The third stream results from evaluations that students participating in internship and practicum complete on all three of their supervisors (site supervisor, small group supervisor, tape supervisor). We find that much of what we hear through each of these information streams results in mutual corroboration.

We are proud to report that students continue to rate our counseling classes very highly. For the 2016-2017 academic year, students in our program, on average, rated statements about the courses and instructors as 4.48 out of a 5 point scale ([click here to see Table 1, Summary of CACREP Course Evaluations](#)). This score is consistent with the ratings from the last two years. Furthermore, consistent with the 2014-15 and 2015-16 ratings, no notable patterns or trends emerge when the data are disaggregated by course and program. These quantitative findings corroborate the evidence our faculty have received from their conversations with students about their classroom experiences. Given the high teaching ratings, we plan to continue with much of our current approach to teaching, but will also consider new ways to improve delivery of instruction. For example, we continue to increase our efforts regarding pedagogical approaches. More specifically, we are striving to offer a diversity of didactic and experiential learning opportunities and to increase the use of creative technologies. We are also striving to ensure that our doctoral students, who are often given teaching responsibilities, have exposure to cutting edge classroom technologies and reflective teaching practices. Many of our doctoral students are choosing to imbed coursework from a certificate program offered by the Warner School in online learning. Although our evaluations have remained positive through this entire accreditation period, we are continually monitoring evaluations and student feedback for areas in need of improvement.

Additionally, we collect data from students in which they evaluate all of their supervisors (site supervisors, small group supervisors, and tape supervisors).

These data are important in helping us select appropriate sites and site supervisors and to address problematic experiences that may arise. The data may be used to either choose alternative sites or supervisors, or select appropriate training or other interventions to address student concerns. Like our teaching evaluations, students, overall, rate their experiences with their supervisors highly. On average, students this year rated their experiences with their practicum and internship sites and supervisors as 3.55 out of 4 ([click here to see Table 2, Summary of site and site supervisor evaluations](#)). While these ratings overall, were quite positive, they did signal that we should consider how students can get more access to group work and to assessment-related experiences. Small group supervisors were rated, on average, 3.75 out of 4 ([click here to see Table 3, Summary of Small Group Supervisor Evaluations](#)), and no areas for immediate improvement emerged from the findings. Students uniformly found their supervisors to be supportive, responsive, knowledgeable and able to stimulate critical reflection. Tape supervisors were also rated quite highly at 3.79 out of 4 ([Click here to see table 4, Summary of Tape Supervisor Evaluations](#)). Again, as was true for the Small Group Supervisor Evaluation, no areas for immediate improvement emerged from the findings. Overall, the already high scores for supervisors did not change significantly from last year. We note that each of the three supervisor evaluations also includes qualitative data from students, which is also carefully evaluated by program faculty. In order to protect student and supervisor confidentiality, we do not post the qualitative data. Overall, we are pleased with the high level of supervisee satisfaction with all their supervisors and will continue to implement the same process for training and supporting our supervisors. We will also continue to monitor our supervisors with the intent of fine tuning our current system

2. Ongoing Collection of Student Assessments Using CACREP 2009 Standards-Based Rubrics

As many individuals reading this report are aware, CACREP has a comprehensive set of standards that all programs seeking accreditation must implement. These standards, in addition to requiring that programs to meet certain expectations concerning how they are structured internally and supported by the larger institutions in which they are embedded, also have highly specified standards that relate to the curriculum that shapes the coursework at the master's and doctoral levels of our training program. The assessment outcomes in this 2016-2017 Annual Report are based on the 2009 Standards. The full set of 2009 Standards can be accessed at www.cacrep.org. Beginning in 2017-2018, we will be utilizing a new set of standards, the 2016 CACREP Standards, which can also be accessed at www.cacrep.org

To demonstrate that curricular standards are indeed being implemented, students, in addition to receiving a grade for a class, are also rated on the standards that are represented in a given course. These rating are useful for a number of purposes. First, they allow us to track individual student progress over time and to identify

areas of weakness for individual students. Second, they allow us to compare student performance on the standards with some of our other assessment tools. For example, it allows us to see whether our rating of our applicants at admissions is a good predictor of how they will perform as students. Third, it allows us to track strengths and weaknesses in our overall program delivery. Fourth, it ensures that we will not lose sight of our core commitment to delivering a curriculum that reflects the CACREP vision of core knowledge, professional identity, and clinical practice.

For the 2016-2017 academic year, students were rated, on average and across all standards, as a 3.52 out of a 4 point scale, representing an increase of .05 from the previous year. Overall, this number suggests that faculty and supervisors (supervisors ratings are woven into the internship evaluations) rate students as meeting the CACREP standards. Additionally, the overall increase of nearly one half of a point indicates that faculty rated students this year as better meeting the 2009 CACREP standards than the previous year. As always, professors who rate a student below a 3 on any given standard are expected to provide feedback to the student on how the student can improve in this core area. Concerns around how individual students may be failing CACREP core standards are also discussed at regular faculty meetings and in depth at our annual student review. Overall trends in ratings, especially standards where scores are consistently rated below a 3, are also discussed at our faculty meeting in order to discern proper interventions for increasing student proficiencies in those areas. Of particular concern for the 2016-2017 academic year were scores in the following areas: In School Counseling, SC-P.1 Knowledge of Comprehensive School Counseling Programs; in Community Mental Health Counseling, CMHC D.7, Knowledge of current recording keeping standards, and CMHC C9, Knowledge of professional issues; and for the doctoral programs in Counselor Education and Supervision, CS/CES IV.E.2, Qualitative Design and Analysis, and DS/CES-IV.E.3, Knowledge of Instrument Design. Strategies to address these concerns will be the subject of our first meeting of the 2017-2018 academic year. The overall average scores for all measured standards, for all three program areas can be found by [clicking here for Table 5, CACREP Course Rubrics, All Areas](#).

3. Student Narrative Feedback at the End of Internship

The feedback at the end of internship comes in the form of responses to open-ended questions about students' impressions of their respective programs and what suggestions for program improvement they have at that time. This particular form of feedback provides some of the richest and most detailed data that we collect. Students at this stage are in a place in their program that marks the dividing line between student and alumnus. This puts them in a place in their career trajectory where programmatic issues are still very salient and can be seen in a context that considers the entire program from the first class to the last client seen in internship.

In order to ensure student confidentiality, we do not post the qualitative data from this section. Rather, we will briefly outline the overall themes. Generally, the comments from both Mental Health and School Counseling students were very favorable. A theme that repeatedly emerged among students was that Warner faculty were typically caring and supportive. Many students expressed deep satisfaction with their internship experiences and internship supervisors, while others commented positively on the degree to which faculty challenged them to think reflectively about their clinical practice. Unlike the previous year when there were a number of students in the mental health program who mentioned feeling as if the cohort was “too large”, this cohort, which was smaller in size, made no mention of class size. Likewise, while the previous cohort mentioned having difficulty securing an internship at a site that was favorable to them, the responses for the 2016-2017 cohort did not reflect any issues concerning internship placement. One criticism that emerged was that we needed to offer more rigorous coursework in child and adolescent counseling issues. This summer, the child and adolescent course was expanded to include a number of important features including developmental psychopathology, infant mental health, emerging treatments for children experiencing early life trauma. In spite of many efforts to formally scaffold the capstone thesis project, several references were made to not feeling as though the process started early enough in the program. As a faculty, we will revisit the thesis process and consider other capstone alternatives. Several of the respondents expressed that they disliked the addition of online components to coursework. For this reason, faculty will be revisiting the use of online learning.

4. Alumni Survey

Each year we send a survey to our alumni to query their employment status and their perspectives about how well the program prepared them for the work of a professional counselor. Much of these data about licensure and employment status are included in our yearly vital statistics survey, which is posted annually in September. Therefore, we refer readers to our summary report of our vital statistics for information about job placements and licensure pass rates ([click here for a link to the most recent summary data from our vital statistics survey](#)). In this section we include data from alumni that focuses more on their experiences in the program and perceptions of how well the program prepared them for professional counseling.

In 2017, 12 student alumni responded to our alumni survey. 71.4% of the respondents said they were either “satisfied” (57.1%) or “very satisfied” (14.3%) with their Warner experiences and 71.5% of the respondents said that if they had to do it over again, they would either “definitely” (28.6%) or “probably” (42.9%) attend Warner. Although these ratings are quite favorable, the numbers are down from the previous year, when, for both of these measures, 100% were either satisfied or very satisfied. While the small number of respondents makes the data very sensitive to divergent responses from one or two participants, these results

necessitate further exploration. A faculty committee is being formed to study this drop in satisfaction and to make programmatic recommendations.

The alumni survey also asks a number of questions related to respondents' experiences and the degree to which they are satisfied with their training in a number of CACREP areas. Students had satisfaction ratings of 3.5 or above (on a scale of 1-4) in relation to their training in multicultural counseling, ability to generate responses in novel situation, communication and relationship skills, and areas related to professional identity, self-reflection, and professional behavior. Areas for improvement included issues related to organization of counseling session data and monitoring and documenting progress in the treatment plan. Plans to remedy these areas of concern are detailed in the section of this document entitled "Implemented Action Items" where we discuss the complete reconceptualization of our Pre-Practicum course.

Other areas that scored below a 3 included areas related to the cost of attendance, opportunities to publish with faculty, preparation for doctoral comprehensive examinations, teaching opportunities, and opportunities to conduct research. To help address the costs, the Warner School will continue its effort to increase scholarship funds for students in need. For information on how we are addressing the desire to publish, teach and gain more research experience, see the section of this document entitled, "Implementation of Action Items". [Click here to see table 6](#) for summary data of our alumni survey for 2016-2017.

5. Site Supervisor and Employers Surveys

The data in this part of our evaluation is a reflection of four separate surveys that are administered with the aim of capturing input from site supervisors and employers regarding their perceptions and evaluations of major aspects of our master's and doctoral level programs. Among other things, these surveys aim to gather from these important stakeholders how they think our students and graduates reflect the underlying principles of the Warner mission, which is articulated in the opening pages of this summary. In 2017, 23 site supervisors completed surveys ranking the preparation and performance of our student interns. Site supervisors, on average, rated our MS students as 3.22 out of 4 ([see table 7](#)), and our doctoral students at 3.27 out of 4 ([see table 8](#)). In addition, a total of 5 employers completed surveys about the quality of our alumni as professional counselors. On average, employers rated our MS graduates 3.15 out 4 ([see table 9](#)). We received no responses for our doctoral student employer survey for the 2016-2017 survey. A review of the responses to individual questions revealed areas that warrant attention at both the master's and doctoral levels. At the master's level, the first involves students' ability to integrate biological, psychological and social interventions in their work with clients; and the second relates to students' ability to use research, ethics and critical thinking to guide best practice. At the doctoral level, a score of 2.67 out of 4 related to students' ability to function as leaders and

advocates within their organization and profession (see “Implemented Action Items” for remediation strategies related to site supervisor surveys). The master’s level employers survey indicated concern with graduates’ use of research, ethics and critical thinking to guide best practice, and graduate’s ability to generate new knowledge for the profession? While some of these areas for concern have already been addressed (see the section of this document entitled “Implementation of Action Items”), others will become the subject of faculty discussion early this fall. Overall, even with the areas of concern, the findings from site supervisors and employers suggest our students are well prepared for their internships and professional counseling positions.

6. Ongoing Dialogue with Stakeholders Shared at Regular Faculty Meetings and in Other Forms of Deliberation

Faculty at regularly scheduled meetings and in more informal settings deliberates all of the data that are amassed through our various assessments. These meetings, along with the faculty annual retreat, provide a backdrop for faculty to exchange information, create informed policy decisions, consider individual student issues, and build a vision for the future.

The most urgent issue that we faced regarding stakeholder feedback that is not reported in other sections of this document related to mental health sites wanting to ensure protection of their clients taped sessions. In response to this, we have arranged to provide Box accounts for students to securely share their recordings with tape supervisors. Box is protected by the university and is HIPPA compliant.

Another important issue that emerged from dialogue with site supervisors is the need to train students to manage clients with more challenging presentations resulting from trauma, addiction, poverty and migration. This subject matter will be a focus of the counseling faculty meetings this fall.

7. Experiences of Adjunct and Affiliated Faculty

In our continuous systematic program evaluation the counseling program strives to maintain professional and supportive contact with our adjuncts (local clinical professionals with particular expertise) and affiliated faculty (advanced doctoral students whose development has been fostered to a level beyond Teaching Assistants/University Clinical Supervisors). We take both formal and informal occasions to garner their input and opinions concerning the ways we can support their teaching and professional growth. Due to the busy lives of our adjunct and affiliated faculty, we attempt to gather their input through on-line surveys. Our experience in trying to form focus groups is that logistical constraints preclude participation.

We currently conduct biannual evaluation of our adjunct faculty. Our last survey was in 2015-16, and showed that overall the outlook and participation of the Adjunct Faculty in the Counseling and Human Development has improved since the last time we surveyed them in 2013 ([see table 11](#)). The overall job satisfaction view has risen from a 50% outstanding/good rating to 91.6%. Likewise there has been an increase in the adjuncts view of the “support they receive from the chair, faculty and staff” and their “support in preparation for taking on a new class” from 25% outstanding/good to 100% and from 0% outstanding/good to 100% respectively. The area of Class Room Management Support (e.g. dealing with difficult students) has risen from 50% outstanding/good to 75% and there were no “disappointed” ratings. Although there were many areas of improvement, there are still areas of concern including: “feeling included in the decision making process for the department,” “knowledge about technical support” (e.g. Blackboard), and “remuneration.” To address these issues, the faculty have begun inviting adjunct faculty to meetings where the input is germane to planned discussions. To address the “technical support” issue, in collaboration with the rest of the Warner School, Adjunct Orientation sessions are offered at the start of each semester to assist in the use of technology and other issues. As for the remuneration issue, we continue to make known to the Warner School administration that the adjunct faculty would like to be better compensated.

IMPLEMENTATION OF ACTION ITEMS

This section highlights the ways in which the members of the Counseling and Human Development program, and in some cases the Warner School more broadly, have addressed concerns and suggestions gleaned from our program evaluation activities. All of the implemented changes in this section were predicated on information gleaned from one or several sources of data collection. While some of these changes are well established and have been permanently adopted, other implementation efforts are newly introduced and are still under considerable scrutiny.

Providing a Secure Online Site for Supervision Tapes: Supervisors in our Community Mental Health master’s program expressed their desire for us to create a secure site online site for deposition of tapes of counseling sessions carried out in various practicum and internship sites. In response to this request, we have created Box accounts for students to securely share their recordings with tape supervisors. Box was chosen specifically because it is secured by the University and is designed to comply with HIPPA standards.

Ongoing Effort to Increase Time at Mental Health Internship Sites: Based on feedback from our internship site supervisors in the community mental health counseling program, we have continued our efforts to expand the time that our students spend at internship sites. Rather than allowing students to complete their

practicum in one site and their internship in another, we are increasing our efforts to have students remain in a single site for the duration of practicum and internship. We decided that while this will limit the breadth of their training experiences, it will also provide students with more depth in a particular area. This effort diminishes the amount of site-specific orientation and training activities that need to occur when students change sites.

Improvements in Internship Records: The use of Blackboard continues to expand as a resource library for documents and professional resources for site supervisors and tape supervisors. We now have articles available on Blackboard on topics related to clinical supervision and special issues in counseling. This year, we kept all the practicum and internship assessment tools (weekly hours logs, supervisor assessments, session tape evaluations) and all supervisor assessments of students electronically on Blackboard. These materials are now fully on-line.

Expanding Curriculum in Psychopharmacology and the Biological Basis of Counseling: We have, for several years, received feedback from various stakeholders stating that students would be better prepared to enter clinical sites if they were more knowledgeable concerning issues related to psychopharmacology. Combining this request for more psychopharmacology with the need to modify curriculum to include CACREP and CASAC standards referencing biological and neurobiological issues related to disorder etiology and intervention, we have devised a new course that will be offered for the first time in the Spring 2018 semester that encompasses basic psychopharmacology, brain anatomy and physiology, principles of neurocounseling, and an array of cutting edge topics in biology including fetal programming, stress epigenetics, psychoneuroimmunology, and the brain-gut axis. It is our hope that this course, in addition to requests for more instruction in psychopharmacology, will in part address feedback from site supervisors who indicated that our students needed additional exposure to material that would help them to integrate biological, psychological and social interventions in their work with clients.

Increasing Doctoral Student Research Opportunities: In response to doctoral students voicing their desire for more research and publishing experiences, faculty have continued to expand research opportunities for students. The addition of Dr. Silvia Sorensen to the Counseling and Human Development faculty represents a significant change in this regard. Dr. Sorensen is the principal investigator or co-principal investigator on an array of research projects and is an outstanding mentor. Her many years of experience working as a researcher gives her the means to provide students the opportunity to make contact with an array of researchers in the University Medical Center. Many CHD faculty continue to run research groups and a number of co-publishing opportunities have emerged as a result of research collaborations.

CASAC-T Credential and CACREP Addictions Counseling Accreditation: Another change we are on the verge of implementing is particularly relevant to clinical practice with the Licensed Mental Health Counselor (LMHC) credential in New York State. In New York State, where there are restrictions on the LMHC scope of practice that often hinders employment, the addition of the CASAC-T (i.e., Credentialed Alcohol and Substance Abuse Counselor Trainee) allows LMHC's more flexibility and greater success in procuring employment. After considerable time invested in making changes to our curriculum and in gathering necessary supporting data, we are on the verge of applying to the New York State Office of Alcoholism and Substance Abuse Services for approval of our CASAC-T curriculum, which gives students the option of simultaneously pursuing the limited permit for the LMHC and the CASAC-T. We are also considering, in our upcoming reaccreditation application, adding accreditation in Addictions Counseling to our current list of CACREP accredited programs.

Addition of Opportunity for Expanded Training in Urban Education for School Counselors: The Warner School has, for many years, offered students in our Teaching and Curriculum program the opportunity for expanded training in urban education. The Urban Teaching and Leadership Program (UTL) was designed to prepare teachers committed to addressing the inequalities plaguing public education in urban centers. The clinical coordinator and program advisor for school counseling, Dr. Bonnie Rubenstein, has been instrumental in expanding participation in this program to include students in the school counseling program. These students are exposed to the challenges of urban school counseling in an interprofessional environment that includes input from counselors, teachers, and administrators.

Re-Visioning Pre-Practicum Preparation: In response to feedback from alumni, who indicated that areas for improvement include issues related to organization of counseling session data and monitoring and documenting progress in the treatment plan, and in attempt to increase exposure of Community Mental Health Counseling students to technology that they are likely to encounter in clinical placements, we engaged in a complete revision of our Pre-Practicum course. The course now includes more emphasis on biopsychosocial case conceptualization, documentation practices that include the use of technology, and the use of client data to monitor progress and inform intervention strategies.

Opportunities to Expand Intervention Capability for Clients with Neurodevelopmental Disabilities: We reported in our 2015-2016 annual report that in response to comments from students, alumni, and supervisors who emphasized the need for school counselors to be better prepared to work with students with disabilities, Dr. Bonnie Rubenstein, who designs much of the curriculum in school counseling, has expanded her coverage of disabilities issues in the school settings. In addition to Dr. Rubenstein's efforts, as of Fall 2017, we are able to offer school counseling students the opportunity to add to their school

counseling degree a license in Applied Behavior Analysis (ABA). Students who choose this option acquire a repertoire of evidence-based skills germane to work with children and adolescents diagnosed with Autism Spectrum and related disorders.

Expanded Opportunities in Methods Training for Doctoral Students:

Our monitoring of student progress through 2009 CACREP standard-based assessments indicates that our doctoral students need more instruction in qualitative methods. We are now pleased to be able to offer students an expanded collection of qualitative methods courses including a course on the use of video in qualitative research and an advanced doctoral seminar, Innovations in Qualitative Research Methodologies. We also learned from alumni feedback that students wanted more exposure to research and more research opportunities. With the intention of expanding doctoral student methods skills, we are now offering courses that are designed to make our students attractive to University researchers looking for laboratory apprentices or research coordinators. These courses include Designing Intervention Research in Applied Settings, and Studying Human Development, Counseling, and Education in Context: Advances in Design and Method.

Expanded Child and Adolescent Counseling Instruction: Over the past several years we have had numerous requests from a variety of stakeholders to offer more coursework in child and adolescent counseling. As we mentioned earlier in this document, this past summer, our child and adolescent course was expanded to include a number of important features including developmental psychopathology, infant mental health, emerging treatments, both individual and dyadic, for children experiencing early life trauma. In addition to the expansion of the child and adolescent course, we added a course in infant mental health and are considering offering mental health students the opportunity to build a concentration in this area.

MOVING FORWARD

As we move forward in our ongoing efforts to improve the quality of our programs, we will do so guided by the following principles:

- In shaping our programs, we are committed to showcasing the core principles of the counseling profession. This means that all that we do will be driven by a dedication to social justice, life-long healthy development, client empowerment, respect for diversity, understanding individuals in context, and the need for evidence-based practice.
- Program development is best achieved through the input of a community of dedicated stakeholders. Changes to our programs must be informed by the wisdom of those clinicians who have dedicated their lives to the direct service of clients; scholars who are devoted to understanding best practices and ways of applying cutting edge information emerging from research in counseling, psychology, psychiatry, human development, and the biological sciences; the experiences reported by the students who we hope to teach; and the voices of the clients that we serve.

The quality of our curriculum is ultimately judged by the degree to which our students have assimilated its contents. Thus we need to continually devise more effective ways to evaluate our students' depth of understanding of curriculum, ability to transform theory into practice, ability to turn practice into theory, facility in regard to serving their clients justly, ethically and effectively, and capacity for modeling for their clients the tenets of lifelong healthy development.

Appendices

**Table 1
Summary of CACREP Course Evaluations**

Academic Year: Fall 2016-Summer 2017

Total Responses: 606

Scale:

1 = strongly disagree (SD)

2 = disagree (D)

3 = neither/neutral (N)

4 = agree (A)

5 = strongly agree (SA)

item #	item description	AY17 AVG.		
1	the course and course activities were well organized	4.40		
2	written assignments advanced the goals of the course	4.46		
3	reading assignments contributed to the goals of the course	4.38		
4	the instructor showed a genuine concern for the students	4.69		
5	the instructor was available to students	4.64		
6	classes were interesting and stimulating	4.24		
7	students in this course were free to disagree and ask questions	4.63		
8	I learned a great deal from this course	4.40		
	Average	4.48		
		Less than other courses	Equal to other courses	More than Other Courses
9	compared to other courses of comparable credit hours, the work required for this course was:	29.54%	62.05%	7.10%
		Yes	no	
10	The method for student evaluation was clearly defined	92.90%	5.78%	
11	the student evaluation(s) were a fair assessment of my performance in this course	96.04%	1.49%	

Table 2
Summary of Student Feedback-Site and Site Supervisor Evaluation
Master and Doctoral Students

Academic Year: Fall 2016-Summer 2017

Total Responses: 42

Scale:

1 = Not Satisfactory

2 = Emerging, Needs Improvement

3 = Basic Proficiency

4 = Outstanding Performance

Question	AY17 Rating Average
My site supervisor was helpful in orienting me to the work site.	3.52
My site supervisor was helpful in arranging access to individual clients and groups/families for me to work with.	3.50
My site supervisor communicated clear expectations for my work.	3.43
My site supervisor was accessible to me.	3.64
My site supervisor was responsive to my questions or concerns.	3.67
My site supervisor consistently kept his/her weekly supervisory meetings with me.	3.64
My site supervision provided me with a helpful balance of direction and autonomy.	3.55
My site supervisor was a good professional role model.	3.74
I would recommend this internship site to others.	3.74
I had the opportunity to innovate at this site if I cared to.	3.67
I would recommend this site supervisor to others.	3.57
I had a good deal of individual counseling practice at my site.	3.38
I had a good deal of group counseling practice at my site.	2.90
I improved my individual counseling skills.	3.68
I improved my group counseling skills.	3.05
I was able to improve my assessment skills at my site.	3.12
I learned new ways of intervening with clients (e.g. family work, consultation, advocacy) during this internship experience.	3.45
I learned a lot about the work of a counselor in the real world.	3.56
My confidence as a counselor increased.	3.54
What I learned and did at the internship site affirmed my choice to become a counselor.	3.59
I have become more aware of the relationship between my personal values and professional decisions and actions.	3.64
I am able to describe my decision-making processes regarding my counseling work.	3.67
I am motivated to continue professional development beyond academic requirements.	3.68
My ability to situate client experiences and perspectives in multiple contexts, such as social class, ethnicity, gender and family, to inform my interpretations and practices has improved.	3.71
My ability to systematically evaluate my work from various perspectives, such as client's viewpoint, my expectations and from supervision has improved.	3.71
I experience myself as a continuing to improve as a counselor.	3.90
Average	3.55

Table 3	
Summary of Student Feedback-Small Group Supervision	
Master and Doctoral Students	
Academic Year: Fall 2016-Summer 2017	
Total Responses: 40	
Scale:	
1 = Not Satisfactory	
2 = Emerging, Needs Improvement	
3 = Basic Proficiency	
4 = Outstanding Performance	
Question	AY17 Rating Average
Peer interactions provided important ideas and support.	3.65
The small groups were good forums for exploring issues and problems.	3.77
The small groups became an important resource for empathic support and learning.	3.62
I felt safe enough in group supervision to disagree with my peers about issues or interpretations.	3.62
Student case presentations were a good learning experience.	3.50
The interactions in group supervision challenged my presumptions about my work and motivated me to try alternative ways of understanding and practice.	3.55
My small group supervisor listened well to our comments, experiences and concerns.	3.92
He/she showed a genuine concern for me and my development as a counselor.	3.95
He/she was supportive and encouraging.	3.90
He/she had helpful ideas and suggestions for me in my counseling work.	3.82
He/she facilitated our discussions or used activities in a way that was helpful to our exploring issues and problems in our counseling.	3.83
He/she offered resources that were helpful to me now or probably will be helpful in the future.	3.77
He/she facilitated discussion in a way that made me feel comfortable participating.	3.85
Average	3.75

Table 4
Summary of Student Feedback-University Tape Supervision
Master Students

Academic Year: Fall 2016-Summer 2017

Total Responses: 43

Scale:

1 = Not Satisfactory

2 = Emerging, Needs Improvement

3 = Basic Proficiency

4 = Outstanding Performance

Question	AY17 Rating Average
Gives time and energy in observations, tape processing and case conferences.	3.7
Accepts and respects me as a person.	3.93
Recognizes and encourages further development of my strengths and capabilities.	3.91
Gives me useful feedback when I do something well.	3.79
Provides me the freedom to develop flexible and effective counseling styles.	3.79
Encourages and listens to my ideas and suggestions for developing my counseling skills.	3.84
Provides suggestions for developing my counseling skills.	3.91
Helps me understand the implication and dynamics of the counseling approaches I use.	3.84
Encourages me to use new and different techniques when appropriate.	3.65
Is spontaneous and flexible in the supervisory sessions.	3.7
Helps me define and achieve specific concrete goals for myself during the practicum/internship experience.	3.63
Gives me useful feedback when I do something wrong.	3.74
Allows me to discuss problems I encounter in my practicum/internship setting.	3.84
Pays appropriate amount of attention to both me and my clients.	3.77
Average	3.79

**Table 5
CACREP Course Rubrics, All Areas
Academic Year: Fall 2016-Summer 2017**

Scale:

1 = Insufficient

3 = Proficient

2 = Emergent

4 = Outstanding

All Areas - EDE449-MH-Pre-practicum in Community Mental Health Counseling

CACREP Cumulative Assessment - For Community Mental Health Students

CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-C.7: Biopsychosoc. Case concept./treatmt	2016 - 17	4.00	18	0	0	0	0	18

All Areas - ED406-MH-Master's Research Methods

CACREP Cumulative Assessment - For Community Mental Health Students

CACREP CMHC-I Research and Evaluation - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-I.1: Critically evaluate research	2016 - 17	3.80	5	0	0	0	1	4
CMHC-I.2: Models of program evaluation	2016 - 17	3.40	5	0	0	0	3	2
CMHC-I.3: Strategies to eval counseling outcomes	2016 - 17	3.40	5	0	0	0	3	2
		3.53	15	0	0	0	7	8

CACREP CMHC-J Research and Evaluation - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-J.1: Applies relevant research findings	2016 - 17	3.40	5	0	0	0	3	2
CMHC-J.2: Develops measurable outcomes	2016 - 17	3.40	5	0	0	0	3	2
CMHC-J.3: Analyzes and uses data	2016 - 17	3.40	5	0	0	0	3	2
		3.40	15	0	0	0	9	6

All Areas - ED406-SC-Master's Research Methods

CACREP SC-I Research and Evaluation - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-I.1: Critically evaluate research	2016 - 17	3.00	1	0	0	0	1	0
SC-I.2: Models of program evaluation	2016 - 17	3.00	1	0	0	0	1	0
		3.00	2	0	0	0	2	0

All Areas - ED507-DOC-Qualitative Research Methods

CACREP DS/CES-IV-E Research and Scholarship - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-E.2: Qualitative designs and analysis	2016 - 17	2.50	2	0	0	1	1	0

DS/CES-IV-E.3: Instrument design	2016 - 17	2.50	2	0	0	1	1	0
		2.50	4	0	0	2	2	0
CACREP DS/CES-IV-F Research and Scholarship - Skills/Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-F.1: Formulate research questions	2016 - 17	3.00	2	0	0	0	2	0
DS/CES-IV-F.2: Create research designs	2016 - 17	3.00	2	0	0	0	2	0
		3.00	4	0	0	0	4	0
All Areas - ED429-SC-Theories of Human Development								
CACREP SC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-A.6: Factors affecting learning and devt	2016 - 17	3.50	8	0	0	0	4	4
All Areas - ED504-DOC-Quantitative Research Methods								
CACREP DS/CES-IV-E Research and Scholarship - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-E.1: Univariate and multivariate research	2016 - 17	3.00	1	0	0	0	1	0
DS/CES-IV-E.3: Instrument design	2016 - 17	3.00	1	0	0	0	1	0
		3.00	2	0	0	0	2	0
CACREP DS/CES-IV-F Research and Scholarship - Skills/Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-F.1: Formulate research questions	2016 - 17	3.00	1	0	0	0	1	0
DS/CES-IV-F.2: Create research designs	2016 - 17	3.00	1	0	0	0	1	0
		3.00	2	0	0	0	2	0
All Areas - EDE417-MH-Crisis Counseling and Disaster Mental Health								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-A. 9: Impact of crises/disasters/trauma	2016 - 17	3.50	14	0	0	0	7	7
CMHC-A.10: Emergency management system	2016 - 17	4.00	14	0	0	0	0	14
		3.75	28	0	0	0	7	21
CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-C.6: Crisis intervention	2016 - 17	4.00	14	0	0	0	0	14
CACREP CMHC-D Counseling, Prevention and Intervention - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-D.6: Suicide assessment and management	2016 - 17	3.85	14	0	0	0	2	12
CACREP CMHC-K Diagnosis - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-K.5: Crisis/disaster/trauma diagnosis	2016 - 17	3.50	14	0	0	0	7	7
CACREP CMHC-L Diagnosis - Skills and	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's

Practices								
CMHC-L.3: Crisis/trauma diagnosis/reactions	2016 - 17	3.35	14	0	0	0	9	5
All Areas - EDE417-SC-Crisis Counseling and Disaster Mental Health								
CACREP SC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-A.7: Counselor roles during crises	2016 - 17	4.00	6	0	0	0	0	6
CACREP SC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-C.6: Crisis intervention	2016 - 17	3.83	6	0	0	0	1	5
CACREP SC-D Counseling, Prevention & Intervention - Skills & Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-D.4: Suicide assessment and management	2016 - 17	4.00	6	0	0	0	0	6
CACREP SC-M Collaboration and Consultation - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-M.7: Crisis collaboration models	2016 - 17	4.00	6	0	0	0	0	6
All Areas - EDU457-MH-Counseling Theory and Practice I								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-A. 2: Ethical and legal considerations	2016 - 17	3.22	18	0	0	1	12	5
CMHC-A. 5: Current models and theories	2016 - 17	3.05	18	0	1	1	12	4
		3.14	36	0	1	2	24	9
All Areas - EDU552-DOC-Counselor Education								
CACREP DS/CES-IV-C Teaching - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-C.1: Roles, responsibilities, activities	2016 - 17	4.00	6	0	0	0	0	6
DS/CES-IV-C.2: Instructional theory and methods	2016 - 17	3.83	6	0	0	0	1	5
DS/CES-IV-C.3: Legal, ethical, multicultural issues	2016 - 17	4.00	6	0	0	0	0	6
		3.94	18	0	0	0	1	17
CACREP DS/CES-IV-D Teaching - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-D.1: Personal philosophy	2016 - 17	3.66	6	0	0	0	2	4
DS/CES-IV-D.2: Course design, delivery, evaluation	2016 - 17	4.00	6	0	0	0	0	6
DS/CES-IV-D.3: Assess needs of counselors in training	2016 - 17	3.50	6	0	0	0	3	3
		3.72	18	0	0	0	5	13
CACREP DS/CES-IV-F Research and Scholarship - Skills/Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's

DS/CES-IV-F.3: Professional writing skills	2016 - 17	3.50	6	0	0	0	3	3
CACREP DS/CES-IV-I Leadership and Advocacy - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-I.5: Current topical and political issues	2016 - 17	3.66	6	0	0	0	2	4
CACREP DS/CES-IV-J Leadership and Advocacy - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-J.2: Advocate for profession/clientele	2016 - 17	3.50	6	0	0	0	3	3
All Areas - EDU453-SC-Counseling and Facilitating in Small Groups								
CACREP SC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-C.1: Theories of counseling	2016 - 17	3.50	2	0	0	0	1	1
SC-C.5: Group dynamics	2016 - 17	3.50	2	0	0	0	1	1
		3.50	4	0	0	0	2	2
All Areas - EDU460-MH-Counseling Theory and Practice II								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-A. 5: Current models and theories	2016 - 17	3.43	16	0	0	2	5	9
All Areas - EDU553-DOC-Counselor Supervision								
CACREP DS/CES-IV-A Supervision - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-A.1: Purpose	2016 - 17	4.00	2	0	0	0	0	2
DS/CES-IV-A.2: Theoretical frameworks and models	2016 - 17	4.00	2	0	0	0	0	2
DS/CES-IV-A.3: Roles and relationships	2016 - 17	4.00	2	0	0	0	0	2
DS/CES-IV-A.4: Legal, ethical, multicultural issues	2016 - 17	4.00	2	0	0	0	0	2
		4.00	8	0	0	0	0	8
CACREP DS/CES-IV-B Supervision - Skills/Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-B.1: Applies theory and skills	2016 - 17	4.00	2	0	0	0	0	2
DS/CES-IV-B.2: Personal style	2016 - 17	4.00	2	0	0	0	0	2
		4.00	4	0	0	0	0	4
CACREP DS/CES-IV-D Teaching - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's

DS/CES-IV-D.3: Assess needs of counselors in training	2016 - 17	4.00	2	0	0	0	0	2
All Areas - EDU454-SC-Career Counseling and Development								
CACREP SC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's	
SC-C.4: Transition programs	2016 - 17	3.50	2	0	0	0	1	1
All Areas - EDU470-MH-Multicultural Perspectives in Counseling								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-E Diversity and Advocacy - Knowledge	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's	
CMHC-E.1: Multicultural impact	2016 - 17	4.00	4	0	0	0	0	4
CMHC-E.2: Effects of discrimination/racism	2016 - 17	4.00	4	0	0	0	0	4
CMHC-E.3: Current literature	2016 - 17	4.00	4	0	0	0	0	4
CMHC-E.4: Effective strategies for advocacy	2016 - 17	4.00	4	0	0	0	0	4
CMHC-E.5: Oppression/racism/history/politics	2016 - 17	4.00	4	0	0	0	0	4
CMHC-E.6: Public policies	2016 - 17	4.00	4	0	0	0	0	4
		4.00	24	0	0	0	0	24
All Areas - EDF450-MH-Practicum in Counseling								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-B Foundations - Skills and Practice	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's	
CMHC-B.1: Ethical and legal standards	2016 - 17	3.31	16	0	0	0	11	5
CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's	
CMHC-C.7: Biopsychosoc. Case concept./treatmt	2016 - 17	3.00	16	0	0	1	14	1
CMHC-C.9: Professional issues	2016 - 17	2.87	16	0	0	4	10	2
		2.94	32	0	0	5	24	3
CACREP CMHC-D Counseling, Prevention and Intervention - Skills and Practices	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's	
CMHC-D.1: Principles and practices	2016 - 17	3.12	16	0	0	1	12	3
CMHC-D.2: Multicultural competencies	2016 - 17	3.43	16	0	0	1	7	8
CMHC-D.7: Current record-keeping standards	2016 - 17	2.81	16	0	0	4	11	1
CMHC-D.9: Limitations/supervision	2016 - 17	3.25	16	0	0	0	12	4

		3.16	64	0	0	6	42	16
CACREP CMHC-F Diversity and Advocacy - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-F.3: Culturally appropriate interventions	2016 - 17	3.25	16	0	0	1	10	5
CACREP CMHC-L Diagnosis - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-L.2: Multi-axial diagnosis/conceptualization	2016 - 17	3.00	16	0	0	0	16	0
All Areas - EDU457-SC-Counseling Theory and Practice I								
CACREP SC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-C.1: Theories of counseling	2016 - 17	3.22	9	0	0	0	7	2
CACREP SC-D Counseling, Prevention & Intervention - Skills & Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-D.1: Self-awareness/sensitivity	2016 - 17	3.22	9	0	0	0	7	2
All Areas - EDU439-MH-Interpersonal Systems in Counseling and Human Development								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-C.8: Systems importance in treatment	2016 - 17	3.15	13	0	1	1	6	5
CACREP CMHC-D Counseling, Prevention and Intervention - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-D.5: Culturally responsive	2016 - 17	3.15	13	0	1	1	6	5
All Areas - EDU460-SC-Counseling Theory and Practice II								
CACREP SC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-C.1: Theories of counseling	2016 - 17	3.33	9	0	0	1	4	4
CACREP SC-D Counseling, Prevention & Intervention - Skills & Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-D.1: Self-awareness/sensitivity	2016 - 17	3.55	9	0	0	0	4	5
All Areas - EDF558-DOC-Supervised Internship in Teaching and Clinical Supervision								
CACREP DS/CES-IV-E Research and Scholarship - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-E.4: Program evaluation	2016 - 17	4.00	5	0	0	0	0	5
CACREP DS/CES-IV-F Research and Scholarship - Skills/Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-F.5: Write grant proposals	2016 - 17	4.00	5	0	0	0	0	5
CACREP DS/CES-IV-G Counseling - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's

DS/CES-IV-G.4: Crisis model/treatment effectiveness	2016 - 17	4.00	5	0	0	0	0	5
CACREP DS/CES-IV-I Leadership and Advocacy - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-I.4: Crisis models/roles/strategies	2016 - 17	4.00	5	0	0	0	0	5
All Areas - EDU470-SC-Multicultural Perspectives in Counseling								
CACREP SC-E Diversity and Advocacy - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-E.1: Cultural and diversity issues	2016 - 17	4.00	10	0	0	0	0	10
SC-E.2: Opportunities/barriers student devt	2016 - 17	4.00	10	0	0	0	0	10
SC-E.4: Multicultural counseling	2016 - 17	4.00	10	0	0	0	0	10
		4.00	30	0	0	0	0	30
CACREP SC-F Diversity and Advocacy - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-F.1: Multicultural competencies	2016 - 17	4.00	10	0	0	0	0	10
SC-F.3: Program and Services advocacy	2016 - 17	4.00	10	0	0	0	0	10
		4.00	20	0	0	0	0	20
All Areas - EDU472-MH-Principles and Practices of Community and Mental Health Counseling								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-A. 1: History/Philosophy/Trends	2016 - 17	3.88	17	0	0	0	2	15
CMHC-A. 2: Ethical and legal considerations	2016 - 17	4.00	17	0	0	0	0	17
CMHC-A. 3: Counselors' roles	2016 - 17	3.94	17	0	0	0	1	16
CMHC-A. 4: Standards and credentials	2016 - 17	4.00	17	0	0	0	0	17
CMHC-A. 5: Current models and theories	2016 - 17	4.00	17	0	0	0	0	17
CMHC-A. 7: Professional issues	2016 - 17	3.88	17	0	0	0	2	15
CMHC-A. 8: Management of services and programs	2016 - 17	4.00	17	0	0	0	0	17
		3.96	119	0	0	0	5	114
CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-C.1: Principles and operation of programs	2016 - 17	3.94	17	0	0	0	1	16
CMHC-C.3: Program devt and service delivery	2016 - 17	4.00	17	0	0	0	0	17
CMHC-C.5: Range of service delivery	2016 - 17	4.00	17	0	0	0	0	17
CMHC-C.9: Professional issues	2016 - 17	3.82	17	0	0	0	3	14
		3.94	68	0	0	0	4	64
CACREP CMHC-D Counseling, Prevention and Intervention - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's

CMHC-D.3: Promotes optimal human devt	2016 - 17	3.41	17	0	0	0	10	7
CACREP CMHC-F Diversity and Advocacy - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-F.1: Community resources and referrals	2016 - 17	3.58	17	0	0	0	7	10
All Areas - EDU465-SC-Assessment and Appraisal								
CACREP SC-G Assessment - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-G.2: Signs of substance abuse	2016 - 17	3.00	8	0	0	0	8	0
CACREP SC-H Assessment - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-H.1: Student strengths and needs	2016 - 17	3.12	8	0	0	0	7	1
SC-H.2: Select assessment strategies	2016 - 17	3.00	8	0	0	0	8	0
SC-H.3: Analyze assessment information	2016 - 17	3.00	8	0	0	0	8	0
		3.04	24	0	0	0	23	1
All Areas - EDU466-MH-Problem Identification and Intervention in Counseling I								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-C.2: Etiology/diagnosis/treatmt/referral	2016 - 17	3.75	29	0	1	0	4	24
CACREP CMHC-G Assessment - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-G.1: Principles and models	2016 - 17	3.75	29	0	1	0	4	24
CMHC-G.3: Phychopharmacology	2016 - 17	3.75	29	0	1	0	4	24
		3.76	58	0	2	0	8	48
CACREP CMHC-H Assessment - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-H.1: Comprehensive assessment	2016 - 17	3.75	29	0	1	0	4	24
CMHC-H.4: Assess for treatment/care	2016 - 17	3.75	29	0	1	0	4	24
		3.76	58	0	2	0	8	48
CACREP CMHC-K Diagnosis - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-K.1: Principles and use of DSM/other	2016 - 17	3.75	29	0	1	0	4	24
CMHC-K.2: Diagnostic criteria/treatmt modalities	2016 - 17	3.75	29	0	1	0	4	24
CMHC-K.3: Substance use co-occurring/impact	2016 - 17	3.75	29	0	1	0	4	24
CMHC-K.4: Multicultural bias in diagnosis	2016 - 17	3.75	29	0	1	0	4	24
		3.76	116	0	4	0	16	96
CACREP CMHC-L Diagnosis - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-L.1: Use of DSM/diagnostic tools	2016 - 17	3.75	29	0	1	0	4	24

All Areas - EDF450-SC-Practicum in Counseling								
CACREP SC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-A.2: Ethical and legal considerations	2016 - 17	3.55	9	0	0	1	2	6
CACREP SC-B Foundations - Skills and Practice	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-B.1: Ethical and legal standards	2016 - 17	3.44	9	0	0	0	5	4
CACREP SC-D Counseling, Prevention & Intervention - Skills & Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-D.5: Limitations/supervision	2016 - 17	3.77	9	0	0	0	2	7
CACREP SC-G Assessment - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-G.3: Needs assessment	2016 - 17	3.11	9	0	0	1	6	2
CACREP SC-I Research and Evaluation - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-I.3: Strategies to eval student outcomes	2016 - 17	3.11	9	0	0	2	4	3
SC-I.5: Outcome research data/best pract	2016 - 17	3.11	9	0	0	2	4	3
		3.11	18	0	0	4	8	6
CACREP SC-K Academic Development - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-K.1: Relation. betw program and school	2016 - 17	3.77	9	0	0	0	2	7
CACREP SC-O Leadership - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-O.4: Counselor as change agent	2016 - 17	3.22	9	0	0	1	5	3
SC-O.5: School counselor's roles	2016 - 17	3.55	9	0	0	0	4	5
		3.39	18	0	0	1	9	8
All Areas - EDU473-MH-Problem Identification and Intervention in Counseling II								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-C.2: Etiology/diagnosis/treatmt/referral	2016 - 17	3.73	19	0	0	0	5	14
CACREP CMHC-G Assessment - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-G.1: Principles and models	2016 - 17	3.63	19	0	0	1	5	13
CMHC-G.2: Clinical evaluation	2016 - 17	3.63	19	0	0	1	5	13
CMHC-G.3: Phycho pharmacology	2016 - 17	3.52	19	0	1	1	4	13
		3.60	57	0	1	3	14	39
CACREP CMHC-H Assessment - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-H.1: Comprehensive assessment	2016 - 17	3.63	19	0	0	1	5	13
CMHC-H.2: Intake/histories for treatmt planning	2016 - 17	3.36	19	0	0	4	4	11
CMHC-H.4: Assess for treatment/care	2016 - 17	3.42	19	0	0	4	3	12

		3.47	57	0	0	9	12	36
CACREP CMHC-K Diagnosis - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-K.1: Principles and use of DSM/other	2016 - 17	3.68	19	0	0	0	6	13
CMHC-K.2: Diagnostic criteria/treatmt modalities	2016 - 17	3.68	19	0	0	0	6	13
CMHC-K.3: Substance use co-occurring/impact	2016 - 17	3.68	19	0	0	0	6	13
		3.68	57	0	0	0	18	39
All Areas - EDU450-SC-Introduction to School Counseling								
CACREP SC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-A.1: History/Philosophy	2016 - 17	3.30	13	0	0	0	9	4
SC-A.3: Counselors' roles	2016 - 17	3.76	13	0	0	0	3	10
SC-A.5: Current models of programs	2016 - 17	3.53	13	0	0	1	4	8
		3.54	39	0	0	1	16	22
CACREP SC-B Foundations - Skills and Practice	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-B.2: Advocate for identity and program	2016 - 17	3.76	13	0	0	1	1	11
All Areas - EDU474-MH-Addictions Counseling and Prevention								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-A. 2: Ethical and legal considerations	2016 - 17	3.73	15	0	0	0	4	11
CMHC-A. 6: Recognizes substance abuse disorders	2016 - 17	3.40	15	0	0	0	9	6
		3.57	30	0	0	0	13	17
CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-C.4: Addiction disease concept and etiology	2016 - 17	3.60	15	0	0	0	6	9
CACREP CMHC-D Counseling, Prevention and Intervention - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-D.8: Addiction counseling strategies	2016 - 17	3.46	15	0	0	0	8	7
CACREP CMHC-G Assessment - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-G.4: Substance use/addiction	2016 - 17	3.73	15	0	0	0	4	11
CACREP CMHC-H Assessment - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-H.3: Screen for addiction/aggression	2016 - 17	3.66	15	0	0	0	5	10
All Areas - EDF458-MH-Supervised Internship in Community Mental Health Counseling I								
CACREP Cumulative Assessment - For Community Mental Health Students								
CACREP CMHC-B Foundations - Skills and Practice	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's

CMHC-B.1: Ethical and legal standards	2016 - 17	3.15	13	0	0	0	11	2
CMHC-B.2: Apply knowledge of policy and processes	2016 - 17	3.15	13	0	0	1	9	3
		3.15	26	0	0	1	20	5
CACREP CMHC-D Counseling, Prevention and Intervention - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-D.1: Principles and practices	2016 - 17	3.07	13	0	0	0	12	1
CMHC-D.2: Multicultural competencies	2016 - 17	3.15	13	0	0	1	9	3
CMHC-D.4: Effective strategies	2016 - 17	3.23	13	0	0	2	6	5
		3.15	39	0	0	3	27	9
CACREP CMHC-F Diversity and Advocacy - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-F.1: Community resources and referrals	2016 - 17	3.00	13	0	0	2	9	2
CMHC-F.2: Program and Services advocacy	2016 - 17	3.07	13	0	0	1	10	2
CMHC-F.3: Culturally appropriate interventions	2016 - 17	3.23	13	0	0	1	8	4
		3.10	39	0	0	4	27	8
CACREP CMHC-L Diagnosis - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
CMHC-L.2: Multi-axial diagnosis/conceptualization	2016 - 17	3.07	13	0	0	0	12	1
All Areas - EDU459-SC-Contemporary Issues in School Counseling								
CACREP SC-A Foundations-Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-A.4: Standards and credentials	2016 - 17	3.77	9	0	0	0	2	7
CACREP SC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-C.2: Program design and evaluation	2016 - 17	3.77	9	0	0	0	2	7
SC-C.3: Student strengths/problem-solving	2016 - 17	4.00	9	0	0	0	0	9
		3.89	18	0	0	0	2	16
CACREP SC-E Diversity and Advocacy - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-E.3: Policies, programs and practices	2016 - 17	3.55	9	0	0	0	4	5
CACREP SC-I Research and Evaluation - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-I.4: Methods of using data	2016 - 17	3.55	9	0	0	0	4	5
SC-I.5: Outcome research data/best pract	2016 - 17	3.88	9	0	0	0	1	8
		3.72	18	0	0	0	5	13
CACREP SC-J Research and Evaluation - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's

SC-J.1: Applies relevant research findings	2016 - 17	3.88	9	0	0	0	1	8
CACREP SC-K Academic Development - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-K.2: Concepts behind student success	2016 - 17	4.00	9	0	0	0	0	9
CACREP SC-M Collaboration and Consultation - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-M.1: Family-school-community collab.	2016 - 17	3.88	9	0	0	0	1	8
SC-M.4: Systems theories, models, consult.	2016 - 17	3.55	9	0	0	0	4	5
		3.72	18	0	0	0	5	13
CACREP SC-O Leadership - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-O.1: Effective leadership	2016 - 17	3.55	9	0	0	0	4	5
SC-O.2: Leadership strategies	2016 - 17	3.55	9	0	0	0	4	5
		3.56	18	0	0	0	8	10
All Areas - EDF451-SC-Supervised Internship in School Counseling I								
CACREP SC-D Counseling, Prevention & Intervention - Skills & Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-D.2: Individual and group couns.	2016 - 17	3.00	9	0	0	1	7	1
SC-D.3: Prevention and intervention	2016 - 17	3.44	9	0	0	0	5	4
SC-D.5: Limitations/supervision	2016 - 17	3.66	9	0	0	0	3	6
		3.37	27	0	0	1	15	11
CACREP SC-F Diversity and Advocacy - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-F.2: Student advocacy	2016 - 17	3.66	9	0	0	0	3	6
SC-F.4: Parent/guardian/fam. engagement	2016 - 17	3.55	9	0	0	0	4	5
		3.61	18	0	0	0	7	11
CACREP SC-G Assessment - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-G.1: Factors affecting student function	2016 - 17	3.55	9	0	0	0	4	5
CACREP SC-H Assessment - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-H.4: Make appropriate referrals	2016 - 17	3.55	9	0	0	0	4	5
SC-H.5: Assess barriers to student devt	2016 - 17	3.55	9	0	0	0	4	5
		3.56	18	0	0	0	8	10
CACREP SC-J Research and Evaluation - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-J.2: Develops measurable outcomes	2016 - 17	3.33	9	0	0	1	4	4
SC-J.3: Analyzes and uses data	2016 - 17	3.33	9	0	0	1	4	4
		3.33	18	0	0	2	8	8
CACREP SC-K Academic Development - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-K.3: Curriculum design and instruction	2016 - 17	3.11	9	0	0	1	6	2

CACREP SC-L Academic Development - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-L.1: Programs to enhance student devt	2016 - 17	3.11	9	0	0	1	6	2
CACREP SC-M Collaboration and Consultation - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-M.5: Parent and family empowerment	2016 - 17	3.22	9	0	0	0	7	2
CACREP SC-N Collaboration and Consultation - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-N.1: Work with families to address problems	2016 - 17	3.22	9	0	0	0	7	2
CACREP SC-O Leadership - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-O.3: Comp. school couns. program	2016 - 17	2.88	9	0	0	3	4	2
CACREP SC-P Leadership - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-P.1: Comp. school couns. program	2016 - 17	2.88	9	0	0	3	4	2
SC-P.2: Educational programs	2016 - 17	3.44	9	0	0	0	5	4
		3.17	18	0	0	3	9	6
All Areas - EDF452-SC-Supervised Internship in School Counseling II								
CACREP SC-F Diversity and Advocacy - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-F.1: Multicultural competencies	2016 - 17	3.66	9	0	0	0	3	6
CACREP SC-L Academic Development - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-L.2: Prep. For postsecondary options	2016 - 17	3.33	9	0	0	1	4	4
SC-L.3: Differentiated instructional strategies	2016 - 17	3.44	9	0	0	0	5	4
		3.39	18	0	0	1	9	8
CACREP SC-M Collaboration and Consultation - Knowledge	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-M.2: Promote teamwork	2016 - 17	3.44	9	0	0	0	5	4
SC-M.3: Effective teambuilding	2016 - 17	3.44	9	0	0	0	5	4
SC-M.6: Peer programming interventions	2016 - 17	3.44	9	0	0	0	5	4
		3.44	27	0	0	0	15	12
CACREP SC-N Collaboration and Consultation - Skills and Practices	Year	Avg.	Resp.	#n/o's	#1's	#2's	#3's	#4's
SC-N.2: Locate community resources	2016 - 17	3.22	9	0	0	1	5	3
SC-N.3: Consults to promote student devt	2016 - 17	3.22	9	0	0	1	5	3
SC-N.4: Uses peer helping strategies	2016 - 17	3.44	9	0	0	0	5	4
SC-N.5: Uses referral procedures	2016 - 17	3.44	9	0	0	0	5	4
		3.33	36	0	0	2	20	14

All Areas – Average Results for 2016-17 year			
Average	2016 - 17	3.52	

Table 6-Section 1 Survey Results-Alumni Master and Doctoral Students		
Academic Year: Fall 2016-Summer 2017		
Total Responses: 12		
Scale:		
1 = Strongly Disagree		
2 = Disagree		
3 = Agree		
4 = Strongly Agree		
To what extent do you agree or disagree with the following statements about your experience at Warner?		Rating Average
I feel a sense of pride as a Warner graduate.		3.12
The school showed concern for students as individuals.		3.67
Within my program, I felt a sense of community.		3.56
There were sufficient opportunities to engage with other Warner community members outside of class.		3.56
I could easily get involved in school organizations and activities.		3.44
I seldom received the "run around" when seeking information in the Warner School.		3.44
Channels for expressing student concerns were readily available.		3.44
	Average	2.77
To what extent do you agree or disagree with the following statements regarding Warner's reputation?		Rating Average
The Warner School has a good reputation within my community.		3.62
The Warner School has a good reputation within my field.		3.50
Warner connections have assisted me in career advancement.		2.75
Tuition paid was a worthwhile investment.		2.50
	Average	3.09
To what extent would you agree or disagree with the following statements regarding the school's faculty? Warner faculty ...		Rating Average
cared about me as an individual.		3.50
were available when I needed guidance or assistance.		3.62

Table 6-Section 1 Survey Results-Alumni Master and Doctoral Students		
Academic Year: Fall 2016-Summer 2017		
Total Responses: 12		
were knowledgeable in their particular field.		3.50
	Average	3.54
To what extent would you agree or disagree with the following statements?		Rating Average
Mutual respect existed between students and professors.		3.12
The quality of teaching in most of my classes was excellent.		3.00
There were sufficient opportunities to interact with faculty.		3.43
I received appropriate thesis/dissertation support.		3.12
I had opportunities for mentoring with faculty.		3.00
A faculty member took a special interest in my progress.		3.12
	Average	3.13
To what extent would you agree or disagree with the following statements regarding your academic advisor? My academic advisor ...		Rating Average
was knowledgeable about how one advances in my field.		3.12
was available when I needed guidance or assistance.		3.00
	Average	3.06
To what extent would you agree or disagree with the following statements about your academic program?		Rating Average
Program requirements were clear.		3.50
Coursework was intellectually stimulating and appropriately challenging.		3.12
Required courses were available in a reasonable cycle.		3.12
	Average	3.25
My academic program provided adequate opportunities to ...		Rating Average
publish.		2.20
participate in research.		2.14
build my resume/CV for future employment.		3.00
	Average	2.45
To what extent would you agree or disagree with the following statements? I was well prepared ...		Rating Average
for my doctoral comprehensive examinations.		2.00
to teach.		2.00
to conduct research.		2.17
for employment in my area of study.		3.12
for the process of writing my thesis/dissertation.		3.00
to be a leader and agent of change.		3.00
	Average	2.55

Table 6-Section 2 Survey Results-Alumni Master and Doctoral Students		
Academic Year: Fall 2016-Summer 2017		
Total Responses: 12		
Scale:		
1 = Very Dissatisfied		
2 = Dissatisfied		
3 = Satisfied		
4 = Very Satisfied		
To what extent were you satisfied with the following services and support of your Warner experience?		Rating Average
Financial assistance		2.57
Orientation		3.56
Computer facilities		3.67
Career services		3.33
Registration		3.56
Admissions		3.67
Diversity and inclusion		3.44
International student support		2.57
	Average	2.90

Table 6-Section 3 Survey Results-Alumni Master and Doctoral Students		
Academic Year: Fall 2016-Summer 2017		
Total Responses: 12		
Scale:		
1 = Insufficient		
2 = Emergent		
3 = Basic Proficiency		
4 = Outstanding Performance		
		Rating Average
Relationship and Communication Skills		
Use interpersonal strengths (e.g., caring, integrity, confidence, sense of self) to build a working alliance with client	3.75	3.75
Use basic communication skills to listen and respond to client with accurate empathic understanding		3.75
	Average	3.75
		Rating Average
Assessment and Appraisal Skills		
Organize session data into multiple meaningful frameworks that enhance understanding of the client (e.g., developmental, cognitive, affective, behavioral, systemic, sociocultural)		2.88
Recognize developmentally appropriate from problematic behaviors		3.00
Evaluate and adjust the counseling process to affect successful counseling outcomes (process evaluation)		3.25
Complete a thorough DSM diagnosis		3.12
a) Complete a mental status examination		3.25
b) Complete a biopsychosocial intake		3.38
c) Assess the needs of a client in crisis		3.25
	Average	3.16
		Rating Average
Intervention Skills		

Table 6-Section 3 Survey Results-Alumni Master and Doctoral Students		
Academic Year: Fall 2016-Summer 2017		
Total Responses: 12		
Use counseling and human development theories and concepts as part of counseling practice		3.38
Provide session structure and focus through questions, interpretations, experiential activity, problem solving strategies, and other appropriate methods for furthering counseling goals		3.38
Use flexibility and ability to generate novel responses when faced with unfamiliar or unexpected situations in the counseling process		3.50
Execute a variety of counseling modes, including individual counseling, group counseling, career counseling, and small systems consultation		3.38
Complete a treatment plan based on a DSM diagnosis, mental status examination, and biopsychosocial clinical intake interview		3.12
Monitor and document the progress being made in the implementation of a treatment plan		2.88
Intervene on behalf of a client who is in crisis		3.25
	Average	3.27
		Rating Average
Contextual Competencies		
Advocacy - Provided me with knowledge of vehicles of client empowerment, methods of advocacy, and legal liabilities of advocacy work		2.75
Multicultural Skills - Developed my sociocultural self-knowledge, awareness of social and political barriers to counseling, knowledge of liberatory counseling theory, and ability to implement culturally congruent counseling practices with diverse populations		3.62
Consulting - Provided knowledge of consultation models and processes for integrating family, peer, and community support systems in counseling and supporting clients		3.00
Systems Change - Developed my understanding of systems and organizational change for the purpose of improving systems to enhance human development		2.88
	Average	3.06
		Rating Average
Technological Skills		
Developed my competency with technology, including word processing, email, library databases, and locating counseling- related resources on the Internet		3.12
		Rating Average
Disposition		
Professional Identity - Familiarized me with history of the profession, roles of		3.62

**Table 6-Section 3
Survey Results-Alumni
Master and Doctoral Students**

Academic Year: Fall 2016-Summer 2017

Total Responses: 12

professional counselors among the various human service professions, professional associations and journals in counseling, and issues surrounding counseling licensure and accreditation	
Professional Development - Developed my capacity for self- reflection, self- understanding, openness to ongoing supervision, and commitment to further personal and professional growth	3.71
Legal and Ethical Issues - Instilled legal and ethical standards of the profession in my counseling practices	3.38
Professional Behavior - Developed my responsibility toward fulfilling professional commitments and acting as a counseling professional	3.62
Average	3.58

**Table 6-Section 4
Survey Results-Alumni
Master and Doctoral Students**

Academic Year: Fall 2016-Summer 2017

Total Responses: 12

Scale: Response Percentage

How has your employment situation evolved since graduating from the Warner School? (Select all that apply.)	Response Percent
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I received a promotion at my current place of work.	0.0%
I sought out and was offered a new position related to my degree.	100.0%
I sought out, but have been unable to find a position related to my degree. I am now working in another professional area.	0.0%
I sought out, but have been unable to find a position related to my degree. I continue to search for a new professional opportunity.	0.0%
I decided to pursue another line of work for reasons other than an unsuccessful job search.	0.0%
I remain in the position I had prior to completing my Warner degree.	0.0%
I have not sought out a new position.	0.0%
Other (please specify)	12.5%

I was hired as a counselor or counselor educator ...	Response Percent
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within 6 months after graduation.	62.5%
within 6-12 months after graduation.	12.5%
more than 1 year after graduation.	25.0%
Other (please specify)	0.0%

To what extent did your Warner School experience help you obtain your current employment?	Response Percent
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Significantly	87.5%
Moderately	0.0%
Not at all	12.5%

Which of the following best describes your efforts to acquire a Licensed Mental Health Counselor (LMHC) credential in the State of New York?	Response Percent
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Table 6-Section 4 Survey Results-Alumni Master and Doctoral Students	
Academic Year: Fall 2016-Summer 2017	
Total Responses: 12	
I am an LMHC.	25.0%
I have a limited permit and am currently amassing supervised clinical hours toward my license.	25.0%
I am interested in acquiring a license in New York State, but in spite of having the appropriate educational credentials, I have been unable to secure a clinical position that will allow me to utilize a limited permit to accumulate supervised clinical hours.	12.5%
I do not currently meet all of the educational requirements for a license but intend to complete the necessary coursework that will eventually lead to a license.	12.5%
I am not interested in obtaining a license.	25.0%
Rate your overall satisfaction with your Warner experience.	Response Percent
Very satisfied	14.3%
Satisfied	57.1%
Somewhat satisfied	28.6%
Somewhat dissatisfied	0.0%
Not very satisfied	0.0%
Not satisfied at all	0.0%
All in all, if you had to do it over again, would you enroll at the Warner School?	Response Percent
Definitely yes	28.6%
Probably yes	42.9%
Probably not	28.6%
Definitely not	0.0%

Table 7	
Survey Results-Master's Site Supervisors	
Academic Year: Fall 2016-Summer 2017	
Total Responses: 19	
Scale:	
2 = Emergent	
3 = Meets Expectations	
4 = Exceeds Expectations	
Relative to the student's level of development, how would you characterize our students as counseling practitioners?	3.00
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	3.05
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3.58
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	3.37
To what extent do our students meet your expectations in each of the following dimensions?	
Their use of research, ethics and critical thinking to guide best practice?	2.95
Their openness to developing innovations in counseling practice that meet diversity concerns?	3.37
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	3.32
Their ability to integrate biological, psychological and social interventions in their work with clients?	2.95
Their interest in fostering life-long healthy development?	3.32
Their holding of an ecological view of people in context (history, culture, social life)?	3.00
Their being caring, compassionate and self-reflective people?	3.53
Average	3.22

Table 8	
Survey Results-Doctoral Site Supervisors	
Academic Year: Fall 2016-Summer 2017	
Total Responses: 3	
Scale:	
2 = Emergent	
3 = Meets Expectations	
4 = Exceeds Expectations	
Relative to the student's level of development, how would you characterize our students as counseling practitioners?	3.33
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	3.50
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3.33
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	3.00
To what extent do our students meet your expectations in each of the following dimensions?	
Their use of research, ethics and critical thinking to guide best practice?	3.33
Their openness to developing innovations in counseling practice that meet diversity concerns?	3.33
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	3.33
Their ability to integrate biological, psychological and social interventions in their work with clients?	3.33
Their interest in fostering life-long healthy development?	3.67
Their holding of an ecological view of people in context (history, culture, social life)?	3.33
Their being caring, compassionate and self-reflective people?	3.33
Their ability to function as leaders and advocates within the organization and profession?	2.67
Their ability to supervise and teach other staff members or students in training?	3.00
Their ability to generate new knowledge for the profession?	3.33
Average	3.27

Table 9	
Survey Results-Master's Employers	
Academic Year: Fall 2016-Summer 2017	
Total Responses: 5	
Scale:	
2 = Emergent	
3 = Meets Expectations	
4 = Exceeds Expectations	
Relative to the student's level of development, how would you characterize our students as counseling practitioners?	3.00
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	2.80
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3.60
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	3.00
To what extent do our students meet your expectations in each of the following dimensions?	
Their use of research, ethics and critical thinking to guide best practice?	3.00
Their openness to developing innovations in counseling practice that meet diversity concerns?	3.20
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	3.20
Their ability to integrate biological, psychological and social interventions in their work with clients?	3.00
Their interest in fostering life-long healthy development?	3.00
Their holding of an ecological view of people in context (history, culture, social life)?	3.20
Their being caring, compassionate and self-reflective people?	3.60
Average	3.15

Table 10	
Survey Results-Doctoral Graduate Employers	
Academic Year: Fall 2016-Summer 2017	
Total Responses: 0	
Scale:	
2 = Emergent	
3 = Meets Expectations	
4 = Exceeds Expectations	
There were no responses from the doctoral graduate employers from the February 2017 survey cycle.	

Table 11	
Summary of Adjunct Survey	
Academic Year: Fall 2015-Summer 2016	
Total Responses: 12	
Scale:	
0 = Disappointment	
1 = Below Average	
2 = Neutral/Average	
3 = Good	
4 = Outstanding	
Question	AY16 Rating Average
How would you rate your overall “job satisfaction” experience as an Adjunct Faculty Member of the Warner Graduate School?	3.50
How would you rate the overall support you received as an Adjunct Faculty Member from the Counseling and Human Development Department? (Note: Department means the Chair, Faculty and Staff)	3.58
How would you rate the support you received from the department in preparing you to teach (examples of syllabus, provide you with copy of textbook, etc.)?	3.50
How would you rate the instruction/support you received from the department in educational technology (instruction on the use of Blackboard, instruction of classroom technology, etc.)?	2.83
How would you rate the support you received from the department in classroom management (dealing with difficult students, answering questions, etc.)?	3.25
How would you rate the feeling of inclusion into the life and work of the department (were you given the opportunity to take an active part in the department’s decision making process)?	2.50
What is your opinion of the remuneration provided by the Warner Graduate School as compared to other institutions?	2.50
Average	3.10