



WARNER
SCHOOL OF EDUCATION

UNIVERSITY *of* ROCHESTER

COUNSELING AND HUMAN DEVELOPMENT PROGRAM

2015-2016
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; will contribute new knowledge in the fields of counseling, counselor education and human development; and will 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 in the back of this report 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 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 2015-2016 academic year, students in our program, on average, rated statements about the courses and instructors as 4.38 out of a 5 point scale ([click here to see table 1](#)). This score is consistent with the ratings from last year. Furthermore, consistent with the 2014-15 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 our current approach to teaching, while also 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 chose 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 3.64 out of 4 ([click here to see Table 2](#), Summary of site and site supervisor evaluations), their small group supervisors a 3.46 out of 4 ([click here to see Table 3](#), Summary of Small Group Supervisor Evaluations), and their tape

supervisors as 3.88 out of 4 ([Click here to see table 4](#), Summary of Tape Supervisor Evaluations). The scores for practicum and tape supervisors rose slightly this year from their already high scores from last year. Each evaluation also includes qualitative data from students that are 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.

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

As many of you know, CACREP has a comprehensive set of standards that all programs seeking accreditation must implement. These standards, in addition to requiring that programs meet certain expectations around 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 current set of standards utilized by CACREP-accredited programs were released in 2009 and can be accessed for those interested in knowing more about them 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 ratings are useful for a number of purposes. First, they allow us to track individual student progress over time and to identify areas of weakness. 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 2015-2016 academic year, students were rated, on average and across all standards, as a 3.47 out of a 4 point scale, representing an increase of .46 from the previous year. Overall, this number suggests that faculty and their 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 CACREP standards than the previous year. One area of notable improvement from the previous year was the rating of student's knowledge of professional issues in mental health (rising from a 2 to 2.86). As always, professors who rates 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. Students concerns around 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. The overall average scores for all three program areas can be found by [clicking here for table 5.](#)

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 will 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. However, there were a number of students in the mental health program who mentioned feeling as if the cohort was "too large." This was described by a few students in the form of class sizes being larger than they expected, having difficulty securing an internship at a site that was favorable to them, and some faculty not responding to their requests in a timely manner due to being too busy. While overall class size continues to be low for the program and our FTE ratios continue to be within CACREP guidelines, faculty will review ways in which we attend better to student needs. Another criticism was that faculty were not sensitive to transgender issues. While the comment was from only one student, the faculty take this critique very seriously. One way in which we have attempted to address this critique already is that Dr. Guiffrida hired an expert trainer from the Genesee Valley Gay Alliance to teach our students about transgender issues in his summer class. In addition, Kathryn Douthit, department chair, is exploring options for faculty to receive training in this area. Another complaint from one of our international doctoral graduates was related to the fact that she was still unable to secure a faculty position in her home country several months after graduating. She expressed disappointment in the mentoring she received from her advisor, both in terms of the lack of support she received and that the advisor did not help her find a better dissertation topic that would have allowed her to be more competitive in the job market in her home country. In response to this, several faculty have begun research groups with their students and are encouraging students in pre-dissertation stages to participate in the groups in order to better mentor them in research processes.

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 2016, 15 student alumni responded to our alumni survey. 100% of the respondents said they were either “satisfied” (37.5%) or “very satisfied” (67.5%) with their Warner experiences and 100% of the respondents said that if they had to do it over again, they would either “definitely” (62.5%) or “probably” (37.5%) attend Warner. The survey also asks a number of questions related to their experiences and the degree to which they are satisfied with their training in a number of CACREP areas. Overall, students rated their satisfaction in these areas as a 3.5 out of 4. Areas receiving ratings of all 4’s include multicultural counseling, ability to self-reflect, counseling and communication skills, and several areas related to their relationships with faculty. The areas that scored below a 3 included areas related the cost of attendance and opportunities to publish with faculty. To help address the costs, the Warner School will continue its effort to increase scholarship funds for students in need. [Click here to see table 6 for summary data of our alumni survey for 2015-2016.](#)

5. Site Supervisor and Employers Surveys

The data in this part of our evaluation is a reflection of four separate surveys that are administered bi-annually 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 2016, 21 site supervisors completed surveys ranking the preparation and performance of our student interns. Site supervisors, on average, rated our MS students as 3.21 out of 4 ([see table 7](#)), and our doctoral students as 3.14 ([see table 8](#)). In addition, a total of 8 employers completed surveys about the quality of our alumni as professional counselors. On average, employers rated our MS graduates 3.37 out 4 ([see table 9](#)) and our doctoral students 3.21 ([see table 10](#)) in terms of their preparation and ability as professional counselors. A review of the responses to individual questions did not

reveal any areas in which employers and site supervisors believed our students to be particularly weak or in need of additional training. Overall, 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

Faculty at regularly scheduled faculty meetings deliberate 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.

One issue that was raised by site supervisors and alumni in some mental health counseling sites is that they preferred to have our students placed longer than just one semester (as is often the case with practicum) in order for them to learn and fully integrate to their placements. As a result, we have restructured some placements so that student must complete at least a year-long internship. Another suggestion from supervisors and alumni was that students participate in some form of professional development outside of their formal coursework in order for them to be able to share a wider array of cutting-edge approaches with staff members and their sites. To address this, we are now requiring interns to attend professional development activities. We also received feedback from supervisors about ways to improve our supervisor training session, specifically for those supervisors who are not able to attend the face-to-face training. As a result, we have changed our on-line training alternatives.

7. Focus Groups with 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.

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. The areas where there was some improvement, yet still appear to be a concern, are in the areas of “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 who have input/knowledge about particular students to the meetings dealing with those particular student issues. To address the “technical support” issue in collaboration with the rest of the Warner School, Adjunct Orientation sessions are offered twice a year 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 faculties would like a raise.

IMPLEMENTED 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.

Additional Professional Development for Practicum and Internship Students: This year we added the requirements for practicum and internship students to participate in one training or professional development experience per semester (i.e., local workshop, state or national conference, etc.). We made this change in response to feedback we received from our *Counseling Program Advisory Board*, which indicated that this experience would not only help in students’ professional training, but that it would also help students connect with area professionals and improve their work at their sites. Site supervisors reported that they were particularly excited to learn new information, techniques, and theories from the interns who attended these additional trainings. The *Counseling Program Advisory Board* consists of counseling program alumni, site supervisors, and community partners.

Supervisor training: While we have offered optional training to our supervisors for many years, in 2012 we began requiring that supervisors attend at least one training session provided by UR faculty. Training sessions are offered several times per year and focus on understanding and using constructivist approaches to supervision, which is the approach our program uses most heavily. Normally, we would video record these sessions and ask supervisors not able to attend in person to watch these videos on their own. While supervisors who attended the face-to-face sessions rated the trainings highly, we received less positive feedback from

supervisors who were asked to watch the sessions on video. In response to this feedback, we developed a new video training series called “Conversations with Clinical Supervisors” in which Dr. Karen Mackie, Clinical Coordinator of the Mental Health Counseling Program, interviews supervisors to understand their approaches to supervision, issues they experience, advice they have for other supervisors, etc. Dr. Mackie has already recorded several of these “conversations” and they will be available for supervisors this year. In addition, Dr. Douglas Guiffrida, Associate Professor Counseling, has developed an NBCC-approved on-line training model in Constructive Clinical Supervision, which is based on his book of the same title. This training, which provides up to 10 credits of NBCC-approved professional development, is available for free to our site supervisors (a savings of \$69).

Extending the Time Students are Placed at Certain Sites: Based on feedback from our internship site supervisors in the community mental health counseling program, we have changed the timeframe that students are placed at some sites. It had been our practice to allow students to have different experiences for their practicum and internships. However, Professor Mackie, our internship coordinator for the Mental Health Program, shared that some of the supervisors had expressed concern about students needing more time at their sites. As a result, we have now made some sites more permanent for students, meaning they would remain at their site for their 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. The move will also diminish the amount of site-specific orientation and training activities that occur when students change sites.

Additional Clinical Placements: In 2015 the University of Rochester officially partnered with East High School as part of an Educational Partnership Organization to revitalize this failing inner city high school. As a result, we have placed a number of our school counseling practicum and internship students at East High School. While we continue to place school counseling students in other schools, East High School is now considered our main lab school for training school counselors.

Improvements in Internship Records: We are also using Blackboard much more extensively 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. Beginning this year, we will also keep all the practicum and internship assessment tools (weekly hours logs, supervisor assessments, session tape evaluations) and all supervisor assessments of students electronically on Blackboard. While we have been phasing in electronic assessment forms gradually for several years, fall 2016 these materials will be fully on-line.

Training in Transgender Issues: To address the critique about program faculty not being sensitive to transgender issues, Dr. Guiffrida hired an expert trainer from the Genesee Valley Gay Alliance to teach our students about transgender issues in his

summer class. In addition, Kathryn Douthit, department chair, is exploring options for faculty to receive training in this area.

Doctoral Student Research Groups: In response to the feedback from a doctoral alumni about the failure of her advisor to properly support and mentor her during the dissertation process, several faculty have begun research groups with their doctoral students and are encouraging students in pre-dissertation stages to participate in the groups.

CASAC-T Credential. Another change we are currently undertaking, which has been discussed over the course of many faculty meetings over the past 3 years, is particularly relevant to clinical practice with the Licensed Mental Health Counselor (LMHC) credential in New York State. It has come to our attention that 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. Drs. Linnenberg, Mackie and Douthit have spent considerable time researching the requirements for the CASAC-T and are currently designing a program, which gives students the option of simultaneously pursuing the limited permit for the LMHC and the CASAC-T.

Increased Preparation to work with Clients with Disabilities. In response to comments from students, alumni, and supervisors who have emphasized the need for school counselors to be better prepared to work with students with disabilities, we have added several elective courses that allow school counseling students to attain proficiencies in these crucial areas. Dr. Rubenstein has also expanded her coverage of disabilities issues in school counseling course work. In addition, we have made available to school counseling student's coursework in Applied Behavior Analysis (ABA), hence expanding their therapeutic repertoire in work with students with developmental differences and behavioral challenges. Moreover, school counseling students can now attain New York State certification in ABA with additional coursework and internship experiences.

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 2015-Summer 2016

Total Responses: 626

Scale:

1 = strongly disagree (SD)

2 = disagree (D)

3 = neither/neutral (N)

4 = agree (A)

5 = strongly agree (SA)

item#	item description	AY16 AVG.		
1	the course and course activities were well organized	4.25		
2	written assignments advanced the goals of the course	4.38		
3	reading assignments contributed to the goals of the course	4.30		
4	the instructor showed a genuine concern for the students	4.63		
5	the instructor was available to students	4.50		
6	classes were interesting and stimulating	4.19		
7	students in this course were free to disagree and ask questions	4.51		
8	I learned a great deal from this course	4.31		
	Average	4.38		
		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:	27.48%	63.90%	5.59%
		Yes	no	
10	The method for student evaluation was clearly defined	95.69%	3.04%	
11	the student evaluation(s) were a fair assessment of my performance in this course	94.57%	2.08%	

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

Academic Year: Fall 2015-Summer 2016

Total Responses: 59

Scale:

1 = Not Satisfactory

2 = Emerging, Needs Improvement

3 = Basic Proficiency

4 = Outstanding Performance

Question	AY16 Rating Average
My site supervisor was helpful in orienting me to the work site.	3.72
My site supervisor was helpful in arranging access to individual clients and groups/families for me to work with.	3.81
My site supervisor communicated clear expectations for my work.	3.69
My site supervisor was accessible to me.	3.72
My site supervisor was responsive to my questions or concerns.	3.86
My site supervisor consistently kept his/her weekly supervisory meetings with me.	3.71
My site supervision provided me with a helpful balance of direction and autonomy.	3.72
My site supervisor was a good professional role model.	3.76
I would recommend this internship site to others.	3.67
I had the opportunity to innovate at this site if I cared to.	3.57
I would recommend this site supervisor to others.	3.72
I had a good deal of individual counseling practice at my site.	3.58
I had a good deal of group counseling practice at my site.	3.02
I improved my individual counseling skills.	3.73
I improved my group counseling skills.	3.02
I was able to improve my assessment skills at my site.	3.29
I learned new ways of intervening with clients (e.g. family work, consultation, advocacy) during this internship experience.	3.53
I learned a lot about the work of a counselor in the real world.	3.76
My confidence as a counselor increased.	3.64
What I learned and did at the internship site affirmed my choice to become a counselor.	3.69
I have become more aware of the relationship between my personal values and professional decisions and actions.	3.63
I am able to describe my decision-making processes regarding my counseling work.	3.68
I am motivated to continue professional development beyond academic requirements.	3.78
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.	3.76
My ability to systematically evaluate my work from various perspectives, such as client's viewpoint, my expectations and from supervision has improved.	3.73
I experience myself as a continuing to improve as a counselor.	3.86
Average	3.64

Table 3
Summary of Student Feedback-Small Group Supervision
Master and Doctoral Students

Academic Year: Fall 2015-Summer 2016

Total Responses: 57

Scale:

1 = Not Satisfactory

2 = Emerging, Needs Improvement

3 = Basic Proficiency

4 = Outstanding Performance

Question	AY16 Rating Average
Peer interactions provided important ideas and support.	3.46
The small groups were good forums for exploring issues and problems.	3.47
The small groups became an important resource for empathic support and learning.	3.39
I felt safe enough in group supervision to disagree with my peers about issues or interpretations.	3.39
Student case presentations were a good learning experience.	3.33
The interactions in group supervision challenged my presumptions about my work and motivated me to try alternative ways of understanding and practice.	3.39
My small group supervisor listened well to our comments, experiences and concerns.	3.58
He/she showed a genuine concern for me and my development as a counselor.	3.68
He/she was supportive and encouraging.	3.63
He/she had helpful ideas and suggestions for me in my counseling work.	3.46
He/she facilitated our discussions or used activities in a way that was helpful to our exploring issues and problems in our counseling.	3.46
He/she offered resources that were helpful to me now or probably will be helpful in the future.	3.35
He/she facilitated discussion in a way that made me feel comfortable participating.	3.44
Average	3.46

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

Academic Year: Fall 2015-Summer 2016

Total Responses: 56

Scale:

1 = Not Satisfactory

2 = Emerging, Needs Improvement

3 = Basic Proficiency

4 = Outstanding Performance

Question	AY16 Rating Average
Gives time and energy in observations, tape processing and case conferences.	3.89
Accepts and respects me as a person.	3.98
Recognizes and encourages further development of my strengths and capabilities.	3.91
Gives me useful feedback when I do something well.	3.89
Provides me the freedom to develop flexible and effective counseling styles.	3.96
Encourages and listens to my ideas and suggestions for developing my counseling skills.	3.96
Provides suggestions for developing my counseling skills.	3.86
Helps me understand the implication and dynamics of the counseling approaches I use.	3.77
Encourages me to use new and different techniques when appropriate.	3.88
Is spontaneous and flexible in the supervisory sessions.	3.86
Helps me define and achieve specific concrete goals for myself during the practicum/internship experience.	3.71
Gives me useful feedback when I do something wrong.	3.80
Allows me to discuss problems I encounter in my practicum/internship setting.	3.93
Pays appropriate amount of attention to both me and my clients.	3.93
Average	3.88

Table 5
CACREP Course Rubrics, All Areas
Academic Year: Fall 2015-Summer 2016

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	2015 - 16	3.93	16	0	0	0	1 15

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	2015 - 16	3.73	15	0	0	0	4 11
CMHC-I.2: Models of program evaluation	2015 - 16	3.60	15	0	0	0	6 9
CMHC-I.3: Strategies to eval counseling outcomes	2015 - 16	3.66	15	0	0	0	5 10
		3.67	45	0	0	0	15 30

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	2015 - 16	3.60	15	0	0	0	6 9
CMHC-J.2: Develops measurable outcomes	2015 - 16	3.66	15	0	0	0	5 10
CMHC-J.3: Analyzes and uses data	2015 - 16	3.60	15	0	0	0	6 9
		3.62	45	0	0	0	17 28

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	2015 - 16	3.75	8	0	0	0	2 6
SC-I.2: Models of program evaluation	2015 - 16	3.37	8	0	0	0	5 3
		3.56	16	0	0	0	7 9

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	2015 - 16	3.00	4	0	0	0	4 0
DS/CES-IV-E.3: Instrument design	2015 - 16	3.00	4	0	0	0	4 0
		3.00	8	0	0	0	8 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	2015 - 16	3.75	4	0	0	0	1 3

DS/CES-IV-F.2: Create research designs	2015 - 16	3.00	4	0	0	0	4	0
		3.38	8	0	0	0	5	3

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	2015 - 16	3.85	7	0	0	0	1 6

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
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DS/CES-IV-E.1: Univariate and multivariate research	2015 - 16	3.28	7	0	0	0	5 2
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DS/CES-IV-E.3: Instrument design	2015 - 16	3.28	7	0	0	0	5 2
		3.29	14	0	0	0	10 4

CACREP DS/CES-IV-F Research and Scholarship - Skills/Practices	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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DS/CES-IV-F.1: Formulate research questions	2015 - 16	3.42	7	0	0	0	4 3
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DS/CES-IV-F.2: Create research designs	2015 - 16	3.28	7	0	0	0	5 2
		3.36	14	0	0	0	9 5

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
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CMHC-A. 9: Impact of crises/disasters/trauma	2015 - 16	3.38	21	0	1	2	6 12
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CMHC-A.10: Emergency management system	2015 - 16	3.38	21	0	1	2	6 12
		3.38	42	0	2	4	12 24

CACREP CMHC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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CMHC-C.6: Crisis intervention	2015 - 16	3.38	21	0	1	2	6 12
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CACREP CMHC-D Counseling, Prevention and Intervention - Skills and Practices	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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CMHC-D.6: Suicide assessment and management	2015 - 16	3.09	21	0	1	4	8 8
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CACREP CMHC-K Diagnosis - Knowledge	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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CMHC-K.5: Crisis/disaster/trauma diagnosis	2015 - 16	3.33	21	0	1	2	7 11
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CACREP CMHC-L Diagnosis - Skills and Practices	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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CMHC-L.3: Crisis/trauma diagnosis/reactions	2015 - 16	3.09	21	0	1	1	14 5
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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
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SC-A.7: Counselor roles during crises	2015 - 16	2.90	11	0	0	4	4 3
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CACREP SC-C Counseling, Prevention and Intervention - Knowledge	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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SC-C.6: Crisis intervention	2015 - 16	2.81	11	0	0	4	5 2
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CACREP SC-D Counseling, Prevention & Intervention - Skills & Practices	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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SC-D.4: Suicide assessment and management	2015 - 16	3.09	11	0	0	2	6	3
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CACREP SC-M Collaboration and Consultation - Knowledge

	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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SC-M.7: Crisis collaboration models	2015 - 16	2.90	11	0	0	4	4	3
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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	2015 - 16	3.38	18	0	0	1	9	8
CMHC-A. 5: Current models and theories	2015 - 16	3.11	18	0	1	4	5	8
		3.25	36	0	1	5	14	16

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	2015 - 16	3.58	12	0	0	0	5	7
SC-C.5: Group dynamics	2015 - 16	3.66	12	0	0	0	4	8
		3.62	24	0	0	0	9	15

All Areas - EDU460-MH-Counseling Theory and Practice II (2015)

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	2015 - 16	3.22	18	0	1	1	9	7

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	2015 - 16	4.00	4	0	0	0	4	
DS/CES-IV-A.2: Theoretical frameworks and models	2015 - 16	3.75	4	0	0	0	1	3
DS/CES-IV-A.3: Roles and relationships	2015 - 16	4.00	4	0	0	0	4	
DS/CES-IV-A.4: Legal, ethical, multicultural issues	2015 - 16	4.00	4	0	0	0	4	
		3.94	16	0	0	0	1	15

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	2015 - 16	3.75	4	0	0	0	1	3
DS/CES-IV-B.2: Personal style	2015 - 16	3.75	4	0	0	0	1	3
		3.75	8	0	0	0	2	6

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	2015 - 16	4.00	4	0	0	0	4

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
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SC-C.4: Transition programs 2015 - 16 3.81 11 0 0 0 2 9

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	2015 - 16	3.80	15	0	0	0	3
CMHC-E.2: Effects of discrimination/racism	2015 - 16	3.66	15	0	0	1	3
CMHC-E.3: Current literature	2015 - 16	3.66	15	0	0	0	5
CMHC-E.4: Effective strategies for advocacy	2015 - 16	3.46	15	0	0	1	6
CMHC-E.5: Oppression/racism/history/politics	2015 - 16	3.73	15	0	0	0	4
CMHC-E.6: Public policies	2015 - 16	3.53	15	0	0	1	5
		3.64	90	0	0	3	26

All Areas - EDU555-DOC-Advanced Counseling, Theory, Research and Practice

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.1: Major counseling theories	2015 - 16	2.88	9	0	0	3	4
DS/CES-IV-G.2: Evaluate counseling effectiveness	2015 - 16	2.66	9	0	0	4	4
DS/CES-IV-G.3: Research base of theories	2015 - 16	2.66	9	0	0	4	4
		2.74	27	0	0	11	12

CACREP DS/CES-IV-H Counseling - Skills and Practice

	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
DS/CES-IV-H.1: Personal theoretical orientation	2015 - 16	3.33	9	0	0	0	6
DS/CES-IV-H.2: Application of multiple theories	2015 - 16	2.77	9	0	0	4	3
DS/CES-IV-H.3: Case conceptualization/interventions	2015 - 16	2.88	9	0	0	2	6
		3.00	27	0	0	6	15

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	2015 - 16	3.40	15	0	1	0	6

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	2015 - 16	3.06	15	0	1	0	11
CMHC-C.9: Professional issues	2015 - 16	2.86	15	0	1	2	10
		2.97	30	0	2	2	21

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	2015 - 16	3.20	15	0	1	0	9

CMHC-D.2: Multicultural competencies	2015 - 16	3.33	15	0	1	0	7	7
CMHC-D.7: Current record-keeping standards	2015 - 16	3.26	15	0	1	1	6	7
CMHC-D.9: Limitations/supervision	2015 - 16	3.53	15	0	0	1	5	9
		3.33	60	0	3	2	27	28

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	2015 - 16	3.13	15	0	1	1	8	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	2015 - 16	2.86	15	0	1	1	12	1

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	2015 - 16	3.25	8	0	0	2	2	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	2015 - 16	3.25	8	0	0	2	2	4

All Areas - EDU563-DOC-Advocacy, Consulting and Systems Changes as Counseling and Human Development Practice

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.6: Program Evaluation	2015 - 16	2.69	13	0	0	7	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.1: Theories and skills	2015 - 16	2.76	13	0	0	6	4	3
DS/CES-IV-I.2: Advocacy models	2015 - 16	2.69	13	0	0	7	3	3
DS/CES-IV-I.3: Current multicultural issues	2015 - 16	2.92	13	0	0	4	6	3
		2.79	39	0	0	17	13	9

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.1: Provide leadership/leadership efforts	2015 - 16	3.30	13	0	0	1	7	5
DS/CES-IV-J.2: Advocate for profession/clientele	2015 - 16	3.53	13	0	0	0	6	7
		3.42	26	0	0	1	13	12

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	2015 - 16	3.66	21	0	0	0	7	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.5: Culturally responsive	2015 - 16	3.47	21	0	0	0	11 10

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	2015 - 16	3.62	8	0	0	0	3 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.1: Self-awareness/sensitivity	2015 - 16	3.62	8	0	0	0	3 5

All Areas - EDU564-DOC-Contemporary Trends in Mental Health, Appraisal, Intervention and Research

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.4: Develop/submit program proposal	2015 - 16	3.00	12	0	0	1	10 1

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	2015 - 16	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	2015 - 16	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	2015 - 16	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	2015 - 16	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	2015 - 16	3.50	6	0	0	1	1 4
SC-E.2: Opportunities/barriers student devt	2015 - 16	3.66	6	0	0	0	2 4
SC-E.4: Multicultural counseling	2015 - 16	3.66	6	0	0	0	2 4
		3.61	18	0	0	1	5 12

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	2015 - 16	3.50	6	0	0	1	1 4
SC-F.3: Program and Services advocacy	2015 - 16	3.50	6	0	0	0	3 3
		3.50	12	0	0	1	4 7

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
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CMHC-A. 1: History/Philosophy/Trends	2015 - 16	3.30	20	0	0	0	14	6
CMHC-A. 2: Ethical and legal considerations	2015 - 16	3.40	20	0	0	0	12	8
CMHC-A. 3: Counselors' roles	2015 - 16	3.40	20	0	0	0	12	8
CMHC-A. 4: Standards and credentials	2015 - 16	3.30	20	0	0	0	14	6
CMHC-A. 5: Current models and theories	2015 - 16	3.40	20	0	0	0	12	8
CMHC-A. 7: Professional issues	2015 - 16	3.40	20	0	0	0	12	8
CMHC-A. 8: Management of services and programs	2015 - 16	3.35	20	0	0	0	13	7
		3.36	140	0	0	0	89	51

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	2015 - 16	3.35	20	0	0	0	13	7
CMHC-C.3: Program devt and service delivery	2015 - 16	3.30	20	0	0	0	14	6
CMHC-C.5: Range of service delivery	2015 - 16	3.30	20	0	0	0	14	6
CMHC-C.9: Professional issues	2015 - 16	3.30	20	0	0	0	14	6
		3.31	80	0	0	0	55	25

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	2015 - 16	3.20	20	0	0	5	6	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	2015 - 16	3.15	20	0	0	4	9	7

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	2015 - 16	3.22	9	0	0	0	7	2

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	2015 - 16	3.66	9	0	0	0	3	6
SC-H.2: Select assessment strategies	2015 - 16	3.33	9	0	0	0	6	3
SC-H.3: Analyze assessment information	2015 - 16	3.44	9	0	0	0	5	4
		3.48	27	0	0	0	14	13

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	2015 - 16	3.43	16	0	0	1	7	8

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	2015 - 16	3.43	16	0	0	1	7	8
CMHC-G.3: Psychopharmacology	2015 - 16	3.43	16	0	0	1	7	8
		3.44	32	0	0	2	14	16

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	2015 - 16	3.50	16	0	0	0	8	8

CMHC-H.4: Assess for treatment/care	2015 - 16	3.43	16	0	0	1	7	8
		3.47	32	0	0	1	15	16
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	2015 - 16	3.43	16	0	0	1	7	8
CMHC-K.2: Diagnostic criteria/treatmt modalities	2015 - 16	3.43	16	0	0	1	7	8
CMHC-K.3: Substance use co-occurring/impact	2015 - 16	3.43	16	0	0	1	7	8
CMHC-K.4: Multicultural bias in diagnosis	2015 - 16	3.56	16	0	0	0	7	9
		3.47	64	0	0	3	28	33
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	2015 - 16	3.50	16	0	0	1	6	9
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	2015 - 16	3.44	9	0	0	0	5	4
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	2015 - 16	3.66	9	0	0	0	3	6
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	2015 - 16	3.66	9	0	0	0	3	6
CACREP SC-G Assessment - Knowledge	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's	
SC-G.3: Needs assessment	2015 - 16	3.00	9	0	0	3	3	3
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	2015 - 16	3.11	9	0	0	2	4	3
SC-I.5: Outcome research data/best pract	2015 - 16	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	2015 - 16	3.44	9	0	0	0	5	4
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	2015 - 16	3.00	9	0	0	4	1	4
SC-O.5: School counselor's roles	2015 - 16	3.44	9	0	0	1	3	5
		3.22	18	0	0	5	4	9
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	2015 - 16	3.68	16	0	1	0	2	13
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	2015 - 16	3.68	16	0	1	0	2	13
CMHC-G.2: Clinical evaluation	2015 - 16	3.68	16	0	1	0	2	13

CMHC-G.3: Phychopharmacology	2015 - 16	3.68	16	0	1	0	2	13
		3.69	48	0	3	0	6	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	2015 - 16	3.68	16	0	1	0	13
CMHC-H.2: Intake/histories for treatmt planning	2015 - 16	3.68	16	0	1	0	13
CMHC-H.4: Assess for treatment/care	2015 - 16	3.68	16	0	1	0	13
		3.69	48	0	3	0	39

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	2015 - 16	3.68	16	0	1	0	13
CMHC-K.2: Diagnostic criteria/treatmt modalities	2015 - 16	3.68	16	0	1	0	13
CMHC-K.3: Substance use co-occurring/impact	2015 - 16	3.68	16	0	1	0	13
		3.69	48	0	3	0	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	2015 - 16	3.77	9	0	0	2	7
SC-A.3: Counselors' roles	2015 - 16	3.77	9	0	0	2	7
SC-A.5: Current models of programs	2015 - 16	3.66	9	0	1	1	7
		3.74	27	0	1	5	21

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	2015 - 16	3.66	9	0	1	1	7

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	2015 - 16	4.00	25	0	0	0	25
CMHC-A. 6: Recognizes substance abuse disorders	2015 - 16	4.00	25	0	0	0	25
		4.00	50	0	0	0	50

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	2015 - 16	4.00	25	0	0	0	25

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	2015 - 16	2.96	25	0	9	8	8

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	2015 - 16	4.00	25	0	0	0	25

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	2015 - 16	3.32	25	0	0	17	8

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	2015 - 16	3.64	37	0	0	0	13
CMHC-B.2: Apply knowledge of policy and processes	2015 - 16	3.29	37	0	0	2	22
		3.47	74	0	0	2	35

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	2015 - 16	3.45	37	0	0	0	20
CMHC-D.2: Multicultural competencies	2015 - 16	3.29	37	0	0	1	24
CMHC-D.4: Effective strategies	2015 - 16	3.54	37	0	0	0	17
		3.43	111	0	0	1	61

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	2015 - 16	3.35	37	0	0	1	22
CMHC-F.2: Program and Services advocacy	2015 - 16	3.29	37	0	0	3	20
CMHC-F.3: Culturally appropriate interventions	2015 - 16	3.59	37	0	0	0	15
		3.41	111	0	0	4	57

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	2015 - 16	3.35	37	0	0	1	22

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	2015 - 16	3.87	8	0	0	0	1

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	2015 - 16	3.75	8	0	0	0	2
SC-C.3: Student strengths/problem-solving	2015 - 16	4.00	8	0	0	0	0
		3.88	16	0	0	0	2

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	2015 - 16	3.75	8	0	0	0	2

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	2015 - 16	3.62	8	0	0	0	3
SC-I.5: Outcome research data/best pract	2015 - 16	3.75	8	0	0	0	2
		3.69	16	0	0	0	5

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	2015 - 16	3.87	8	0	0	0	1

CACREP SC-K Academic Development - Knowledge

	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's
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SC-K.2: Concepts behind student success	2015 - 16	3.87	8	0	0	0	1	7
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.	2015 - 16	3.75	8	0	0	0	2	6
SC-M.4: Systems theories, models, consult.	2015 - 16	3.50	8	0	0	0	4	4
		3.62	16	0	0	0	6	10
CACREP SC-O Leadership - Knowledge	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's	
SC-O.1: Effective leadership	2015 - 16	3.62	8	0	0	0	3	5
SC-O.2: Leadership strategies	2015 - 16	3.37	8	0	0	0	5	3
		3.50	16	0	0	0	8	8
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.	2015 - 16	3.66	9	0	0	0	3	6
SC-D.3: Prevention and intervention	2015 - 16	3.55	9	0	0	0	4	5
SC-D.5: Limitations/supervision	2015 - 16	3.22	9	0	0	2	3	4
		3.48	27	0	0	2	10	15
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	2015 - 16	3.44	9	0	0	1	3	5
SC-F.4: Parent/guardian/fam. engagement	2015 - 16	3.66	9	0	0	1	1	7
		3.56	18	0	0	2	4	12
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	2015 - 16	3.44	9	0	0	1	3	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	2015 - 16	3.66	9	0	0	0	3	6
SC-H.5: Assess barriers to student devt	2015 - 16	3.55	9	0	0	0	4	5
		3.61	18	0	0	0	7	11
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	2015 - 16	3.22	9	0	0	1	5	3
SC-J.3: Analyzes and uses data	2015 - 16	3.22	9	0	0	1	5	3
		3.22	18	0	0	2	10	6
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	2015 - 16	3.11	9	0	0	2	4	3
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	2015 - 16	3.11	9	0	0	2	4	3
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	2015 - 16	3.22	9	0	0	2	3	4
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	2015 - 16	3.22	9	0	0	2	3	4

problems

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	2015 - 16	3.22	9	0	0	1	5	3

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	2015 - 16	3.22	9	0	0	1	5	3
SC-P.2: Educational programs	2015 - 16	3.11	9	0	0	2	4	3
		3.17	18	0	0	3	9	6

All Areas - EDF452-SC-Supervised Internship in School Counseling II	Year	Avg. Resp.	#n/o's	#1's	#2's	#3's	#4's	
SC-F.1: Multicultural competencies	2015 - 16	4.00	9	0	0	0	0	9

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	2015 - 16	4.00	9	0	0	0	0	9

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	2015 - 16	3.77	9	0	0	0	2	7
SC-L.3: Differentiated instructional strategies	2015 - 16	3.66	9	0	0	1	1	7
		3.72	18	0	0	1	3	14

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	2015 - 16	3.88	9	0	0	0	1	8
SC-M.3: Effective teambuilding	2015 - 16	3.88	9	0	0	0	1	8
SC-M.6: Peer programming interventions	2015 - 16	3.77	9	0	0	0	2	7
		3.85	27	0	0	0	4	23

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	2015 - 16	3.55	9	0	0	1	2	6
SC-N.3: Consults to promote student devt	2015 - 16	3.55	9	0	0	1	2	6
SC-N.4: Uses peer helping strategies	2015 - 16	3.77	9	0	0	0	2	7
SC-N.5: Uses referral procedures	2015 - 16	3.88	9	0	0	0	1	8
		3.69	36	0	0	2	7	27

All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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All Areas - Average Results for 2015-16 year	Average	2015 - 16	3.47
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**Table 6-Section 1
Survey Results-Alumni
Master and Doctoral Students**

Academic Year: Fall 2015-Summer 2016

Total Responses: 15

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.	3.67
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	3.54
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.	3.67
The Warner School has a good reputation within my field.	3.67
Warner connections have assisted me in career advancement.	3.56
Tuition paid was a worthwhile investment.	2.89
Average	3.45
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.	4.00
were available when I needed guidance or assistance.	3.89
were knowledgeable in their particular field.	4.00
Average	3.96
To what extent would you agree or disagree with the following statements?	Rating Average
Mutual respect existed between students and professors.	4.00

**Table 6-Section 1
Survey Results-Alumni
Master and Doctoral Students**

Academic Year: Fall 2015-Summer 2016

Total Responses: 15

The quality of teaching in most of my classes was excellent.	3.56
There were sufficient opportunities to interact with faculty.	3.89
I received appropriate thesis/dissertation support.	3.67
I had opportunities for mentoring with faculty.	3.75
A faculty member took a special interest in my progress.	3.78
Average	3.78
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.	3.67
was available when I needed guidance or assistance.	3.67
Average	3.67
To what extent would you agree or disagree with the following statements about your academic program?	Rating Average
Program requirements were clear.	3.89
Coursework was intellectually stimulating and appropriately challenging.	3.44
Required courses were available in a reasonable cycle.	3.89
Average	3.74
My academic program provided adequate opportunities to ...	Rating Average
publish.	2.78
participate in research.	2.78
build my resume/CV for future employment.	3.44
Average	3.00
To what extent would you agree or disagree with the following statements? I was well prepared ...	Rating Average
for my doctoral comprehensive examinations.	3.33
to teach.	2.63
to conduct research.	3.00
for employment in my area of study.	3.44
for the process of writing my thesis/dissertation.	3.44
to be a leader and agent of change.	3.44
Average	3.21

Table 6-Section 2
Survey Results-Alumni
Master and Doctoral Students

Academic Year: Fall 2015-Summer 2016

Total Responses: 15

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	2.56
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	3.67
Average	3.43

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

Academic Year: Fall 2015-Summer 2016

Total Responses: 15

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	3.89
Use basic communication skills to listen and respond to client with accurate empathic understanding	4.00
Average	3.95
	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)	3.44
Recognize developmentally appropriate from problematic behaviors	3.56
Evaluate and adjust the counseling process to affect successful counseling outcomes (process evaluation)	3.67
Complete a thorough DSM diagnosis	3.11
a) Complete a mental status examination	3.00
b) Complete a biopsychosocial intake	3.22
c) Assess the needs of a client in crisis	3.56
Average	3.37
	Rating Average
Intervention Skills	
Use counseling and human development theories and concepts as part of counseling practice	3.44
Provide session structure and focus through questions, interpretations, experiential activity, problem solving strategies, and other appropriate methods for furthering counseling goals	3.56
Use flexibility and ability to generate novel responses when faced with unfamiliar or unexpected situations in the counseling process	3.67
Execute a variety of counseling modes, including individual counseling, group counseling, career counseling, and small systems consultation	3.11
Complete a treatment plan based on a DSM diagnosis, mental status examination, and	3.00

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

Academic Year: Fall 2015-Summer 2016

Total Responses: 15

biopsychosocial clinical intake interview	
Monitor and document the progress being made in the implementation of a treatment plan	3.22
Intervene on behalf of a client who is in crisis	3.56
Average	3.37
	Rating Average
Contextual Competencies	
Advocacy - Provided me with knowledge of vehicles of client empowerment, methods of advocacy, and legal liabilities of advocacy work	3.50
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	4.00
Consulting - Provided knowledge of consultation models and processes for integrating family, peer, and community support systems in counseling and supporting clients	3.63
Systems Change - Developed my understanding of systems and organizational change for the purpose of improving systems to enhance human development	3.63
Average	3.69
	Rating Average
Technological Skills	
Developed my competency with technology, including word processing, email, library databases, and locating counseling- related resources on the Internet	3.50
	Rating Average
Disposition	
Professional Identity - Familiarized me with history of the profession, roles of professional counselors among the various human service professions, professional associations and journals in counseling, and issues surrounding counseling licensure and accreditation	3.75
Professional Development - Developed my capacity for self- reflection, self-understanding, openness to ongoing supervision, and commitment to further personal and professional growth	4.00
Legal and Ethical Issues - Instilled legal and ethical standards of the profession in my counseling practices	3.75
Professional Behavior - Developed my responsibility toward fulfilling professional commitments and acting as a counseling professional	3.88
Average	3.85

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

Academic Year: Fall 2015-Summer 2016

Total Responses: 15

Scale: Response Percentage

How has your employment situation evolved since graduating from the Warner School? (Select all that apply.)	Response Percent
I received a promotion at my current place of work.	11.1%
I sought out and was offered a new position related to my degree.	77.8%
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.	11.1%
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)	22.2%
I was hired as a counselor or counselor educator ...	Response Percent
within 6 months after graduation.	44.4%
within 6-12 months after graduation.	22.2%
more than 1 year after graduation.	11.1%
Other (please specify)	22.2%
To what extent did your Warner School experience help you obtain your current employment?	Response Percent
Significantly	88.9%
Moderately	0.0%
Not at all	11.1%
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
I am an LMHC.	22.2%
I have a limited permit and am currently amassing supervised clinical hours toward my license.	11.1%
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.	11.1%

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

Academic Year: Fall 2015-Summer 2016

Total Responses: 15

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.	11.1%
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I am not interested in obtaining a license.	44.4%
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Rate your overall satisfaction with your Warner experience.	Response Percent
Very satisfied	62.5%
Satisfied	37.5%
Somewhat satisfied	0.0%
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	62.5%
Probably yes	37.5%
Probably not	0.0%
Definitely not	0.0%

Table 7
Survey Results-Master's Site Supervisors
Academic Year: Fall 2015-Summer 2016

Total Responses: 17

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?	2.82
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	3.12
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3.41
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	3.29
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?	3.12
Their openness to developing innovations in counseling practice that meet diversity concerns?	3.35
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	3.35
Their ability to integrate biological, psychological and social interventions in their work with clients?	2.94
Their interest in fostering life-long healthy development?	3.18
Their holding of an ecological view of people in context (history, culture, social life)?	3.24
Their being caring, compassionate and self-reflective people?	3.53
Average	3.21

Table 8
Survey Results-Doctoral Site Supervisors
Academic Year: Fall 2015-Summer 2016

Total Responses: 4

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?	3.25
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	3.25
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3.25
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	2.75
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?	3.25
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	3.00
Their ability to integrate biological, psychological and social interventions in their work with clients?	3.25
Their interest in fostering life-long healthy development?	3.50
Their holding of an ecological view of people in context (history, culture, social life)?	3.25
Their being caring, compassionate and self-reflective people?	3.75
Their ability to function as leaders and advocates within the organization and profession?	2.75
Their ability to supervise and teach other staff members or students in training?	2.75
Their ability to generate new knowledge for the profession?	3.0
Average	3.14

Table 9	
Survey Results-Master's Employers	
Academic Year: Fall 2015-Summer 2016	
Total Responses: 7	
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?	3.14
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	3.14
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3.71
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	3.14
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?	3.43
Their openness to developing innovations in counseling practice that meet diversity concerns?	3.67
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	3.67
Their ability to integrate biological, psychological and social interventions in their work with clients?	3.00
Their interest in fostering life-long healthy development?	3.33
Their holding of an ecological view of people in context (history, culture, social life)?	3.17
Their being caring, compassionate and self-reflective people?	3.67
Average	3.37

Table 10
Survey Results-Doctoral Graduate Employers
Academic Year: Fall 2015-Summer 2016
Total Responses: 1

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?	3.00
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3.00
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?	2.00
Their openness to developing innovations in counseling practice that meet diversity concerns?	4.00
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	4.00
Their ability to integrate biological, psychological and social interventions in their work with clients?	3.00
Their interest in fostering life-long healthy development?	4.00
Their holding of an ecological view of people in context (history, culture, social life)?	4.00
Their being caring, compassionate and self-reflective people?	4.00
Their ability to function as leaders and advocates within the organization and profession?	3.00
Their ability to supervise and teach other staff members or students in training?	3.00
Their ability to generate new knowledge for the profession?	2.00
Average	3.21

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