



WARNER  
SCHOOL OF EDUCATION  

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UNIVERSITY *of* ROCHESTER

COUNSELING AND HUMAN DEVELOPMENT PROGRAM AREA

2023-2024  
CACREP ANNUAL COMPREHENSIVE EVALUATION REPORT

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

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### **Admissions Information:**

Admissions demographic data is extracted from our admissions assessment form and the application packet that each potential student completes as part of the application process. While each student's application materials are used to make internal determinations about their likelihood of success in the program to which they applied, we can extract demographic data from admissions materials, which we can report upon without jeopardizing the confidentiality of each candidate.

The admissions demographic data collection is the University's categorization of students who identify as an "underrepresented minority," which replaces more specific information related to students' ethnicity that was documented in previous reports. The University of Rochester defines an underrepresented minority, abbreviated as "URM," as meeting the following conditions:

1. "The person is a U.S. citizen or Permanent Resident or non-citizen with no visa. (The latter is a very small subset of 'undocumented' individuals included in order to be consistent with federal IPEDS reporting requirements.) ...and, either 2 or 3:"
2. "The person identified himself/herself in one of the four minority categories that AS&E considers underrepresented:
  - a. Hispanic
  - b. American Indian or Alaska Native
  - c. Black or African American
  - d. Native Hawaiian or Other Pacific Islander"
3. "The person identified himself/herself in two or more race categories that includes any one of the underrepresented minorities in item 2. (Examples: A person who is White and American Indian or Alaska Native would be URM. A person who identifies as White and Asian would not be considered URM.)"

From this admissions data, we can report a few noteworthy observations about the demographic characteristics of our admitted students. Being granted admission does not mean that these students are enrolled. For this academic year, we noted the following about our admitted students:

- For our Master's Programs (School and Mental Health Counseling), 75% of our student admits identified as female, and 25% identified as male. This represents the exact same percentage of admitted students from the previous year.
- For our Doctoral Programs, 88% of our student admits identified as female, and 13% identified as male. This represents a 9% decrease in the number of male admits, and a 10% increase in the number of female admits, from the previous year.
- Among all students admitted, 13% of students identified as an underrepresented minority. The remaining 87% of students identified as not an underrepresented minority or declined to provide a response. Fourteen female students, two male students, identified as underrepresented minorities between the mental health and school counseling master's programs. There is one female and no male students identified as an underrepresented minority in the doctoral programs.

- For more details, consult the [Admitted Student Demographics Tables](#) in the appendix.

### **Current Student Information:**

A current student is defined as a student who is currently matriculated in a degree-bearing counseling program. Noteworthy observations about current student demographics are as follows:

- Among all current students, across all master's and doctoral programs, 75% identify as female, and 25% identify as male, which represents an decrease of 7 percentage point for females, and an increase of 7 percentage point for males from the previous year.
- Of master's students currently matriculated, 74% identified as female and 26% identified as male.
- Of our enrolled doctoral students, 22% identified as male, and 78% identified as female.
- Across all master's and doctoral programs, 19% identified as underrepresented minorities, with a remaining 81% identifying as not an underrepresented minority. This is the exact same as the previous year.
- For more details, consult the [Current Student Demographics Data Tables](#) in the appendix.

### **Graduating Students:**

A graduating student is defined as a student who was enrolled in a degree-bearing counseling program who has completed all programmatic requirements for graduation and degree conferral. Noteworthy observations about current student demographics are as follows:

- 18% of our graduates (considering master's and doctoral combined) identified as male and 82% of our graduates identified as female. These figures show a decrease of 7 percentage points of graduates who identify as male from the previous academic year.
- Only six graduating students completed doctoral degrees, four of which identified as female, and two as male.
- Considering all graduates from doctoral and master's program for 2023-24 academic year, 20% identified as an underrepresented minority. This is an increase of 6% from the previous year.
- For more details, consult the [Graduating Student Demographic Tables](#) in the appendix.

### **Assessment Activities:**

The Department of Counseling and Human Development is engaged in yearly assessment activities to ensure CACREP training and education standards are met, and that our students are prepared to work in clinical, school, medical, and other integrated care settings. These assessment activities are based upon Key Performance Indicators (KPI) that have been devised to meet Program Objectives for Clinical Mental Health Counseling, School Counseling, and Doctoral Programs. The KPI's, which were derived from our [Program Objectives](#), can be understood as key points that are targeted for assessment as students' progress through their programs. The results from this year's KPI measures are explained in the following tables. After each table, the KPI is described, and an interpretation of the meaning of our KPI data is offered.

Counseling Core				
Key Performance Indicator	CACREP Domain	Measure 1:	Measure 2:	Change Over Time Between First and Last Measure
CC1-CMHC:	Professional Counseling Orientation	4	3.94	-0.06
CC1-SC:	Professional Counseling Orientation	4	3.85	-0.15
CC2:	Social and Cultural Diversity	4	4	0
CC3a:	Human Growth and Development	3.66	3.65	-0.01
CC3b:		3.8	3.65	-0.15
CC4a:	Career Development	3.9	3.97	0.07
CC4b:		4	3.93	-0.07
CC5:	Counseling and Helping Relationships	3.76	3.84	0.08
CC6a:	Group Counseling and Group Work	4	3.98	-0.02
CC6b:		4	3.98	-0.02
CC7:	Assessment and Testing	4	4	0
CC8:	Research and Program Evaluation	3.9	4	0.1

**CC1 (CMHC & SC):** The student understands legal and ethical considerations specific to professional counseling.

- Both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with a slight decrease of “0.06” between Measure 1 and Measure 2 for Mental Health Counseling students and a decrease of “0.15” for School Counseling students. Students in both programs receive substantial training in ethics,

including assignments beyond KPI measures, which include discussions with counselors actively working in the field, examination of both the ACA and ASCA codes of ethics throughout coursework, and feedback from supervisors about ethical conduct.

**CC2: Students understand how their own social and cultural diversity impacts their views of other and self.**

- Both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with no difference between Measure 1 and Measure 2. The importance of cultural competence is emphasized from the beginning of introductory counseling courses, is nurtured through the Warner School’s Social Justice mission, and is discussed frequently in the context of all Warner counseling courses.

**CC3a: Students have gained a knowledge of human development theories.**

- Both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with a slight decrease of “0.01” between Measure 1 and Measure 2. Most impressive about this result is that the assignments which measure this KPI require students to use different counseling skill sets.

**CC3b: Students have learned to apply theories of human development to better understand counseling-related issues.**

- Similar to “CC3a,” both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with the majority of students earning “4”s on both measures. Students developed a strong understanding of how theories of human development can be applied to their clinical and school settings.

**CC4a: Students have knowledge of career development theories, particularly as the theories pertain to their own personal development.**

- Both Mental Health Counseling and School Counseling students earned scores that were, the majority of the time, within the “exceeds expectations” range, with a slight increase of “0.07” between Measure 1 and Measure 2. Students demonstrated a strong mastery of career development theories, and theories that pertain to their own personal development.

**CC4b: Students will exhibit the ability to practice career counseling.**

- School Counseling students scored within the “exceeds expectations” range for Measure 1 and Measure 2. Students are evaluated on their ability to practice career counseling in real-time for Measure 2 of this KPI and may report feeling anxious or nervous when presenting in front of peers.

**CC5: Students have developed their own personal approach to counseling, which will be informed by knowledge of theory and best practices.**

- Both Mental Health Counseling and School Counseling students scored well for both Measure 1 and Measure 2, and we saw an increase of “0.08” between the two

measures. The second measure entails a critical reflection of one’s own skills, where students are encouraged to identify new ways responding to client concerns. Students are still developing their own theoretical orientation, understanding of counseling interventions, and rationale for both during their first year.

**CC6a:** Students understand the dynamics associated with group process and development.

- Both Mental Health Counseling and School Counseling students scored within the “exceed expectations” range, with a slight decrease of “0.02” between Measure 1 and Measure 2. The first assignment measures students’ ability to think critically after a group session has ended, while the second measure, a rigorous exam, prepares students to take both the National Clinical Mental Health Counselor and National Certified Counselor Exams.

**CC6b:** Students understand the characteristics and functions of effective group leaders.

- Similar to “CC6a,” both Mental Health Counseling and School Counseling students scored within the “Exceed Expectations” range. We are confident that students enrolled in the group counseling course have a firm understanding of comprises effective group leader characteristics.

**CC7:** Students understand the responsibilities and obligations of test administrators.

- Both measures scored within the “exceed expectations,” with scores of “4,” for both Mental Health and School Counseling students. Students are displaying a strong understanding of testing, assessment, and appraisal through coursework and course assignments.

**CC8:** Students understand the basic principles needed to successfully utilize assessment data in the counseling process.

- Both measures scored within the “exceed expectations” range. There was also an increase of “+0.1” between Measure 1 and Measure 2. Even though both measures assess for different assessment topics, and are different forms of assessment, students performed very well. Considerable effort has gone into making this course applicable in clinical situations, and despite the content not being endeared by the students, they still report high learning outcomes.

Clinical Mental Health Counseling					
Key Performance Indicator	CACREP Domain	Measure 1:	Measure 2:	Measure 3:	Change Over Time Between First and Last Measure
CMHC 1:	Case Conceptualization/ Bio-psychosocial	4	3.64	N/A	-0.36

CMHC 2:	Intervention Plan	4	3.64	N/A	-0.36
CMHC 3:	Theoretical Knowledge in Addictions	4	4	N/A	0
CMHC 4:	Suicide Risk	4	4	N/A	0
CMHC 5:	Competent and Ethical Practice	3.4	3.17	N/A	0.35

**CMHC 1:** The student demonstrates an understanding of how to conceptualize a case through a bio-psychosocial lens.

- Considerable effort has gone into ensuring mental health students understand the bio-psychosocial model of care, which was developed at the University of Rochester, and is widely used in most clinical settings. The second measure saw a decrease of nearly a half point (“-0.36”). Students in the course are given multiple opportunities to build competency surrounding the bio-psychosocial model throughout the course, which explains the “exceeds expectations” ranking for both the first and second measure.

**CMHC 2:** The student demonstrates the ability to construct a counseling intervention plan that is appropriate for DSM disorders that have been identified in the assessment process.

- There was a decrease of “-0.36” between Measure 1 and Measure 2. Measure 2 occurs in a course that has more of an emphasis on diagnostic criteria, with more rigorous evaluation, given that most students are in the second semester of their program. More of an emphasis on diagnostic criteria would likely be helpful in the first portion of this course, to help narrow the gap between measures.

**CMHC 3:** Students have the applied theoretical knowledge to inform their treatment of clients in an addiction setting.

- The addictions course is a rigorous, and it incorporates CACREP standards as well as OASAS CASAC Standards. Students grapple with complex substance use treatment issues throughout this course. Measure 1 emphasizes essential elements of substance use counseling, while during Measure 2, students are expected to conduct an elaborate review of a current trend in counseling. Measure 2 was changed from a written document to an oral group recording, and students found this not only more engaging, but more useful for their clinical practice.

**CMHC 4:** Student demonstrates the procedures for assessing and managing suicide risk.

- There is no change between Measure 1 and Measure 2. Given that the United States experienced the high ever combined rates of death due to alcohol, drugs, and suicide during the last few years, more of an emphasis was placed on suicide assessment and safety. Students responded well to these changes, and embraced learning more content in this area, especially since it is a particularly salient clinical concern.

**CMHC 5:** The student demonstrates the attitudes, behaviors, dispositions, skills and knowledge that suggest the ability to competently and ethically provide mental health counseling services to clients, commensurate with current level of training.

- Ethical behavior is a core tenant of Warner’s counseling program. On every measure, our students scored within the “exceeds expectations” range, and they showed an increase from Measure 1 to Measure 3. Mental Health Counseling students display ethical behavior at a high frequency, as demonstrated by the increase of “0.35” between the first and last measures.

School Counseling					
Key Performance Indicator	CACREP Domain	Measure 1:	Measure 2:	Measure 3:	Change Over Time Between First and Last Measure
SC 1:	Legal & Ethical Obligations	4	3.85	N/A	-0.15
SC 2:	Leadership and Systems Change	4	3.92	N/A	-0.08
SC 3:	Data Driven Decision-making	3.94	3.69	N/A	-0.25
SC 4:	Suicide Risk	4	4	N/A	0
SC 5:	Competent and Ethical Practice	3.62	3.8	3.83	0.21

**SC 1:** The student understands legal and ethical considerations regarding the work of the school counselor.

- Measure 1 is comprehension based, while Measure 2 is skills based. The decline of “0.15” marks the second largest decrease between measures in the entire report, which could indicate the difference between students’ ability to understand ethics conceptually and apply ethical statutes in a school counseling setting. Faculty will continue to refine how to increase skill-based practice based around ethical concepts.

**SC 2:** Students understand the counselor’s role as leaders and systems change agents in P-12 schools.

- Like the previous annual report, there was a decrease between Measure 1 and Measure 2. However, this gap closed by “0.15,” and was “0.08,” as opposed to “0.23.” Measure 2 has a more rigorous grading scheme, and that continues to be the cause of the discrepancy between the measures.

**SC 3:** The student has knowledge of current methods of using data to inform decision-making & accountability.

- This KPI showed a decline of “0.25” points between Measure 1 and Measure 2. Like SC1, Measure 1 is comprehension based, while Measure 2 is skill based. The previous annual report indicated this discrepancy as well. Faculty will continue to have

conversations about how to close the gap between conceptual understanding and applied practice.

**SC 4: Student demonstrates the procedures for assessing and managing suicide risk.**

- Much like the clinical mental health counseling students, school counseling students scored well on this KPI, all of whom obtained a score of 4 on both measures. School counseling students receive the same training as mental health counseling students in suicidality, and as previously stated, an emphasis of comprehension related to suicidality was established last year.

**SC 5: The student demonstrates the attitudes, behaviors, dispositions, skills and knowledge that suggest the ability to competently and ethically provide school counseling services to clients, commensurate with current level of training.**

- Ethical behavior continues to be a core tenant of the School Counseling Program. For each Measure, every student scored within the “Exceeded Expectations” range and showed a “0.21” increase between Measure 3 and Measure 1. We are confident that the School Counseling students continue to display ethical behavior at a high frequency.

Doctoral				
Key Performance Indicator	CACREP Domain	Measure 1:	Measure 2:	Change Over Time Between Measures
DCES 1:	Counseling	3.72	3.4	-0.32
DCES 2:	Supervision	3.8	3.85	0.05
DCES 3:	Teaching	*	*	*
DCES 4:	Research and Scholarship	**	**	**
DCES 5:	Leadership and Advocacy	**	**	**

\*data not available as enrolled doctoral students were not assessed on this KPI during this academic year, due to some courses being offered only in alternating years.

\*\* no students were assessed on this KPI during this academic year.

**DCES 1: Students are able to critically reflect upon approaches to counseling including strengths and weaknesses, theoretical bases, the research base for existing counseling theory, and the range of methods for evaluating efficacy.**

- Both scores measured in the “Exceeding Expectations” range, indicating that the doctoral students have critical reflection skills related to counseling approaches.

**DCES 2: Students have gained understanding of clinical supervision theory and ethics, and demonstrated effective supervision practice.**

- Given that the scores for both measures are in the “Exceeding Expectations” range, it is evident that doctoral students are gaining critical knowledge surrounding clinical supervision theory, ethics, and practice.

**DCES 3:** The student demonstrates proficiency in course design, delivery and evaluation methods appropriate to course objectives.

- This KPI was not measured this year given that the course(s) where these measures appear were not taught.

**DCES 4:** The student demonstrates the skills needed in professional writing for journal and newsletter publication.

- Complete data not available. We did not have any students who were measured on these KPIs during this year.

**DCES 5:** The student understands models and applications of advocacy and consultation.

- Complete data not available. We did not have any students who were measured on these KPIs during this year. Annual Clinical Formative and Summative Assessments

Additional formative and summative assessments compliment Key Performance Indicator data to inform faculty about student needs. More specifically, this data helps inform faculty about additional modifications that need to take place within our programs and with our clinical site partners. This data is not presented in aggregate form.

### **Student Milestone Assessments**

#### *Master's Students:*

Students in our master's programs complete one capstone project prior to graduation at the conclusion of their program. Students choose to write a review of literature or create a resource manual for a site partner, based on a smaller review of literature. The capstone project continues to be included in faculty discussions to discover new ways to best utilize our students' writing abilities and their abilities to create other forms of media.

#### *Doctoral Students:*

Doctoral students must complete four milestones as to complete their program, prior to graduation:

- A Portfolio Assessment
- Comprehensive Examinations
- Dissertation Proposal
- Dissertation

The *Portfolio Assessment* sheds light on a student's research trajectory and ability to compose scholarly arguments. The *Comprehensive Examinations* ask students to investigate theory, methodology, and literature surrounding their dissertation topic. The *Dissertation Proposal* asks the student to form a suitable research question based on literature they have accrued in support of their line of research inquiry, often based upon their comprehensive examinations. The *Dissertation* is the written summation of the data they have collected and the literature they have analyzed in response to their research question.

Findings from these assessments are not disseminated within the body of the report, as some of the data could be traceable back to students, given the small number of doctoral students who progress through these doctoral milestones each year.

### **Annual Student Reviews**

Data is formally collected at the end of each Spring semester to assess how master's and doctoral students are progressing in terms of their academic performance, clinical skills, and overall disposition. This data can sometimes be used to create individual remediation plans for students who need additional support. Identifying ways to improve the mechanics and clarity of our students' academic writing at the master's and doctoral level is a constant theme that comes to light from these student reviews. Dispositional issues are also discussed at annual review meetings.

### **Stakeholder Assessments**

#### *Adjunct and Affiliated Faculty Surveys*

Our Adjunct Faculty are valued and essential members of our academic community and consist of experienced clinical professionals as well as advanced doctoral students. They are surveyed to ensure they feel supported in their faculty roles and receive adequate faculty support. The *Adjunct and Affiliated Faculty (AAF) Survey* gathers their input in through an online survey. The next survey will be conducted during the 2024-2025 Academic Year. However, from conversations with Adjunct and Affiliate Faculty, we can report that many are looking for additional technical support due to changing classroom technological expectations, additional information regarding formal advising procedures, and more guidance on how to work with students in distress.

#### *Biannual Employer Surveys*

We request feedback from our graduates' employers on a bi-annual basis to determine how they're functioning as clinical and school professionals. The survey was most recently administered during the 2023 Spring Semester. This survey asks employers to rank our graduates' competencies on a Likert scale from "1" to "4." The ranking choices are defined as the following:

- "1" – Does Not Meet Standards
- "2" – Emergent
- "3" – Meets Expectations
- "4" – Exceeds Expectations

Unfortunately, we didn't have any employers respond to the survey during this distribution. We view them as essential to our program evaluation and will continue to identify efforts to collect feedback from these stakeholders.

### **Annual Site Supervisor Surveys**

We ask the site supervisors at our site partners to complete an electronic survey about how our currently enrolled students are developing and growing as counselors for both our master's and

doctoral students. This survey asked our site supervisors to rank our students' competencies on a Likert scale from "1" to "4." The ranking choices are defined as the following:

- "1" – Does Not Meet Standards
- "2" – Emergent
- "3" – Meets Expectations
- "4" – Exceeds Expectations

### *Master's Students (Entry Level)*

We received 17 completed surveys from our site supervisors who were asked to rank the preparation and performance of master's student interns. Site supervisors, on average, rated our MS students as "3.48" out of "4," which is an increase by "0.27" from the previous year, yet still within the "exceeds expectations" range. Like the previous year, none of these outcomes were ranked below a "3.0." Areas of strength included our students being "caring, compassionate and self-reflective people" ("3.76"), and having "sensitivity to diversity and social justice" ("3.71"). For more details, consult [Table 9: Survey Results-Master's Site Supervisors.](#)

### *Doctoral Students*

For the spring 2024 administration of the survey to site supervisors of doctoral internships, we only received one response. Due to the low n, we cannot report on the specific data but can share general qualitative feedback gathered through informal conversations and anecdotal reports from site supervisors. Typically, site supervisors commend our doctoral interns for their strong theoretical grounding, professionalism, and ability to establish meaningful relationships with clients and staff. They often highlight the interns' adaptability, leadership skills, and readiness to take on complex cases, which reflect the rigor of our training program. These informal insights, while not systematic, suggest that our interns consistently meet or exceed expectations in professional settings.

For more details, consult: [Table 10: Survey Results-Doctoral Site Supervisors.](#)

### **Annual Alumni Survey**

Each year, we send a survey to our alumni to query their employment status and their perspectives about how well our program prepared them for a professional counselor's work. Our Alumni Survey is a 26 question survey, and focuses on questions related to satisfaction with the Warner School's counselor preparation, faculty support, assistance in finding employment, perception of skill acquisition, and demographic data. Much of these data about licensure and employment status are included in our yearly vital statistics survey, which is posted annually in the Fall semester. Therefore, we refer readers to our summary report of our vital statistics for information about job placements and licensure pass rates (<https://www.warner.rochester.edu/about/accreditation>). This survey asked our alumni to rank Warner's competencies on a Likert scale from "1" to "4." The ranking choices are defined as the following:

- "1" – Insufficient
- "2" – Emergent

- “3” – Basic Proficiency
- “4” – Outstanding Performance

### *Findings from the Annual Alumni Survey*

Only two alumni completed the *Annual Alumni Survey* this year, so due to the low “n” we cannot report specific data. For more information, consult [Table 8: Survey Results-Alumni](#).

### **Individual Class Instructor Evaluations**

The *Instructor Evaluation Form* assesses the student experience in individual classes, particularly the instructor’s ability to deliver a course that is engaging, organized, relevant, and has fair and clear grading policies. Students are also afforded a space to freely comment about any aspect of their experience in the course related to content, delivery, and any other salient points regarding the instructor’s professionalism and ability to relate to students. This evaluation form asked our students to rank Warner’s courses and professors on a Likert scale from “1” to “5.” The ranking choices are defined as the following:

- “1” – Strongly Disagree
- “2” – Disagree
- “3” – Neither/Neutral
- “4” – Agree
- “5” – Strongly Agree

### *Findings Related to Individual Course Evaluations*

Our students continue to rate our courses and instructors very highly. For the 2023-2024 academic year, students in our program, on average, rated statements about the courses and instructors as “4.43” on the 5-point scale. This score is generally consistent with the high ratings from previous years. All scores slightly decreased from the 2022-2023 academic year, with the lowest item being “the classes were interesting and stimulating”, which was the same (lowest score) as the previous year. Still, we consider scores falling between “4” and “5” rankings as a very positive outcome. These results may be due to the number of students who were in the cohort responding these course evaluations, as the Warner School saw an increase in the number of students in each counseling cohort for the academic year. Still, with the high teaching ratings, we plan to continue with much of our current approach to teaching, but we are always considering new ways to improve the delivery of instruction to meet our students’ needs, and the needs of the global climate. For more information, consult [Table 4: Summary of CACREP Course Evaluations](#).

### **Assessment of Clinical Experience and Clinical Site & Assessment of Clinical Site Supervisor**

Several forms are utilized to allow students to assess their clinical site, clinical experience, and the site supervisor. An *Interim Assessment Form* gives students a chance to offer feedback regarding experiences at the clinical site midway through each semester in which they have a clinical field placement, while end-of-the-experience (practicum or internship) data is collected using a *Site and Site Supervisor Evaluation Form*. This form asked our students to rank their site

and supervisors' competencies on a Likert scale from "1" to "4." The ranking choices are defined as the following:

- "1" – Insufficient
- "2" – Emergent, Needs Improvement
- "3" – Basic Proficiency
- "4" – Outstanding Performance

#### *Findings for Site and Site Supervisor*

These findings were positive overall, with the average of all the scores in the measure totaling "3.74" which is a slight increase from the previous year ("3.66"). This survey had 69 total respondents. Students rated their sites and site supervisors highly, with the averages of questions related to their site supervisor between "3.78" and "3.92." The lowest rating from this year, "I had a good deal of group counseling practice at my site" increased by "0.11" to 3.15 from last year. However, students rated their ability to improve highly in the domain of "I experience myself as continuing to improve as a counselor," with a score of "3.88", which is just a "0.03" decrease from last year. It is evident that Warner students and site supervisors continue to utilize reflective practices to pursue clinical improvement. For more information, consult [Table 5: Summary of Student Feedback-Site & Site Supervisor Evaluation.](#)

#### **University Tape Supervisor**

The Warner School of Education does not have an onsite clinic. Therefore, we provide university-based individual supervisors for all our entry-level students. The *Student Counselor Evaluation of University Supervisor Assessment* has a dual purpose: to provide both quantitative and qualitative data to the course instructor concerning the performance of a particular university-based supervisor and be a mechanism for having our university-based supervisors, who are almost exclusively current doctoral students, receive important feedback on their supervision skill development. This form asked our students to rank their university tape supervisor and their experience on a Likert scale from "1" to "4."

- "1" – Insufficient
- "2" – Emergent, Needs Improvement
- "3" – Basic Proficiency
- "4" – Outstanding Performance

#### *Findings from University Tape Supervisor*

We had 67 respondents for this survey this year And, similar to last year, respondents rated tape supervisors quite highly, with a cumulative average of "3.90." Master's students often report their experience with their tape supervisors as incredibly meaningful and helpful to their development as counselors. No areas for immediate improvement emerged from these findings, and we will continue to monitor these surveys closely. For more information, please consult [Table 7: Summary of Student Feedback-University Tape Supervision.](#)

### **Small Group Supervision Assessment**

All counseling students who are enrolled in practicum or internship, at the entry or doctoral level, receive small group supervision. At the end of each semester of clinical experience, students are asked to complete a *Small Group Supervision Evaluation* that provides feedback about the student's experience of processing field-related issues in a small group setting. This form also provides feedback for the individual supervisor running the group. This form asked our students to rank their small group supervisor and their overall experience on a Likert scale from "1" to "4."

- "1" – Insufficient
- "2" – Emergent, Needs Improvement
- "3" – Basic Proficiency
- "4" – Outstanding Performance

### *Findings from Small Group Supervision Assessment*

We had a total of 67 respondents for this survey with the total cumulative average for students' experience and their supervisor reported as "3.61," slightly lower than the previous year, with a score of "3.78." Overall, we are pleased with these results. We do see a need for improvement, however, given the decline in ratings over the last two years. The growing number of students may have contributed to this year's rating, and we are working diligently with supervisors to generate new and innovative ways to support our students. Our small group supervisors remain an integral part of our training model and the small group supervision aspect of our training continues to be a valuable experience for our students, as evidenced by these results that "exceed expectations". For more information, please consult Table 6: Summary of Student Feedback-Small Group 6: Summary of Student Feedback-Small Group Supervision.

### **Graduating Student Survey**

Data is collected from graduating master's students enrolled in both the School Counseling and Clinical Mental Health Counseling Programs. Graduating Students are asked to share what they consider to be the strengths and weaknesses of their programs. Questions on the survey are open-ended, and graduating students respond in a qualitative, short-answer format. The most salient responses were included here, as well as those that represented repeating themes. Responses are categorized by "Summarization" and "Areas for Improvement." A different number of responses are presented in each category at times due to similarities between responses.

### *Learning in Classes*

The following comments were recorded in response to these questions:

- How would you summarize your learning through coursework in your program at Warner?
- What were the highlights and what would you like to see improve?

### Summarization:

- “I learned a lot about myself, counseling theory and practice, all within a setting where I felt supported by professors, supervisors, and colleagues who cared about my wellbeing. I appreciated what I learned about emotion-focused and psychodynamic approaches through the counseling theory & practice course & the working with defenses course. I appreciated the experiential learning in courses including practicum and internship. I additionally was able to learn and feel supported in my group supervision within practicum and supervision courses. I also learned a lot from the experiential learning within my group class, interpersonal systems, and the expressive arts courses.”
- “I would summarize my learning at Warner to be very thorough. I felt the lessons were very engaging and interactive. I appreciated the discussion format of most classes as it allowed for a flow of ideas and experiences to be shared by all.”
- “I feel that my learning experience at Warner has been wonderful. I learned a lot about myself as a counselor through the coursework. I was especially impressed with all of the mind-body coursework that I completed for the advanced mind-body certificate. Those classes were my favorites as I was able to more deeply explore modalities and areas of interest to me. I had a lot of opportunities for additional professional development that I learned about through the school, which helped me to grow as a counselor and better understand what kind of therapy approaches and interventions I like best.”
- “I think all of the coursework was extremely impactful and meaningful in my educational experience. I feel very prepared for my counseling education because even though there are some things I did not use in my internship experience that I know will be necessary for a Mental Health Counseling position, I have learned about various concepts and practices through courses and their assignments that I still feel confident going into the field.”
- “I had a fantastic education at Warner overall. I learned a lot about the current and past practices of counseling and was able to learn extracurricular things: mind/body healing and wellness. I think the education curriculum is fantastic but I think it would be cohesive to involve how the current economic landscape is impeding people's quality of life. I feel like the topic of class and community organization and outreach were missing from some of the courses. The only downside to the academic sector was that my advisor changed nearly every semester, making planning my courseload difficult.”
- “My learning was comprehensive and applicable to the practice I will be engaging in post-graduation. I think there should be more emphasis on trauma specifically related to the larger Rochester community. I think with the rates of substance use and poverty in Rochester, community agencies will expect new therapists to be a bit more prepared to work with clients in the city that are struggling with substance use, poverty, and systemic racism.”

Areas for Improvement:

- “In the pre-practicum course, I believe it would be conducive for students to have more space to learn how to improve their notes within the classroom space. Although this is

likely perceived as boring to most, I think that having a class (or just a space through a weekend training/some sort of training) on note efficiency would be helpful.”

- “My learning was greatly supplemented through the school counseling coursework, for the most part. What made it most difficult to succeed in certain courses was the unwillingness demonstrated by professors to alter their teaching styles for the benefit of the class. Not everyone learns the same way and it is important to try to meet student needs to the best of your ability.”
- “It would be helpful for the curriculum to provide more classes on skills that can be directly applicable to the job (e.g., de-escalation practice, not just theories, navigating 504s, etc.).”

### *Learning Through Field-Based Experiences*

The following comments were recorded in response to these questions:

- How would you summarize the impact of your learning through field-based experiences in either clinical practice or research?
- What would you consider the highlights of these forms of instruction and what were the challenges or areas for improvement?”

### Summarization:

- “My field-based internship experience filled in that gap of what community mental health looks like in Rochester. I learned a lot regarding what it means to face lower-income populations in Rochester. My site was very helpful in imbuing with specific knowledge and practice, but I think it could have been more structured for a new therapist doing some of those tasks for the first time.”
- “My internship experience was invaluable and I am incredibly grateful for it. My supervisor was supportive, caring and knowledgeable. I feel like I had the right mix of autonomy and direction necessary to grow as a counselor. Overall, my internship experience made me feel more confident as a practitioner and with my choice to become a counselor, in general. I feel prepared to be a practicing counselor because of this experience.”
- “I completed my practicum and internship experience at Strong Recovery and it was the perfect site for what I needed professionally and personally. I value my experience working with co-occurring patient populations which allowed me to integrate substance use counseling and mental health counseling. I was also challenged because much of the introduction literature for MHC's avoids discussing patients with personality or mood disorders and that was all my clientele was. However, my professors helped when I came with questions or asked for additional resources. My supervisor was the most impactful and helped advocate and educate me. My doctoral supervisor for practicum was one of the best supervisors I had and he helped me so much in my counseling development especially when finding a harmony between support and challenging.”
- “The internship and practicum experiences were by far the most illuminating aspect of the program. The classes were frequently very helpful, but nothing really compares to the experience of actually doing the job yourself and seeing how it feels. While it was a

bit intimidating to be thrown into an unfamiliar environment, I felt very supported by my supervisor and I could feel myself learning with each passing day. For the most part, I felt very lucky to be doing it, although it is unfortunate that these jobs (and it really does feel like a job, at least at the internship level) are unpaid, which I am sure discourages a lot of people from going through a school counseling master's program who might otherwise be interested."

#### Challenges/Areas for Improvement:

- "I am not efficient to the standards required by some clinics. I cannot meet individuals for 45 minutes, back-to-back on a daily basis. I continued to schedule myself for an hour throughout my time and held true to my own personal standard. However, I know this limits my ability to work at a clinic where I would have a caseload of 100 or more patients. On the other side of this, I question a caseload of 100 patients anywhere."
- "I think the internship course alone constitutes a half-time student status. We are counseling for 20 hours (literally half-time employment). In the fall, this is on top of 3 class hours weekly, meeting biweekly with our doctoral supervisor, hours preparing for and reflecting on those meetings, the varying documentation we need to complete, and the course work. In the spring, the thesis takes up an incredible amount of time to write, AND students are expected to be applying for jobs, which takes an incredible amount of time and stress. It could be considered a full-time job to complete this course. When these internship hours are unpaid for the vast majority of students, this means we are working other jobs or studying in three other courses (taking on heavy debt). Navigating health insurance and preventing the repayment of student loans was very difficult for me, considering this more than half-time position but I was only receiving 3 credit hours. I'm aware that this is a structural issue that is large and complicated to address, but I think the course should be offered for 6 credits to somehow reduce this work load and help those who need insurance, or the class lectures should be reduced to provide students with time to complete their other responsibilities. Even better would be finding methods of paying students for their labor, so this learning experience can be more accessible to students who do not have the money or resources to be taking on thousands of loans or be working overtime, getting burned out before they start. I do think people can get burned out very early on in their careers from sheer physical and emotional exhaustion. When people are working full time on top of half-time internship work, they don't have time to do their basic household tasks, get enough sleep, socialize, etc. Warner begs us to practice self-care, but Warner then forces us to choose between extreme financial debt or burning ourselves into the ground by working full-time on top of the half-time work of internship and coursework. In sum, please seek internship sites that will pay their interns, or seek additional funding."
- "A way to improve the fieldwork experience would be to have recording supervision groups that are led by doctoral supervisors who have a background in school counseling (as opposed to just mental health counseling), or at least have groups of supervisees with multiple school counseling students, as the two styles of counseling are very different, and the students with solely mental health counseling backgrounds don't fully

understand the nature and nuances of school counseling so the advice they give is limited to that of their perspective.”

### *Faculty and Staff*

The following comments were recorded in response to these questions:

- How would you characterize your interaction and Warner faculty and/or staff?
- Were your educational or professional goals advanced by relationships with these individuals?

### Summarization:

- “Most of the Warner faculty/ staff I came into contact with were overall knowledgeable in every aspect. They were also very approachable and supportive in every way, shape, or form and contributed to the holistic experience gained.”
- “My experiences with the Warner faculty was great. I had a positive learning experience with the staff and all staff were very helpful and supportive of my education process during my time at Warner. Just about all of my educational, professional, and even personal goals were advanced and developed with my experiences with the staff here at Warner. A wonderful experience.”
- “I always had extremely positive interactions with Warner faculty and staff. Everyone was always extremely warm and supportive. I always felt like I was given good advice and there was genuine interest in my concerns or questions.”
- “I believe the faculty at Warner are amazing. Each professor I took a course with was very knowledgeable about the course content and showed great dedication and support for the students.”
- “My educational and professional goals were absolutely advanced by my relationships with Warner faculty and staff. I felt valued and supported by each of the individuals I worked with, and I always felt that they operated with students' best interests in mind.”

### Areas for Improvement:

- “I would have liked to connect more with the professors to stay in contact and to collaborate in the future, but I think this kind of relationship really takes time to build.”
- “I enjoyed classes with the professors who have worked in a school to be the most beneficial. I often think that in classes with mental health counselors, the school counselors were overlooked. It would be helpful for there to be more of a focus on school-related experiences in classes.”
- “Depending on the staff, I had very good experiences or very poor experiences. I found some brought in way more life/work experience that enriched the class conversations and they provided way more resources/applicable information for our field work and overall were very kind energetic people. Whereas other staff, I struggled to hear back from them in terms of sending emails, or experienced hypocrisy/negative teaching styles, read straight out of the textbook, and overall did not benefit my learning experience.”

### *Constructive Feedback*

The following comments were recorded in response to these questions:

- “Is there any constructive feedback on your Warner experience as a whole that you would like to provide in service of enhancing the program?”

### Areas for Improvement:

- “Maybe a bit more of an awareness of the difficulties surrounding being in such a demanding program while also maintaining employment, internship, and classwork.”
- “I think it would be beneficial for Warner to include more of a focus on teaching/practicing de-escalation strategies, further information on crisis counseling and CPS info in a school setting.”
- “I wish that the program had been more practical instead of theoretical and that we were also trained in more technical skills required in many school counseling jobs. For example, I only learned how to read a transcript in the course I took called Leadership in Urban Schools when I was nearly halfway through my degree. Had I not been in the UTL program, I never would have had that experience. While I know that scheduling can be different in every district, I still think it would have been beneficial to still learn how to do it, even by hand (most of the counselors I have worked with figure it out this way first before inputting it into a system such as PowerSchool). I also wish that there had been more classes about special education.”
- “I would like to request that Warner DOES get a spring break as the two years I attended I did not get one. As a graduating mental health professional, it shocked me that the program did not value our mental health and offer us a break.”

### **Implementation of Action Items**

The Counseling and Human Development program and the Warner School continuously address constructive feedback and other concerns presented by our students. What follows in this section are initiatives that have been undertaken to address that constructive feedback and other concerns.

### **Ongoing Initiatives:**

#### *Fully Online Bridge Fellowship*

Our 24-hour Counseling Related Field to Mental Health Counseling Advanced Certificate requires only six mental health counseling courses and two internships. Students who complete the program, which includes rigorous didactic coursework and 600 hours of field-based internship experience are eligible for a New York State Limited Permit to practice as a mental health counselor in New York State defined settings. They are further required post-degree to complete 3,000 additional hours of supervised practice and pass a state examination to become a New York State Licensed Mental Health Counselor. This program can be taken fully online at a distance. We have 15 students in the 2023-24 cohort and are actively recruiting for the Fall 2024 cohort.

### *Grow Your Own Mental Health Professionals Course for High School Students*

This dual-enrollment course, in partnership with University of Rochester, offers a comprehensive exploration of the mental health counseling and wellness professions. Led in collaboration with seasoned experts in mental health, this curriculum fuses theory and real-world application with topics ranging from foundations of emotional awareness, personal wellness, effective crisis communication, understanding coping and stress management strategies, healthy decision making, empathy and conflict resolution. Students will participate in up to three college visits to learn from college professors and graduate students about pathways to mental health careers. Through this coursework and career exploration, students will acquire essential skills for a career in human services, specializing in mental health and wellness, while developing their own personal wellness philosophy. This curriculum will be piloted in four rural school districts (Seneca Falls CSD, Lyons CSD, Geneva CSD, and Dundee CSD) in Fall 2024. Curriculum writing is in process using a cross district/IHE sector team.

### *NYS-OMH Mental Health Counseling Student Project*

The NYS-OMH Mental Health Counseling Student Project, under the direction of Lucy Newman LMSW, PhD, aims to address the shortage of mental health counselors trained in recovery-oriented and evidence-based practices for adults with serious mental illnesses. This initiative seeks to attract graduating masters' students in Mental Health Counseling to fill this workforce gap and improve the integration of research knowledge into everyday practice within service delivery systems. Inspired by a successful project for MSW students initiated in 2003-2004, which currently involves 17 programs in social work, this new project is specifically tailored for Mental Health Counseling students. Participating universities in the local area include College at Brockport, Nazareth College, Roberts Wesleyan College, Syracuse University, and UB (online). One key partnership is with the Center for Practice Innovations at Columbia Psychiatry/NYSPI, providing access to training modules and webinars covering a wide range of mental health topics related to the course. Through this collaboration, students can enhance their skills and knowledge, ultimately contributing to the improvement of mental health services for individuals with serious mental illnesses.

### *Partnership with the Department of Family Medicine at Highland Hospital*

We are in the process of initiating a new partnership with the Department of Family Medicine at Highland Hospital to have a select group of students in the Advanced Certificate Program in Mind/Body Healing and Wellness provide chronic pain counseling services through designated internships. Interns will be under the supervision of both a behavioral health specialist and a physician and provide individual and group pain counseling.

### ***Advanced Certificate in Addictions Counseling***

Building upon the foundation of Credentialed Alcohol and Substance Abuse Counselor (CASAC) curriculum, the University's Medical Center and the Warner School have begun to formulate an advanced certificate program that would allow master's level clinicians to attain an advanced certificate in addictions counseling, as well as earn hours toward the CASAC credential. As

presently constructed, the advanced certificate contains 13-credit hours, and an internship experience with Addiction/Substance Use sites affiliated with the university.

### ***Efforts to Increase Doctoral Student Research Opportunities***

Doctoral students and doctoral alumni continue to voice their desire for more research and publishing experiences. In this regard, faculty have continued to expand research opportunities for students. Most of our faculty now hold regular “lab meetings” where students learn from each other’s research interests and opportunities for collaboration around publication and presentation. Many of these collaborations are evident in faculty vitas where many collaborative efforts are detailed.

### ***Working Towards Improving Leadership and Advocacy Skills***

In response to a perceived weakness in advocacy and leadership, we have revamped our doctoral course, *EDU 563: Advocacy, Consultation and Systems Change*, to emphasize counseling-related leadership and advocacy. This course, taught by Dr. Karen Mackie, brings her very rich background in mental health and School Counseling leadership and advocacy into the classroom. Based on her experience, Dr. Mackie can model and discuss leadership and advocacy roles that are relevant to counseling students, and we hope that this more intensive focus on counseling-specific advocacy and leadership issues will give students the impetus to increase the number of hours that they engage in advocacy and leadership-related doctoral internship hours.

### ***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. Our Child and Adolescent course has been expanded to include several important features, including developmental psychopathology and emerging child and adolescent treatments, both individual and dyadic, for children experiencing early life trauma. This course should address some of the concerns of both School Counseling and Mental Health Counseling students wanting more exposure to strategies for addressing the needs of the child-adolescent population, particularly in the arena of trauma-informed care.

### ***Growing our Optional Certificate in Mind-Body Interventions***

Based on feedback that includes students’ interest in mind-body work and students’ interest, particularly in Mental Health Counseling, of expanding employment and internship outlets, two years ago, we launched a new certificate that features mind-body interventions, which current students or alumni can pursue. We continue to market this program and consider ways to expand it.

Mind/body approaches to healing and wellness are gaining in popularity in the U.S., and in certain forms, have been a central part of practice in Eastern and indigenous approaches to psychological and physical wellness. Further, and of significance to us, is that research supports their efficacy in treating several psychological issues. In the context of student and supervisor

feedback, we hope that implementation of this program will address feedback in the following ways:

- Offer students a path to greater understanding of mind/body work
- Strengthen students understanding of the biological basis of mental health
- Increase their knowledge base regarding mind-body interventions, including various emotion-focused therapies
- Offer students the opportunity to take coursework in an interprofessional environment and establish contacts with personnel from the University of Rochester Medical Center, thus potentially increasing their attractiveness for employment or internship opportunities in integrated care settings.

More information about the Mind/Body Healing and Wellness Program can be found here: <https://www.warner.rochester.edu/programs/degree/mind-body-healing-wellness>

### ***Involvement with Learning in the Digital Age (LiDA)***

Throughout the COVID-19 pandemic, counseling faculty increasingly sought out additional online pedagogical training. Several faculty members attended and/or facilitated sessions with LiDA, which focused on processing experiences with online teaching, introducing new methods on how to facilitate online/hybrid learning, and common issues that arise while teaching in digital environments.

### ***60-Credit Hour School Counseling Program***

The School Counseling Program now only offers a 60-credit hour master's degree in response to requirement changes from both CACREP and the New York State Education Department.

Students may attain a school counseling master's degree with a concentration in four different tracks: Mental Health Counseling, Diversity Counseling, Disability Counseling, or Leadership.

More information about these tracks can be found here:

<https://www.warner.rochester.edu/programs/degree/school-counseling-ny-certification>

### **Administrative Ongoing Initiatives:**

#### ***Taskstream***

Taskstream is a software platform that collects KPI assessment data for each course.

Taskstream allows us to more easily cross-reference data sources to complete complex KPI and Program Objective (PO) measures. Taskstream also allows for direct student input of KPI and PO-related assignments that the instructor can access, who completes rubrics stored in the Taskstream system. One of the system's main benefits is its ability to integrate classroom and clinical data. Our faculty continue to learn how to utilize Taskstream more effectively to ensure data is recorded throughout a student's program. Taskstream is proving to be an effective way to manage our data collection requirements.

The Taskstream liaison, Pam Kaptein, has also created training videos on how to use the software effectively, and she also sends email reminders at the beginning and end of semesters to help faculty collect Taskstream data.

### ***Materials now available through Box for Doctoral and Site Supervisors***

In the past, both Doctoral and Site Supervisors who supervised our students would need a temporary Blackboard ID to access necessary evaluation forms. Now, doctoral and site supervisors can access these materials using a “box.com” account. Both site supervisors and doctoral supervisors have found this to be a positive change that removed some hindrances to accessing necessary documentation.

### ***Supporting Adjuncts and Affiliated Faculty***

While the *Adjunct and Affiliated Faculty Survey* was not conducted this year, the Counseling Program Director made a concerted effort to contact adjuncts and affiliated faculty throughout the academic year. He first attended the orientation geared toward adjunct and affiliated faculty to introduce himself and distribute his contact information, checked in with adjunct faculty throughout each semester, helped adjunct faculty with minor student remediation issues, and connected these faculty members to resources within the greater University.

### ***Office of Student Success***

Under the leadership of Pam Black-Colton, who was previously the Director of Admissions and Student Services, the Office of Student Success (OSS) was formed with the intention of supporting students throughout their program in a variety of ways. The OSS team has worked to establish processes to check in with students that may be struggling, to ensure they are aware of resources available to support them and has also worked closely with the Dean’s Office to clarify academic policies and make that information more publicly available. The OSS consists of the Warner registrar, Internship Program Specialist, Certification Office and Career Services and an administrator dedicated to OSS.

### **Additional Items Emerging from Program Evaluation in Need of Attention:**

We have made numerous efforts to improve program delivery. However, there are still elements of our programs that need attention. The following list contains some items from previous years that are still problematic, and some of the efforts that might have gone into curricular change were consumed in the previous year by management of both the pandemic and reaccreditation:

- Provide workshops and resources to help faculty effectively integrate technology in fully online, hybrid, and in-person settings, with a focus on equitable access for students across modalities.
- Expand opportunities to include culturally relevant pedagogy and anti-oppressive frameworks in all counseling courses, ensuring alignment with DEI principles.
- Create orientation programs and mentoring systems tailored to incoming students to enhance their preparedness for graduate-level coursework and professional expectations.
- Design and execute longitudinal studies to evaluate the long-term impact of the program on alumni's career trajectories, satisfaction, and contributions to the field.

- Introduce cross-track experiential opportunities, such as interprofessional simulations and collaborative projects with other counseling specializations, to enhance holistic professional development.
- Establish a centralized online repository where faculty can share and access exemplary teaching materials, assignments, and school counseling-focused exemplars.
- Foster deeper relationships with schools, clinics, and other organizations to increase internship placements, guest lectures, and collaborative research opportunities for students.
- Offer regular writing workshops, peer review groups, and access to statistical analysis software tutorials to support doctoral students throughout their dissertation journey.
- Update course evaluation tools to include feedback on inclusivity, accessibility, and applicability of course content to real-world scenarios.
- Create structured opportunities for current students to provide input on curriculum and program delivery, ensuring their voices are actively considered in decision-making.
- Explore AI-driven tools and platforms to streamline the collection, analysis, and reporting of assessment data, improving efficiency and accuracy.
- Develop regular networking events, webinars, and alumni panels to foster a sense of community and create ongoing professional development opportunities for graduates.
- Pilot alternative approaches to KPI measurement, such as rubric revisions, external reviews, or triangulation with student self-assessments, to enhance reliability and validity.

### **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 we do will be driven by a dedication to social justice, lifelong healthy development, client empowerment, respect for diversity, understanding of individuals in context, and the need for evidence-based practice.
- Program development is best achieved through the input of a community of dedicated stakeholders. The wisdom must inform changes to our programs 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.

## Appendix

### *Counseling Program Objectives*

Below you will find a detailed list of the Program Objectives that constitute what we, as a program, consider to be the most essential points of knowledge for our students. Because we consider these Program Objectives to be centrally important in guiding our programming, we have also made every effort to ensure that they are reflected in our assessment of students.

#### **Core Program Objectives\*\***

1. Students understand how the profession's historical roots are reflected in the philosophical foundations of present-day counseling practices. This understanding extends to a working knowledge of how counseling's orientation to practice is distinguishable from other professions striving to provide services that foster psychological health.
2. Students have a working knowledge of the ethical codes and associated ethical decision-making processes espoused by the range of organizations that regulate professional counseling practices. In addition, students are aware of the various sets of competencies promulgated by the American Counseling Association and its divisions. Students understand how knowledge of these competencies governs ethical practice within a multicultural and pluralistic society.
3. Students are aware of their own cultural heritage, including attitudes, beliefs, understandings, acculturative experiences, and how those impact their views of others. They are aware of various dimensions of client cultural diversity, including various dimensions of power and privilege, that impact intervention success. In the context of their awareness of power and privilege, students are familiar with advocacy processes related to identifying and eliminating barriers, prejudices, and processes of oppression and discrimination.
4. Students have gained an understanding of a wide range of theories and models of intervention strategy and have developed their own personal approach to counseling, which will be informed by knowledge of theory and best practices.
5. In devising intervention strategies, students have the knowledge and skill to integrate systemic, interpersonal, intrapersonal, and biological approaches to healing.
6. Students demonstrate basic counseling skills and processes necessary to establish rapport, assess problems, identify client goals, and begin to implement prevention and intervention strategies. Students have knowledge of the theories and models of

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\*\* Core program objectives reflect knowledge and practice competencies across all master's and doctoral programs.

therapeutic group work and an understanding of group process and development. Students also have the ability to function as effective group leaders.

7. Students will understand the professional roles and functions of counselors across specialty areas and understand inter-agency and inter-organizational collaboration and consultation.
8. Students engage in self-reflective practices that sustain and build their competence in the profession of counseling and support engagement in continuous professional learning.
9. Students can identify emergent career development and counseling theories and apply theoretically-relevant strategies to facilitate client career development and navigate career transitions.
10. Students have a knowledge of psychological, psychosocial, and socio-structural theories of human development and can apply this knowledge to aid in their understanding of common counseling issues (e.g. addictions, anxiety, grief and loss).
11. Students recognize and demonstrate knowledge of basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. They will also be able to identify and describe statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
12. Students understand the importance of membership in professional counseling organizations, professional development, and advocacy for the profession.

### **Clinical Mental Health Counseling**

1. Students are proficient in the processes of current DSM diagnosis and are able to accurately formulate a diagnosis of problems presented by clients; distinguish between common forms of psychological suffering that are generated by contextual challenges and mental disorder, and master the vocabulary and knowledge necessary to discuss diagnosis with collaborating professionals across the helping professions.
2. Students understand the principles, models and documentation formats of biopsychosocial case conceptualizations and treatment planning, including the bio-psychosocial-spiritual model of addiction.
3. Students have the necessary skills to apply principles, models and documentation formats of biopsychosocial case conceptualizations and treatment planning, including the bio-psychosocial-spiritual model of addiction.
4. Developing counselors will demonstrate how to theoretically conceptualize, treat, and assess addictive disorders from an ecological perspective (including but not limited to family, systems of care, societal norms and stigma, and legislative and ethical components) while recognizing the history of addiction treatment, different models of recovery, and different counselor roles across all levels of care.

5. Students have gained knowledge of etiological theories/models of addictions, including research and information on environmental factors that affect both normal and abnormal behavior.
6. Students can skillfully employ counseling and psychotherapy interventions, including evidence-based protocols for phased treatment across individual, dyadic, and group modalities.

### **School Counseling**

1. Students have a vision of school counseling that fosters conditions ensuring educational equity, access and academic success for all students.
2. Students have developed a perspective on school counseling that is based on the National (ASCA) standards and New York State (NYSSCA) model for the development of a comprehensive school counseling program K-12. Using this perspective, students have the skills to design and implement comprehensive school programs.
3. Students understand the characteristics, risk factors and warning signs of students at risk for mental health and behavioral disorders commonly seen in school settings.
4. Students understand and employ school counselor roles and responsibilities in relation to school emergency management plans, crises, disasters and trauma.
5. Students understand and utilize principles and counseling skills of a comprehensive, developmental model to shape their practice, which consists of service and advocacy for all students in the areas of evidence-based school counseling and school counselor leadership.
6. Students are able to articulate a comprehensive, developmental strategy for implementation in school counseling programs.

### **Doctoral Program**

1. Students have an interdisciplinary understanding of the connection between human psychological suffering and exposure to adversity across the life course.
2. Students understand the basic principles of quantitative and qualitative research designs.
3. Students have knowledge and skill to apply advanced research methods and program evaluation to their research agenda.
4. Students have the ability to utilize an advanced understanding of counseling theory to formulate integrative, holistic approaches that lead to developmental, strengths-based counseling practices, and support a healthy developmental trajectory.
5. Students have knowledge and demonstrated competency in models of advocating for clients at the individual, system and policy levels.

6. Students have knowledge and demonstrated competency regarding classroom and digital pedagogical practices, roles, responsibilities and ethics attendant to the training and education of counselors.
7. Students demonstrate the writing and presentation skills necessary to communicate scholarship with academics and practitioners in the field of counseling.
8. Students have advanced understanding of practitioner roles in group counseling.
9. Students demonstrate understanding, ethicality and capability as counseling supervisors.

**Administrative and Evaluative Processes**

1. Input regarding student evaluation, as it pertains to both knowledge and practice, reflects the perspective of core faculty, non-core faculty, students, field supervisors, and clinical supervisors.
  2. Evaluation of programs more broadly reflects the perspectives of core faculty, non-core faculty, current students, former students, clinical supervisors from cooperating agencies and clinics and field supervisors from school settings.
- Click here to return to [Assessment Activities](#).

**Demographics Tables 1: Admissions Data (2023-2024)**

Admissions: Gender x Program 2023-2024							
	Female		Male		No Response		Total
<b>MS</b>	9127	75%	31	25%	0	0%	122
<b>Doctoral</b>	7	88%	1	13%	0	0%	8
<b>Total</b>	98	75%	32	25%	0	0%	130

Admissions: Underrepresented Minority by Program 2023-2024							
	URM-Yes		URM-No		No Response		Total
<b>MS</b>	16	13%	106	87%	0	0%	122
<b>Doctoral</b>	1	13%	7	88%	0	0%	8
<b>Total</b>	17	13%	113	87%	0	0%	130

Admissions: Underrepresented Minority x Program with Gender 2023-2024								
		URM-Yes		URM-No		No Response		Total Including NR
<b>MS</b>	Female	14	15%	77	85%	0	0%	91
	Male	2	6%	29	94%	0	0%	31
	No Response	0	0%	0	0%	0	0%	0
<b>Doc</b>	Female	1	14%	6	86%	0	0%	7
	Male	0	0%	1	100%	0	0%	1
	No Response	0	0%	0	0%	0	0%	0
<b>Total</b>		17	13%	113	87%	0	0%	130

- Click this link to return to [Admissions Information](#).

**Demographics Tables 2: Current Student Demographic Data  
(2022-2023)**

Current Students: Gender x Program 2023-2024							
	Female		Male		No Response		Total Including NR
<b>MS</b>	71	74%	25	26%	0	0%	96
<b>Doctoral</b>	39	78%	11	22%	0	0%	50
<b>Total</b>	110	75%	36	25%	0	0%	146

Current Students: Underrepresented Minority x Program x Gender 2023-2024								
		URM-Yes		URM-No		No Response		Total Including NR
<b>MS</b>	Female	14	20%	57	80%	0	0%	71
	Male	7	28%	18	72%	0	0%	25
	No Response	0	0%	0	0.00%	0	0%	0
<b>Doc</b>	Female	6	15%	33	85%	0	0%	39
	Male	1	9%	10	91%	0	0%	11
	No Response	0	0.00%	0	0.00%	0	0%	0
<b>Total</b>		28	19%	118	81%	0	0%	0

Current Students: Underrepresented Minority x Program 2023-2024							
	URM-Yes		URM-No		No Response		Total Including NR
<b>MS</b>	21	22%	75	78%	0	0%	96
<b>Doctoral</b>	7	14%	43	86%	0	0%	50
<b>Total</b>	28	19%	118	81%	0	0.0%	146

- Click here to return to [Current Student Information](#).

**Demographics Tables 3: Graduating Student Demographic  
(2023-2024)**

Graduates: Gender x Program 2022-2023							
	Female		Male		No Response		Total Including NR
<b>MS</b>	33	85%	6	15%	0	0%	39
<b>Doctoral</b>	4	67%	2	33%	0	0%	6
<b>Total</b>	37	82%	8	18%	0	0%	45

Graduates: Underrepresented Minority x Program 2023-2024							
	URM-Yes		URM-No		Not Reported		Total Including NR
<b>MS</b>	9	23%	30	77%	0	0%	39
<b>Doctoral</b>	0	0%	6	100%	0	0%	6
<b>Total</b>	9	20%	36	80%	0	0%	45

Graduates: Underrepresented Minority x Program x Gender 2023-2024								
		URM-Yes		URM-No		Not Reported		Total Including NR
<b>MS</b>	Female	7	21%	26	79%	0	0%	33
	Male	2	33%	4	67%	0	0%	6
	No Response	0	0%	0	0%	0	0%	0
<b>Doc</b>	Female	0	0%	4	100%	0	0%	4
	Male	0	0%	2	100%	0	0%	2
	No Response	0	0%	0	0%	0	0%	0
<b>Total</b>		9	20%	36	80%	0	0.00%	45

Click here to return to [Graduating Student](#) information.

**Table 4: Summary of CACREP Course Evaluations (2023– 2024)**

<b>Table 4: Summary of CACREP Course Evaluations (2023– 2024)</b>				
<b>Academic Year: Fall 2023-Summer 2024</b>				
<b>Total Responses: 608</b>				
<b>Scale:</b>				
<b>1 = strongly disagree (SD)</b>				
<b>2 = disagree (D)</b>				
<b>3 = neither/neutral (N)</b>				
<b>4 = agree (A)</b>				
<b>5 = strongly agree (SA)</b>				
<b>item#</b>	<b>item description</b>	<b>AY24 AVG.</b>		
1	the course and course activities were well organized	<b>4.29</b>		
2	written assignments advanced the goals of the course	<b>4.36</b>		
3	reading assignments contributed to the goals of the course	<b>4.33</b>		
4	the instructor showed a genuine concern for the students	<b>4.63</b>		
5	the instructor was available to students	<b>4.54</b>		
6	classes were interesting and stimulating	<b>4.23</b>		
7	students in this course were free to disagree and ask questions	<b>4.57</b>		
8	I learned a great deal from this course	<b>4.31</b>		
	<b>Average</b>	<b>4.41</b>		
		<b>Less than other courses</b>	<b>Equal to other courses</b>	<b>More than Other Courses</b>
9	compared to other courses of comparable credit hours, the work required for this course was:	19.50%	73.50%	7.50%
		<b>Yes</b>	<b>no</b>	
10	The method for student evaluation was clearly defined	94.50%	5%	
11	the student evaluation(s) were a fair assessment of my performance in this course	95.75%	4.2%	

- Click here to return to [Findings Related to Individual Course Evaluations.](#)

**Table 5: Summary of Student Feedback-Site & Site Supervisor Evaluation**

<b>Table 5: Summary of Student Feedback-Site &amp; Site Supervisor Evaluation</b>	
<b>Master's and Doctoral Students</b>	
<b>Academic Year: Fall 2023-Summer 2024</b>	
<b>Total Responses: 69</b>	
Scale:	
1 = Not Satisfactory	2 = Emerging, Needs Improvement
3 = Basic Proficiency	4 = Outstanding Performance
<b>Question</b>	<b>AY24 Rating Average</b>
My site supervisor was helpful in orienting me to the work site.	3.92
My site supervisor was helpful in arranging access to individual clients and groups/families for me to work with.	3.83
My site supervisor communicated clear expectations for my work.	3.78
My site supervisor was accessible to me.	3.89
My site supervisor was responsive to my questions or concerns.	3.91
My site supervisor consistently kept his/her weekly supervisory meetings with me.	3.87
My site supervision provided me with a helpful balance of direction and autonomy.	3.86
My site supervisor was a good professional role model.	3.88
I would recommend this internship site to others.	3.79
I had the opportunity to innovate at this site if I cared to.	3.88
I would recommend this site supervisor to others.	3.60
I had a good deal of individual counseling practice at my site.	3.15
I had a good deal of group counseling practice at my site.	3.78
I improved my individual counseling skills.	3.21
I improved my group counseling skills.	3.36
I was able to improve my assessment skills at my site.	3.61
I learned new ways of intervening with clients (e.g. family work, consultation, advocacy) during this internship experience.	3.65
I learned a lot about the work of a counselor in the real world.	3.81
My confidence as a counselor increased.	3.81
What I learned and did at the internship site affirmed my choice to become a counselor.	3.83
I have become more aware of the relationship between my personal values and professional decisions and actions.	3.79
I am able to describe my decision-making processes regarding my counseling work.	3.74
I am motivated to continue professional development beyond academic requirements.	3.86
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.	3.84
My ability to systematically evaluate my work from various perspectives, such as client's viewpoint, my expectations and from supervision has improved.	3.79
I experience myself as a continuing to improve as a counselor.	3.88
<b>Average</b>	<b>3.74</b>

- Click here to return to [Findings for Site and Site Supervisor.](#)

**Table 6: Summary of Student Feedback-Small Group Supervision**

<b>Table 6: Summary of Student Feedback-Small Group Supervision</b>	
<b>Master's and Doctoral Students</b>	
<b>Academic Year: Fall 2023-Summer 2024</b>	
<b>Total Responses: 67</b>	
<b>Scale:</b>	
<b>1 = Not Satisfactory</b>	
<b>2 = Emerging, Needs Improvement</b>	
<b>3 = Basic Proficiency</b>	
<b>4 = Outstanding Performance</b>	
<b>Question</b>	<b>AY24 Rating Average</b>
Peer interactions provided important ideas and support.	3.64
The small groups were good forums for exploring issues and problems.	3.61
The small groups became an important resource for empathic support and learning.	3.56
I felt safe enough in group supervision to disagree with my peers about issues or interpretations.	3.48
Student case presentations were a good learning experience.	3.55
The interactions in group supervision challenged my presumptions about my work and motivated me to try alternative ways of understanding and practice.	3.52
My small group supervisor listened well to our comments, experiences and concerns.	3.69
He/she showed a genuine concern for me and my development as a counselor.	3.70
He/she was supportive and encouraging.	3.71
He/she had helpful ideas and suggestions for me in my counseling work.	3.60
He/she facilitated our discussions or used activities in a way that was helpful to our exploring issues and problems in our counseling.	3.58
He/she offered resources that were helpful to me now or probably will be helpful in the future.	3.60
He/she facilitated discussion in a way that made me feel comfortable participating.	3.61
<b>Average</b>	<b>3.61</b>

- Click here to return to [Findings from Small Group Supervision Assessment.](#)

**Table 7: Summary of Student Feedback-University Supervision**

<b>Table 7: Summary of Student Feedback-University Supervision</b>	
<b>Master's Students</b>	
<b>Academic Year: Fall 2023-Summer 2024</b>	
<b>Total Responses: 67</b>	
<b>Scale:</b>	
<b>1 = Not Satisfactory</b>	
<b>2 = Emerging, Needs Improvement</b>	
<b>3 = Basic Proficiency</b>	
<b>4 = Outstanding Performance</b>	
<b>Question</b>	<b>AY24 Rating Average</b>
Gives time and energy in observations, tape processing and case conferences.	3.93
Accepts and respects me as a person.	3.96
Recognizes and encourages further development of my strengths and capabilities.	3.94
Gives me useful feedback when I do something well.	3.88
Provides me the freedom to develop flexible and effective counseling styles.	3.92
Encourages and listens to my ideas and suggestions for developing my counseling skills.	3.91
Provides suggestions for developing my counseling skills.	3.90
Helps me understand the implication and dynamics of the counseling approaches I use.	3.88
Encourages me to use new and different techniques when appropriate.	3.84
Is spontaneous and flexible in the supervisory sessions.	3.90
Helps me define and achieve specific concrete goals for myself during the practicum/internship experience.	3.80
Gives me useful feedback when I do something wrong.	3.89
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.	3.88
<b>Average</b>	<b>3.90</b>

- Click here to return to information about the [University Tape Supervisor](#).

**Table 8: Survey Results-Alumni**

<b>Table 8: Survey Results-Alumni</b>	
<b>Master's and Doctoral Students</b>	
<b>Academic Year: Fall 2023-Summer 2024</b>	
<b>Total Responses: 2*</b>	
<b>Scale:</b>	
<b>1 = Insufficient</b>	
<b>2 = Emergent</b>	

<b>Table 8: Survey Results-Alumni Master's and Doctoral Students</b>	
Academic Year: Fall 2023-Summer 2024	
Total Responses: 2*	
3 = Basic Proficiency	
4 = Outstanding Performance	
	<b>Rating Average</b>
<b>Relationship and Communication Skills</b>	
Use interpersonal strengths (e.g., caring, integrity, confidence, sense of self) to build a working alliance with client	
Use basic communication skills to listen and respond to client with accurate empathic understanding	
<b>Average</b>	
	<b>Rating Average</b>
<b>Assessment and Appraisal Skills</b>	
Organize session data into multiple meaningful frameworks that enhance understanding of the client (e.g., developmental, cognitive, affective, behavioral, systemic, sociocultural)	
Recognize developmentally appropriate from problematic behaviors	
Evaluate and adjust the counseling process to affect successful counseling outcomes (process evaluation)	
Complete a thorough DSM diagnosis	
a) Complete a mental status examination	
b) Complete a biopsychosocial intake	
c) Assess the needs of a client in crisis	
<b>Average</b>	

\*we're unable to report this data due to low "n" and have left the questions here as a way to indicate the type of feedback collected from the alumni survey.

<b>Table 8: Survey Results-Alumni (Continued) Master's and Doctoral Students</b>	
	<b>Rating Average</b>
<b>Intervention Skills</b>	

**Table 8: Survey Results-Alumni (Continued)**

Master's and Doctoral Students

	Rating Average
Use counseling and human development theories and concepts as part of counseling practice	
Provide session structure and focus through questions, interpretations, experiential activity, problem solving strategies, and other appropriate methods for furthering counseling goals	
Use flexibility and ability to generate novel responses when faced with unfamiliar or unexpected situations in the counseling process	
Execute a variety of counseling modes, including individual counseling, group counseling, career counseling, and small systems consultation	
Complete a treatment plan based on a DSM diagnosis, mental status examination, and biopsychosocial clinical intake interview	
Monitor and document the progress being made in the implementation of a treatment plan	
Intervene on behalf of a client who is in crisis	
<b>Average</b>	
	Rating Average
<b>Contextual Competencies</b>	
Advocacy - Provided me with knowledge of vehicles of client empowerment, methods of advocacy, and legal liabilities of advocacy work	
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	
Consulting - Provided knowledge of consultation models and processes for integrating family, peer, and community support systems in counseling and supporting clients	
Systems Change - Developed my understanding of systems and organizational change for the purpose of improving systems to enhance human development	
<b>Average</b>	
	Rating Average
<b>Technological Skills</b>	
Developed my competency with technology, including word processing, email, library databases, and locating counseling- related resources on the Internet	
	Rating Average
<b>Disposition</b>	
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	
Professional Development - Developed my capacity for self- reflection, self- understanding, openness to ongoing supervision, and commitment to further personal and professional growth	

<b>Table 8: Survey Results-Alumni (Continued)</b>	
Master's and Doctoral Students	
	Rating Average
Legal and Ethical Issues - Instilled legal and ethical standards of the profession in my counseling practices	
Professional Behavior - Developed my responsibility toward fulfilling professional commitments and acting as a counseling professional	
<b>Average</b>	

- Click here to return to information about the [Annual Alumni Survey](#).

**Table 9: Survey Results-Master's Site Supervisors**

<i>Table 9: Survey Results-Master's Site Supervisors</i>	
<b>Academic Year: Fall 2023-Summer 2024</b>	
<b>Total Responses: 17</b>	
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?	3.67
To what extent do our students demonstrate the dispositions of a 21 <sup>st</sup> century collaborative professional?	3.35
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)	3.53
<b>To what extent do our students meet your expectations in each of the following dimensions?</b>	
Their use of research, ethics and critical thinking to guide best practice?	3.29
Their openness to developing innovations in counseling practice that meet diversity concerns?	3.41
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?	3.41
Their interest in fostering life-long healthy development?	3.41
Their holding of an ecological view of people in context (history, culture, social life)?	3.41
Their being caring, compassionate and self-reflective people?	3.76
<b>Average</b>	<b>3.48</b>

- Click here to return to [Master's Students \(Entry Level\)](#).

**Table 10: Survey Results-Doctoral Site Supervisor**

<i>Table 10: Survey Results-Doctoral Site Supervisors</i>	
<b>Academic Year: Fall 2023-Summer 2024</b>	
<b>Total Responses: 1*</b>	
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?	0
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	
<b>To what extent do our students meet your expectations in each of the following dimensions?</b>	
Their use of research, ethics and critical thinking to guide best practice?	
Their openness to developing innovations in counseling practice that meet diversity concerns?	
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	
Their ability to integrate biological, psychological and social interventions in their work with clients?	
Their interest in fostering life-long healthy development?	
Their holding of an ecological view of people in context (history, culture, social life)?	
Their being caring, compassionate and self-reflective people?	
Their ability to function as leaders and advocates within the organization and profession?	
Their ability to supervise and teach other staff members or students in training?	
Their ability to generate new knowledge for the profession?	
<b>Average</b>	

\*we're unable to report this data due to low "n" and have left the questions here as a way to indicate the type of feedback collected from the doctoral site supervisor survey.

- Click here to return to [the Annual Site Supervisor Survey](#).

**Table 11: Survey Results-Master’s Employers**

<i>Table 11: Survey Results-Master’s Employers</i>	
Academic Year: Fall 2023-Summer 2024	
Total Responses: 0*	
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?	
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	
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?	
Their openness to developing innovations in counseling practice that meet diversity concerns?	
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	
Their ability to integrate biological, psychological and social interventions in their work with clients?	
Their interest in fostering life-long healthy development?	
Their holding of an ecological view of people in context (history, culture, social life)?	
Their being caring, compassionate and self-reflective people?	
	Average

\*we’re unable to report this data due to low “n” and have left the questions here as a way to indicate the type of feedback collected from this employer survey.

- Return to [Findings from the Biannual Employer Survey.](#)

**Table 12: Survey Results-Doctoral Graduate Employers**

<i>Table 12: Survey Results-Doctoral Graduate Employers</i>	
Academic Year: Fall 2023-Summer 2024	
Total Responses: 0*	
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?
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)
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?
Their openness to developing innovations in counseling practice that meet diversity concerns?
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?
Their ability to integrate biological, psychological and social interventions in their work with clients?
Their interest in fostering life-long healthy development?
Their holding of an ecological view of people in context (history, culture, social life)?
Their being caring, compassionate and self-reflective people?
<b>Their ability to function as leaders and advocates within the organization and profession?</b>
<b>Their ability to supervise and teach other staff members or students in training?</b>
<b>Their ability to generate new knowledge for the profession?</b>
Average

\*we're unable to report this data due to low "n" and have left the questions here as a way to indicate the type of feedback collected from this employer survey.

- Return to [Findings from the Biannual Employer Survey.](#)