



University
of Rochester
Warner School of Education
& Human Development



University of Rochester

Warner School of Education & Human Development

COUNSELING AND HUMAN DEVELOPMENT PROGRAM AREA

2024-2025

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.)"

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	3.24	-.76
CC1-SC:	Professional Counseling Orientation	4	3.91	-0.09
CC2:	Social and Cultural Diversity	4	3.91	-0.09
CC3a:	Human Growth and Development	4	3.93	-0.07
CC3b:	Human Growth and Development	3.8	3.65	-0.15
CC4a:	Career Development	4	4	0
CC4b:	Career Development	4	4	0
CC5:	Counseling and Helping Relationships	3.74	3.8	0.06
CC6a:	Group Counseling and Group Work	3.97	3.97	0
CC6b:	Group Counseling and Group Work	3.97	3.97	0
CC7:	Assessment and Testing	4	4	0
CC8:	Research and Program Evaluation	3.93	4	0.07

CC1 (CMHC & SC): The student understands legal and ethical considerations specific to professional counseling across service delivery modalities and specialized practice areas

- Both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with a decrease of “-.76” between Measure 1 and Measure



2 for Mental Health Counseling students and a decrease of “0.09” 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 others and self, including strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

- Both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with a slight improvement of “.07” 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 discussed frequently across courses.

CC3a: Students have gained knowledge of human development theories and theories of cultural identity development.

- Both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with a slight decrease of “-.07” 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 demonstrate understanding of biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness, and systemic, cultural, and environmental factors that affect development.

- Similar to “CC3a,” both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with the majority of students earning “4” on both measures, with a slight decrease of “-.07.” Students developed a strong understanding of how theories of human development can be applied to their clinical and school settings.

CC4a: Students demonstrate knowledge of theories and models of career development, counseling, and decision-making, and approaches for conceptualizing the interrelationships among work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.

- Both Mental Health Counseling and School Counseling students earned scores that were, the majority of the time, within the “exceeds expectations” range, with no change between Measure 1 and Measure 2. Students demonstrated a strong mastery of career development theories and theories pertaining to their own personal development.



CC4b: Students demonstrate the ability to use developmentally responsive strategies for empowering individuals to engage in culturally sustaining career, educational development opportunities, and career transitions.

- School Counseling students scored within the “exceeds expectations” range for Measure 1 and Measure 2, with no change between measures 1 and 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 demonstrate development of a personal model of counseling grounded in theory and research, including culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities

- Both Mental Health Counseling and School Counseling students scored well for both Measure 1 and Measure 2, and we saw an increase of “0.06” 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 demonstrate understanding of the theoretical foundations of group counseling and group work, dynamics associated with group process and development, and culturally sustaining and developmentally responsive strategies for designing and facilitating groups

- Both Mental Health Counseling and School Counseling students scored within the “exceed expectations” range, with no change 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 demonstrate understanding of the characteristics and functions of effective group leaders and the application of technology related to group counseling and group work.

- Similar to “CC6a,” both Mental Health Counseling and School Counseling students scored within the “Exceed Expectations” range. There were no changes between Measure 1 and Measure 2. We are confident that students enrolled in the group counseling course have a firm understanding of comprises effective group leader characteristics.

CC7: Students demonstrate understanding of culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications, and use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.

- Both measures scored within the “exceed expectations,” with scores of “4,” for both Mental Health and School Counseling students. There were no changes between Measure



1 and Measure 2. Students are displaying a strong understanding of testing, assessment, and appraisal through coursework and course assignments.

CC8: Students demonstrate ability to use assessment results for treatment planning, referral, and consultation, including procedures for identifying substance use, addictions, co-occurring conditions, and assessing risk of aggression, self-harm, and suicide.

- Both measures scored within the “exceed expectations” range. There was also an increase of “0.7” 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	3.28	N/A	-0.72
CMHC 2:	Intervention Plan	4	3.28	N/A	-0.72
CMHC 3:	Theoretical Knowledge in Addictions	4	3.99	N/A	-0.01
CMHC 4:	Suicide Risk	4	4	N/A	0
CMHC 5:	Competent and Ethical Practice	2.97	3.1	N/A	0.25

CMHC 1: Students demonstrate understanding of etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders, including mental health service delivery modalities within the continuum of care.

- 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 (“-0.72”). 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: Students demonstrate the ability to conduct intake interviews, mental status evaluations, biopsychosocial histories, and psychological assessments for treatment planning and caseload management, using culturally sustaining assessment practices.

- There was a decrease of “-0.72” 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 demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues, including substance use disorders and co-occurring conditions.

- The addictions course is a rigorous, and it incorporates CACREP standards as well as OASAS CASAC Standards. There was a negligible “-.01 ” decrease between Measure 1, from a “4,” and Measure 2 of a “3.99.” 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 also more useful for their clinical practice.

CMHC 4: Students demonstrate procedures for assessing and responding to the risk of aggression, danger to others, self-inflicted harm, and suicide, including crisis intervention and trauma-informed strategies

- 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: Students demonstrate the attitudes, behaviors, dispositions, skills, and knowledge to competently and ethically provide clinical mental health counseling services across diverse populations and service delivery modalities.

- 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 “0.25” 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	3.64	N/A	-0.36
SC 2:	Leadership and Systems Change	4	3.67	N/A	-0.33
SC 3:	Data Driven Decision-making	3.77	3.45	N/A	-0.32
SC 4:	Suicide Risk	4	4	N/A	0
SC 5:	Competent and Ethical Practice	3.72	3.58	3.81	0.09

SC 1: Students demonstrate understanding of models of school counseling programs, development of school counseling program mission statements and objectives, and school counselor roles as leaders, advocates, and systems change agents in PK-12 schools.

- Measure 1 is comprehension based, while Measure 2 is skills based. The decline of “0.36” 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 statues in a school counseling setting. Faculty will continue to refine how to increase skill-based practice based around ethical concepts.

SC 2: Students understand school counselors’ roles as leaders, advocates, and crisis responders with skills to critically examine how social, cultural, familial, emotional, and behavioral factors impact academic achievement, and to screen PK-12 students for characteristics, risk factors, and signs of social-emotional issues.

- Like the previous annual report, there was a decrease between Measure 1 and Measure 2. Measure 2 has a more rigorous grading scheme, and that continues to be the cause of the discrepancy between the measures.

SC 3: Students demonstrate knowledge of current methods of using data to inform decision-making and accountability, and techniques of social-emotional and trauma-informed counseling in school settings, including evidence-based and culturally sustaining interventions to promote academic development.



- This KPI showed a decline of “0.32” 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: Students demonstrate understanding of school counselor roles in crisis management and procedures for assessing and responding to risk of aggression, self-inflicted harm, and suicide in school settings.

- 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: Students demonstrate the attitudes, behaviors, dispositions, skills, and knowledge to competently and ethically provide school counseling services, including the use of technology and culturally sustaining practices across diverse student populations.

- Ethical behavior continues to be a core tenet of the School Counseling Program. For each Measure, every student scored within the “Exceeded Expectations” range and showed a “0.09” increase between Measure 1 and Measure 3. 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	*
DCES 2:	Supervision	3.8	3.85	0.33
DCES 3:	Teaching	3.43	3.14	-.029
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 demonstrate scholarly examination of the evidence base for counseling processes and theories, integration of theories relevant to counseling, and methods for evaluating counseling effectiveness across diverse populations and service delivery modalities.

DCES 2: Students demonstrate understanding of theoretical frameworks and models of counseling supervision, skills of counseling supervision across service delivery modalities, and culturally sustaining strategies for conducting counseling supervision.

- 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: Students demonstrate proficiency in curriculum design and instructional delivery, integration of diversity, equity, inclusion, and social justice principles in counselor education, and use of technology in instructional design and program delivery.

- There was a decrease of .029 between Measure 1 and Measure 2. The first and second measurements occur in the Counselor Education course. A third measurement was added in the Fall of 2025 and will be measured during the doctoral internship.

DCES 4: Students demonstrate skills in professional writing for peer-reviewed publication, development of research proposals, and strategies for conducting culturally relevant and culturally competent research.

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

DCES 5: Students understand 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 either a master’s thesis or a comprehensive multiple-choice exam. 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. The multiple-choice exam was developed by the core faculty and is reviewed annually. The exam is modeled after the National Counselor Exam.

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 29 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 "3.217" out of "4," which is a slight decrease from the previous year, yet still within the "exceeds expectations" range. Additionally, the first item could not be added to the average this year, so the decrease in the rating may not be reflective of the true scores. Like the previous year, none of these outcomes was ranked below a "3.0." Areas of strength included our students being "caring, compassionate and self-reflective people" ("3.58"), and having "sensitivity to diversity and social justice" ("3.15"). 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 2024-2025 academic year, students in our program, on average, rated statements about the courses and instructors with a mean of "4.56" on the 5-point scale. This score is generally consistent with the



high ratings from previous years. The lowest averaged item was “the course and course activities were well organized.” 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” with no change between last year and this year. This survey had 29 total respondents. Students rated their sites and site supervisors highly, with the averages of questions related to their site supervisor between “3.15” and “3.92.” The lowest rating from this year, “I had a good deal of individual counseling practice at my site” increased by “0.11” to 3.15 from last year. The highest item was “my site supervisor was helpful in orienting me to the work site” (3.92). These scores support our continual findings that our students appreciate their fieldwork experiences and site supervisors. 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



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- “2” – Emergent, Needs Improvement
- “3” – Basic Proficiency
- “4” – Outstanding Performance

Findings from University Tape Supervisor

We had 65 respondents for this survey this year. Respondents rated tape supervisors quite highly, with a cumulative average of “3.80,” compared to last year, with a “3.90” average. 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 69 respondents for this survey with the total cumulative average for students' experience and their supervisor reported as “3.63,” slightly higher than the previous year, with a score of “3.61.” 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 had a great experience at Warner and I believe that is very much do to the rich experiences and backgrounds that all of the professors brought. I feel like each class was based in a lot of great discussion and real-life case examples, rather than feeling like a textbook. I would like to see improvement in the overall communication of the department. There are a lot of things that should have been shared in my first semester (such as licensure materials and professional portfolios) rather than my last. A lot of the professors do not know much about other classes, even when they are advisors, which is problematic.”
- “I really enjoyed class discussions, lectures, and supervision surrounding recorded tapes. I see the value in student led presentations, but I feel these were relied on heavily in place of meaningful lectures from professors. I also think with asynchronous courses, there should be recorded lectures. I also really benefitted from supervision about my tapes and discussion about different recorded counseling sessions (from esteemed counselors to showcase a variety of interventions and modalities) so I think it more of this would be beneficial.”
- “I certainly got a good education at Warner. Some of the highlights were my internship, classes with the same cohort (helped build connections), and classes with Dr. Andre Marquis, Dr. Oliver Boxell, Dr. Marissa Davala, Dr. Rachel Carbonaro, Dr. Bonnie Rubenstein, Kyle Sullivan, and TA Mikaleh McCoy. Dr. Marquis is the biggest impact on my counseling hands-down. He is always willing to learn and he is just a JOY to be around. Dr. Boxell is a fantastic advisor and, though he teaches some dense classes, he is so fun to listen to. Dr. Carbonaro cared SO much for us. She would often stay late providing guidance and chatting. I miss her already .Dr. Ribenstein is so kind and caring. I wish I had met her sooner. I don't want to downplay the amazing people in this program and ALL that I learned. I got a world-class education AND there are alot of improvements worth making.”
- “I had a very eye opening time throughout the last ~4 years at Warner. I believe I learned quite a bit about counseling and specifically the systemic considerations working in education. Some highlight I had were the connections that I made with other students, the ability to bring my experience into the work we did, and the connection with some of the facilitators/ professors. I would like to see a bit more transparency in the program's goals and it's alignment with each individuals wellbeing & future.”
- “I had a well balanced experinece, coursework and practicum/internship boosted my confidence and I feel well prepared.”



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- “Overall, I would say that the coursework and classes were helpful and expanded my knowledge in areas that are applicable to work in the field. The professors demonstrated passion and care for what they taught, and they made the material relevant to our future roles. I do believe there are certain classes all students should be required to take, for example, any course focused specifically on disabilities, as well as a class taught by Bonnie Rubenstein, which educates those unfamiliar with Rochester’s history and provides important context for working in the area.”
- “I thought the coursework was fair and rich with information. The things we discussed and the work we completed in our program was helpful to bring into the real-life experiences.”
- “I would say the best aspects of the program at Warner are the following two things. First, the practicum and internship experience provide an immense amount of practical experience and knowledge beyond what you can learn in class via lectures and readings. Thankfully for both of my experiences I had great supervisors which helped my growth and development as a counselor. Second, the professors at Warner have been outstanding, not just with teaching and education but additionally being flexible and accommodating to student's needs as many of us have additional responsibilities outside of Warner that we have to attend to.”

Areas for Improvement:

- Most of the feedback related to improvement focuses on reducing adjunct instructors, improving communication, and strengthening pedagogy.

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:

- "I have had amazing field-based experience because of the supervisors that I have had."
- "My internship at UCC has been the defining point in my education so far. I was challenged to see myself and others differently, but was also given the opportunity to learn and grow with my peers and supervisors throughout the year."
- "I learned a lot with being placed at an outpatient CMH clinic and I am really grateful to have received this opportunity."
- "I LOVED my internship experience. My clinical supervisor is literally the best supervisor in the world. I have learned more through my internship than through all of the courses combined."
- "I would say the clinical practice definitely impacted me the most. I love the practical side of my education and am forever grateful that Warner linked me to my internship site."



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- "My clinical practice was the most important piece of my development as a counselor. I have been given ample learning opportunities and helped many clients."
- "I think the clinical experience has been one of the most impactful experiences in my education. My practicum was amazing, and my Spring 2025 internship at Clifton Springs inpatient psych unit has been very educational and helpful. My supervisor at Clifton Springs (Heidi Keyser) has been amazing and extremely supportive."
- "My field-based experiences in clinical practice had a significant impact on my development as a counselor in training. Being able to apply what I learned in coursework to real client interactions brought theory to practice and helped me gain confidence in my clinical skills and techniques."
- "I loved my internship experience. Practicum was sub-par insofar as it's not really a clinical site. It felt more like an advertising internship than a counseling one."
- "The field-based experiences provided an enormous impact on my growth and development as a counselor. I discovered my strengths and gained a lot of confidence in myself as a clinician, especially when it comes to relationship building."
- "Internship was by far the most valuable experience. Practicum was also helpful but I would have liked being placed at a site that actually did therapy as part of their services."
- "I think that the field-based experience was one of the most helpful opportunities to take what we learned and put it into real practice. I also valued the review of our tapes from real sessions as that gave us actual feedback we could improve upon."
- "The opportunity to engage in clinical practice was where I experienced my real 'education' in mental health counseling. The counseling center at which I worked as an intern offered ample opportunity to expand and refine my clinical repertoire, along with personally and professionally useful supervision."
- "I would say that the field-based learning was more impactful than the coursework simply in the fact that I was immersed in the work and became a counselor through those experiences. I found my style through my site, I discovered my professional values through my site, and I discovered how I want my career to look like through my site."
- "I was able to utilize what I have learned from Warner and apply it in clinical practice (internship at UCC)."
- "Field-based experiences were the most impactful. I believe it is important for students to get the opportunity to see the job they are doing first hand. What was challenging was the diplomatic politics that came around working in the education system, and the lack of communication from Warner about how impactful this will be on the work that we do."
- "I had great practicum and internship experiences — both with my site supervisors and diverse cohort. The only challenges that I faced were related to getting my hours while maintaining full time employment."
- "Both my practicum experience and internship experience were amazing! I do wish that the internship class was a bit more structured in terms of group supervision (having a schedule of who is sharing a case presentation and when, etc)."
- "Rather than just gaining the book smarts needed to be a counselor, we got hands-on experience that showed us what we would be doing and allowed us to practice how to do all of this correctly."



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- "My field-based experiences went well, and I was able to connect what I learned in class to real-world practice. These experiences deepened my understanding of the school counselor's role and allowed me to apply theoretical knowledge in meaningful ways. The highlights included building relationships with students, collaborating with staff, and observing how school counseling services are implemented day to day."
- "The field-based experience is what helped me the most. I learn better through action, so being able to jump in as an intern and do the work myself was the best way I could've learned."
- "The field-based experiences have been this program's greatest strength — much of my knowledge of the field and how to practice in this line of work comes from these field-based and clinical practices. However, one area of improvement I would like to see is some consistency between sites and shared experiences."
- "The practicum and internship experiences I had were outstanding. While supported in finding my own placements, Nancy and Bonnie went above and beyond for me on multiple occasions, making sure I was advocated for and receiving the experience I deserved. Their mentorship and support catapulted me into field work and experiences that have truly determined the counselor I am now."
- "I believe I learned the most in my field work. There are so many aspects of school counseling that can't be taught in the classroom. The only challenge I had was during my practicum, where my site supervisor was not the best example of a good school counselor."

Challenges/Areas for Improvement:

- Practicum sites are inconsistent in quality — some do not offer actual counseling/therapy experiences and feel more like administrative or advertising placements
- Students want exposure to diverse settings and populations (e.g., inpatient, outpatient, different age groups) rather than being placed at one site for their entire field experience
- Clinical rotations or observation-only practicum experiences could better prepare students before committing to an internship site

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:

- "I have had great interactions with Warner staff and often left my classes feeling motivated, even if it wasn't connected to my direct career goals and client populations."
- "They are amazing!!! Andre, Oliver, Marissa, Karen, Amanda, Anna, Kevin, Bonnie, Harriette, and Doug are all amazing educators who are dedicated, approachable, kind, and



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genuine. You made me feel like you really cared, and you made my master's years the most amazing 2 years of my life."

- "Most of the Warner faculty are very supportive and friendly! I learned a great deal from Dr. Mackie and Dr. Davala in terms of professional goals."
- "The people, professors, and TAs at Warner are the bread and butter of the program. I have made my best friends in this program and made connections with incredible counselors and researchers."
- "As I have stated, most of the interactions I have had with Warner faculty and staff have been very wonderful and have 100% improved my educational experiences here at Warner. Nearly all of the professors showed genuine concern, empathy, and care about not only my education but also about me as a person."
- "My interactions with Warner faculty and staff have been positive and have played a significant role in supporting both my educational and professional development."
- "I very much appreciated Andre Marquis, who has been not only professional in delivering knowledge, but also provided care and constructive feedback for growth as a counselor."
- "The faculty on a personal level have all been pretty lovely. They have, generally speaking, been warm and approachable. They tend to treat students with respect."
- "I always had good interactions with Warner faculty and staff. All of the faculty and staff were approachable and there when needed."
- "I interacted well with the faculty/staff and was able to advance my educational and professional goals. I always felt supported, understood, and if I ever had personal needs they were always met."
- "I was lucky enough to have positive relationships with all the staff that I interacted with."
- "I really enjoyed my experience with most of the Warner staff — I feel they all want to see one make it to the end strong."
- "I found that my motivation to complete coursework and participate in class had everything to do with the instructor and whether or not I felt they cared about me as a person."
- "Thanks for bringing in Marissa Davala, though. She's a gem!"
- "Some faculty, especially those teaching online asynchronous courses, avoided contact and appeared uninterested in intellectual engagement, let alone cultivating relationships with students. Other faculty, especially Doug and Andre, were phenomenal."
- "Some courses were taught by folks who were partially or wholly checked out. One professor of an online asynchronous course in multiculturalism posted a course where the majority of the links were dead, the quizzes involved apparent hallucinations, and feedback on assignments was sparse and written by a graduate student. Another professor teaching group counseling would turn off his camera and wander away during class and was unable to field questions central to the topics he was teaching."
- "My interactions with the vast majority of faculty and staff have been positive or neutral."
- "For the most part it was good. There were some professors that I did not find to be helpful in the clinical development of myself. Bonnie specifically was incredibly helpful."



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Most professors had an agenda that they pushed on us rather than meet us in the middle, recognizing our strengths and building on those."

- "Warner faculty/staff were available, supportive and offered so much knowledge about the counseling profession. My educational and professional goals were advanced by these relationships."
- "For the most part, the faculty were incredibly knowledgeable, open to discussion, open to disagreement, and were genuinely wanting their students to succeed. Only one professor I came across was close-minded, but all other professors were amazing to work with. Dr. Oliver Boxell and Dr. Rachel Carbonaro need a raise!! They are incredible and care so deeply for their students!"
- "I have made lifelong friends through this program. The staff really cared about us, not just as students but also as people. They helped me when I was struggling and took the time to get to know me as a person, and that was very important to me."
- "I enjoyed most of my experiences with the faculty. However, there were a few instances where I felt that certain professors could improve their approach to teaching by encouraging greater participation from students who may be quieter or less inclined to speak up. Some classes felt heavily lecture-based, which sometimes made it feel as though there was a pressure to respond in the absence of voluntary participation."
- "I thought all faculty and staff I met through this program were intelligent, kind, and cared about my success. I thought the relationships I made helped motivate me to do well and it also made me feel like my professors cared if I succeeded."
- "Wonderful — everyone I have met throughout this program has been kind, intelligent, empathetic, and understanding."
- "The staff and faculty are what make Warner, Warner. It is the school's greatest resource, especially in the counseling department. I wish I could have formed closer relationships with mental health counseling professors without being in the program or in the bridge program."
- "The reason why I came to Warner was for the faculty and majority of them met my expectations. There was too much variety among doctoral student instructors, and I would appreciate if that was more controlled and overseen."

Areas for Improvement:

- "Some faculty, particularly those teaching online asynchronous courses, were disengaged, unresponsive, and appeared uninterested in students or intellectual engagement."
- "At least one asynchronous course had dead links, apparent AI-generated quiz content, non-existent assigned readings, and sparse feedback written by a graduate assistant rather than the instructor."
- "At least one faculty member teaching group counseling would leave the camera off, wander away during live sessions, and was unable to answer questions about course content."
- "Some faculty pushed their own agenda rather than recognizing and building on student strengths."



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- “Doctoral student instructors vary too widely in quality and need more oversight and standardization.”
- “Some classes felt overly lecture-based or relied heavily on cold-calling participation, which created pressure rather than engagement.”
- “Faculty teaching asynchronous courses in particular need more accountability and quality control.”
- “Students want faculty to review course evaluations seriously and act on feedback.”
- “Some students felt that adjunct and graduate instructors were rote and uninspiring in their instructional approach.”

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.”
- “Integrate practice-based learning more consistently across all courses, not just practicum and internship.”
- “Increase use of evidence-based interventions in classroom instruction.”
- “Redesign or review underperforming courses, particularly group counseling and multicultural counseling.”
- “Expand social and community-building programming to help cohorts develop deeper peer connections.”

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



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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:

Heliocampus

The program switched from Taskstream to Heliocampus in the Fall of 2025. Heliocampus is a software platform that collects KPI assessment data for each course. It allows us to more easily



cross-reference data sources to complete complex KPI and Program Objective (PO) measures. Heliocampus also allows for direct student input of KPI and PO-related assignments that the instructor can access, who completes rubrics stored in the 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. Heliocampus is proving to be an effective way to manage our data collection requirements.

The Heliocampus 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 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 Associate Dean of Graduate Studies made a concerted effort to contact adjuncts and affiliated faculty throughout the academic year. The Associate Dean's office developed a new orientation and handbook geared toward adjunct, affiliated faculty, and new faculty. Furthermore, the CACREP liaison worked closely with adjunct, core, and affiliate faculty to support them in ensuring the curriculum and syllabi aligned with the 2024 CACREP standards and program goals.

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 and program evaluation. We have developed a clear program evaluation plan, updated our Key Performance Indicators, added Key Performance Dispositions, ensured the faculty reviewed program evaluation data to develop programmatic goals and guide any curricular changes or efforts, strengthened and expanded our



partnerships with fieldwork sites, conducted a curriculum audit, ensured all 2024 CACREP standards are met in our CACREP programs, and expanded our partnership with the accreditation staff at Warner. Finally, we strengthen our experiential and interdisciplinary training experiences with the School of Nursing through the UNITY project. 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:

- 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.
- Establish a centralized online repository where faculty can share and access exemplary teaching materials, assignments, and school counseling-focused exemplars.
- 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.

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 and human development.
- 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 the curriculum, ability to transform theory into practice, ability to turn practice into theory, facility in regard to serving their



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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 demonstrate understanding how the historical roots of the profession are reflected in the philosophical foundations of present day counseling practices across service delivery modalities 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 in a diverse, multicultural, and global society with marginalized populations.
2. Students demonstrate knowledge of the ethical codes and associated ethical decision-making processes espoused by the range of organizations that regulate professional counseling practices across service delivery modalities and specialized practice areas. In addition, students apply knowledge of competencies, promulgated by the American Counseling Association and its divisions. Students understand the ways in which knowledge of these competencies governs ethical practice within a multicultural, pluralistic, and global society.
3. Students are aware of their own cultural heritage, including attitudes, beliefs, understandings and acculturative experiences, and how those impact their views of others. They apply understanding of various dimensions of client cultural diversity, including various dimensions of power and privilege, oppression, and marginalization, Students utilize culturally sustaining advocacy processes for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Students have gained understanding of a wide range of theories and models of intervention strategy and have developed their own personal approach to counseling grounded in theory and research which will be informed by knowledge of theory and best practices. Students apply culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.
4. In devising intervention strategies, students have the knowledge and skill to integrate systemic, interpersonal, intrapersonal, and biological approaches to healing using evidenced-based counseling strategies and techniques.

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



5. Students demonstrate basic counseling skills and processes necessary to establish rapport, assess problems, identify client goals, and begin to implement and assess prevention and intervention strategies across diverse populations.
6. Students have knowledge of the theories and models of therapeutic group work and an understanding of group process and development, and culturally sustaining and developmentally responsive strategies for designing and facilitating groups.. Students also have the ability to function as effective group leaders across service delivery modalities.
7. Students will have an understanding of the professional roles and functions of counselors across specialty areas, and will have an understanding of inter-agency and inter-organizational collaboration and consultation in diverse practice settings.
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 and ethical practice. Students are able to identify emergent theories of career development and counseling and apply theoretically-relevant strategies to facilitate client career development and navigate career transitions.
9. Students have a knowledge of psychological, psychosocial, and socio-structural theories of human development and are able to apply this knowledge to aid in their understanding of common counseling issues (e.g. addictions, anxiety, grief and loss). Students demonstrate an understanding of biological, neurological, and physiological factors affect lifespan development, functioning, behavior, resilience, and overall wellness, and systemic, cultural, and environmental factors that may affect development.
10. 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. Students understand the important of research in advancing the counseling profession including identifying and evaluating evidenced-based theory, interventions, and practices. 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. Students can apply culturally sustaining and developmentally relevant outcomes measures of counseling services.
11. Students understand the importance of membership in professional counseling organizations, professional development, and advocacy for the profession.

Clinical Mental Health Counseling Program Objectives

1. Students demonstrate understanding of etiology, nomenclature, diagnosis, treatment, referral of severe mental illness, and prevention of mental, emotional, and behavioral disorders. Students are proficient in the processes of current DSM diagnosis and are able



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- 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 disorders across diverse populations and master the vocabulary and knowledge necessary to discuss diagnosis with collaborating professionals across the helping professions across various service delivery modalities
2. Students understand the principles, models and documentation formats of biopsychosocial case conceptualizations, treatment planning, treating major mental illness using evidenced based approaches including the bio-psychosocial-spiritual model of addiction across diverse populations and service modalities.
 3. Students 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 and neurobiological etiology of addiction treatment, different models of recovery, and different counselor roles across all levels of care.
 4. Students have gained knowledge of etiological theories/models of substance use disorders, including research and information on environmental factors that affect both normal and abnormal behavior within culturally sustaining frameworks.
 5. Students can skillfully employ counseling and psychotherapy interventions, including evidence- based protocols for phased treatment across individual, dyadic, group and service delivery modalities, in-person and telehealth service delivery.

School Counseling Program Objectives

1. Students have a vision of school counseling that fosters conditions ensuring educational equity, access and academic success for all students in diverse school communities.
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 using culturally sustaining practices.
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-informed practices.
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 across diverse student populations.
6. Students are able to articulate a comprehensive, developmental strategy for implementation in school counseling programs.

Doctoral Program Objectives



1. Students have an interdisciplinary understanding of the connection between human psychological suffering and exposure to adversity across the life course, with scholarly examination of evidence-based counseling theories and processes.
2. Students understand the basic principles of quantitative, qualitative, and mixed-methods research designs and apply basic principles to their scholarly work.
3. Students have knowledge and skill to apply advanced research methods and program evaluation to their research agenda and demonstrate proficiency in culturally relevant and competent research strategies.
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 trajectories across diverse populations and service delivery modalities.
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, including culturally sustaining strategies for conducting counseling supervision and the use of technology in counseling supervision.

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](#).

Note: tables 1-3 were previously used for reporting demographics. We've elected to maintain the table numbering to compare across years of reporting and will resume providing those tables when university policy and CACREP policy allows.

Table 4: Summary of CACREP Course Evaluations (2024– 2025)

Table 4: Summary of CACREP Course Evaluations (2024– 2025)				
Academic Year: Fall 2024-Summer 2025				
Total Responses: 888				
Scale:				
1 = strongly disagree (SD)				
2 = disagree (D)				
3 = neither/neutral (N)				
4 = agree (A)				
5 = strongly agree (SA)				
item#	item description	AY25 AVG.		
1	the course and course activities were well organized	4.41		
2	written assignments advanced the goals of the course	4.57		
3	reading assignments contributed to the goals of the course	4.54		
4	the instructor showed a genuine concern for the students	4.76		
5	the instructor was available to students	4.67		
6	classes were interesting and stimulating	4.38		
7	students in this course were free to disagree and ask questions	4.69		
8	I learned a great deal from this course	4.46		
	Average	4.56		
		Less than other courses	Equal to other courses	More than Other Courses
9	compared to other courses of comparable credit hours, the work required for this course was:	9.00%	68.00%	23.00%



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		Yes	no	
10	The method for student evaluation was clearly defined	99.00%	1.0%	
11	the student evaluation(s) were a fair assessment of my performance in this course	99.00%	1.0%	

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



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

Table 5: Summary of Student Feedback-Site & Site Supervisor Evaluation	
Master's and Doctoral Students	
Academic Year: Fall 2024-Summer 2025	
Total Responses: 61	
Scale:	
1 = Not Satisfactory	2 = Emerging, Needs Improvement
3 = Basic Proficiency	4 = Outstanding Performance
Question	AY25 Rating Average
My site supervisor was helpful in orienting me to the work site.	3.59
My site supervisor was helpful in arranging access to individual clients and groups/families for me to work with.	3.64
My site supervisor communicated clear expectations for my work.	3.46
My site supervisor was accessible to me.	3.63
My site supervisor was responsive to my questions or concerns.	3.68
My site supervisor consistently kept his/her weekly supervisory meetings with me.	3.61
My site supervision provided me with a helpful balance of direction and autonomy.	3.59
My site supervisor was a good professional role model.	3.66
I would recommend this internship site to others.	3.56
I had the opportunity to innovate at this site if I cared to.	3.56
I would recommend this site supervisor to others.	3.47
I had a good deal of individual counseling practice at my site.	3.18
I had a good deal of group counseling practice at my site.	3.49
I improved my individual counseling skills.	3.20
I improved my group counseling skills.	3.25
I was able to improve my assessment skills at my site.	3.32
I learned new ways of intervening with clients (e.g. family work, consultation, advocacy) during this internship experience.	3.28
I learned a lot about the work of a counselor in the real world.	3.56
My confidence as a counselor increased.	3.54
What I learned and did at the internship site affirmed my choice to become a counselor.	3.62
I have become more aware of the relationship between my personal values and professional decisions and actions.	3.69
I am able to describe my decision-making processes regarding my counseling work.	3.65
I am motivated to continue professional development beyond academic requirements.	3.79
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.	3.70



My ability to systematically evaluate my work from various perspectives, such as client's viewpoint, my expectations and from supervision has improved.	3.66
I experience myself as a continuing to improve as a counselor.	3.79
Average	3.55

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

Table 6: Summary of Student Feedback-Small Group Supervision

Table 6: Summary of Student Feedback-Small Group Supervision Master's and Doctoral Students	
Academic Year: Fall 2024-Summer 2025	
Total Responses: 69	
Scale:	
1 = Not Satisfactory	
2 = Emerging, Needs Improvement	
3 = Basic Proficiency	
4 = Outstanding Performance	
Question	AY25 Rating Average
Peer interactions provided important ideas and support.	3.64
The small groups were good forums for exploring issues and problems.	3.57
The small groups became an important resource for empathic support and learning.	3.52
I felt safe enough in group supervision to disagree with my peers about issues or interpretations.	3.61
Student case presentations were a good learning experience.	3.53
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.	3.64
He/she showed a genuine concern for me and my development as a counselor.	3.68
He/she was supportive and encouraging.	3.77
He/she had helpful ideas and suggestions for me in my counseling work.	3.70
He/she facilitated our discussions or used activities in a way that was helpful to our exploring issues and problems in our counseling.	3.64
He/she offered resources that were helpful to me now or probably will be helpful in the future.	3.67



He/she facilitated discussion in a way that made me feel comfortable participating.	3.71	
Average	3.63	

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



Table 7: Summary of Student Feedback-University Supervision

Table 7: Summary of Student Feedback-University Supervision Master's Students	
Academic Year: Fall 2024-Summer 2025	
Total Responses: 65	
Scale:	
1 = Not Satisfactory	
2 = Emerging, Needs Improvement	
3 = Basic Proficiency	
4 = Outstanding Performance	
Question	AY25 Rating Average
Gives time and energy in observations, tape processing and case conferences.	3.86
Accepts and respects me as a person.	3.91
Recognizes and encourages further development of my strengths and capabilities.	3.86
Gives me useful feedback when I do something well.	3.80
Provides me the freedom to develop flexible and effective counseling styles.	3.71
Encourages and listens to my ideas and suggestions for developing my counseling skills.	3.84
Provides suggestions for developing my counseling skills.	3.82
Helps me understand the implication and dynamics of the counseling approaches I use.	3.74
Encourages me to use new and different techniques when appropriate.	3.77
Is spontaneous and flexible in the supervisory sessions.	3.69
Helps me define and achieve specific concrete goals for myself during the practicum/internship experience.	3.74
Gives me useful feedback when I do something wrong.	3.81
Allows me to discuss problems I encounter in my practicum/internship setting.	3.90
Pays appropriate amount of attention to both me and my clients.	3.84
Average	3.80

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

Table 8: Survey Results-Alumni

Table 8: Survey Results-Alumni Master's and Doctoral Students	
Academic Year: Fall 2024-Summer 2025	
Total Responses: 9	
Scale:	
1 = Insufficient	
2 = Emergent	
3 = Basic Proficiency	
4 = Outstanding Performance	
	AY25 Rating Average
Relationship and Communication Skills	
Use interpersonal strengths (e.g., caring, integrity, confidence, sense of self) to build a working alliance with client	3.78
Use basic communication skills to listen and respond to client with accurate empathic understanding	3.78
Average	3.78
	AY25 Rating Average
Assessment and Appraisal Skills	
Organize session data into multiple meaningful frameworks that enhance understanding of the client (e.g., developmental, cognitive, affective, behavioral, systemic, sociocultural)	3.56
Recognize developmentally appropriate from problematic behaviors	3.56
Evaluate and adjust the counseling process to affect successful counseling outcomes (process evaluation)	3.67
Complete a thorough DSM diagnosis	2.88
a) Complete a mental status examination	3.22
b) Complete a biopsychosocial intake	3.22
c) Assess the needs of a client in crisis	3.56
Average	3.38



Table 8: Survey Results-Alumni (Continued)	
Master's and Doctoral Students	
	AY25 Rating Average
Intervention Skills	
Use counseling and human development theories and concepts as part of counseling practice	3.67
Provide session structure and focus through questions, interpretations, experiential activity, problem solving strategies, and other appropriate methods for furthering counseling goals	3.67
Use flexibility and ability to generate novel responses when faced with unfamiliar or unexpected situations in the counseling process	3.44
Execute a variety of counseling modes, including individual counseling, group counseling, career counseling, and small systems consultation	3.78
Complete a treatment plan based on a DSM diagnosis, mental status examination, and biopsychosocial clinical intake interview	2.63
Monitor and document the progress being made in the implementation of a treatment plan	2.78
Intervene on behalf of a client who is in crisis	3.78
Average	3.39
	AY25 Rating Average
Contextual Competencies	
Advocacy - Provided me with knowledge of vehicles of client empowerment, methods of advocacy, and legal liabilities of advocacy work	3.50
Multicultural Skills - Developed my sociocultural self-knowledge, awareness of social and political barriers to counseling, knowledge of liberatory counseling theory, and ability to implement culturally congruent counseling practices with diverse populations	3.38
Consulting - Provided knowledge of consultation models and processes for integrating family, peer, and community support systems in counseling and supporting clients	3.44
Systems Change - Developed my understanding of systems and organizational change for the purpose of improving systems to enhance human development	3.44
Average	3.44
	AY25 Rating Average
Technological Skills	
Developed my competency with technology, including word processing, email, library databases, and locating counseling-related resources on the Internet	3.67



Table 8: Survey Results-Alumni (Continued) Master's and Doctoral Students	
	AY25 Rating Average
Disposition	
Professional Identity - Familiarized me with history of the profession, roles of professional counselors among the various human service professions, professional associations and journals in counseling, and issues surrounding counseling licensure and accreditation	3.67
Professional Development - Developed my capacity for self- reflection, self-understanding, openness to ongoing supervision, and commitment to further personal and professional growth	3.78
Legal and Ethical Issues - Instilled legal and ethical standards of the profession in my counseling practices	3.44
Professional Behavior - Developed my responsibility toward fulfilling professional commitments and acting as a counseling professional	3.78
Average	3.67

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

Table 9: Survey Results-Master's Site Supervisors

Table 9: Survey Results-Master's Site Supervisors	
Academic Year: Fall 2024-Summer 2025	
Total Responses: 29	
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 21 st century collaborative professional?	3.04
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	3.38
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	3.24
To what extent do our students meet your expectations in each of the following dimensions?	
Their use of research, ethics and critical thinking to guide best practice?	3.00
Their openness to developing innovations in counseling practice that meet diversity concerns?	3.27



Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	3.15
Their ability to integrate biological, psychological and social interventions in their work with clients?	3.08
Their interest in fostering life-long healthy development?	3.31
Their holding of an ecological view of people in context (history, culture, social life)?	3.12
Their being caring, compassionate and self-reflective people?	3.58
Average	3.217

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

Table 10: Survey Results-Doctoral Site Supervisor

Table 10: Survey Results-Doctoral Site Supervisors	
Academic Year: Fall 2024-Summer 2025	
Total Responses: 3	
Scale:	
2 = Emergent	
3 = Meets Expectations	
4 = Exceeds Expectations	
Relative to the student's level of development, how would you characterize our students as counseling practitioners?	
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	3.33
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*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

Table 11: Survey Results-Master’s Employers	
Academic Year: Fall 2024-Summer 2025	
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

Table 12: Survey Results-Doctoral Graduate Employers	
Academic Year: Fall 2024-Summer 2025	
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?
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?
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](#).