



WARNER
SCHOOL OF EDUCATION
UNIVERSITY *of* ROCHESTER

COUNSELING AND HUMAN DEVELOPMENT PROGRAM AREA

2022-2023
CACREP ANNUAL COMPREHENSIVE EVALUATION REPORT

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

Table of Contents

Admissions Information:	4
Current Student Information:	5
Graduating Students:	5
Assessment Activities:	5
Clinical Mental Health Counseling	8
School Counseling	10
Doctoral	11
Annual Clinical Formative and Summative Assessments	12
Student Milestone Assessments	12
Master’s Students:	12
Doctoral Students:	12
Annual Student Reviews	13
Stakeholder Assessments	13
Adjunct and Affiliated Faculty Surveys.....	13
Annual Site Supervisor Surveys	13
Master’s Students (Entry Level)	14
Doctoral Students	14
Annual Alumni Survey	14
Findings from the Annual Alumni Survey.....	15
Individual Class Instructor Evaluations	15
Findings Related to Individual Course Evaluations	15
Assessment of Clinical Experience and Clinical Site & Assessment of Clinical Site Supervisor	16
Findings for Site and Site Supervisor	16
University Tape Supervisor	16
Findings from University Tape Supervisor	16
Small Group Supervision Assessment	17
Findings from Small Group Supervision Assessment	17
Graduating Student Survey	17
Learning in Classes	17
Learning Through Field-Based Experiences	19
Faculty and Staff.....	20
Constructive Feedback.....	21
Implementation of Action Items	21
New Initiatives:	21
Ongoing Initiatives:	22
Advanced Certificate in Addictions Counseling.....	22
Efforts to Increase Doctoral Student Research Opportunities.....	23
Working Towards Improving Leadership and Advocacy Skills	23

Expanded Child and Adolescent Counseling Instruction.....	23
Growing our Optional Certificate in Mind-Body Interventions:.....	23
Involvement with Learning in the Digital Age (LiDA)	24
60-Credit Hour School Counseling Program.....	24
Administrative Ongoing Initiatives:.....	24
Taskstream.....	24
Materials now available through Box for Doctoral and Site Supervisors.....	25
Supporting Adjuncts and Affiliated Faculty:.....	25
<i>Additional Items Emerging from Program Evaluation in Need of Attention:.....</i>	<i>25</i>
<i>Moving Forward.....</i>	<i>25</i>
<i>Appendix.....</i>	<i>27</i>
<i>Counseling Program Objectives</i>	<i>27</i>
Core Program Objectives.....	27
Clinical Mental Health Counseling	28
School Counseling.....	29
Doctoral Program.....	29
Administrative and Evaluative Processes	30
<i>Demographics Tables 1: Admissions Data (2022-2023)</i>	<i>31</i>
<i>Demographics Tables 2: Current Student Demographic Data</i>	<i>32</i>
<i>Demographics Tables 3: Graduating Student Demographic</i>	<i>33</i>
<i>Table 4: Summary of CACREP Course Evaluations (2022– 2023)</i>	<i>34</i>
<i>Table 5: Summary of Student Feedback-Site & Site Supervisor Evaluation.....</i>	<i>35</i>
<i>Table 6: Summary of Student Feedback-Small Group Supervision</i>	<i>36</i>
<i>Table 7: Summary of Student Feedback-University Supervision</i>	<i>37</i>
<i>Table 8: Survey Results-Alumni.....</i>	<i>38</i>
Master’s and Doctoral Students	38
Table 8: Survey Results-Alumni (Continued).....	39
<i>Table 9: Survey Results-Master’s Site Supervisors.....</i>	<i>41</i>
<i>Table 10: Survey Results-Doctoral Site Supervisors.....</i>	<i>42</i>
<i>Table 11: Survey Results-Master’s Employers.....</i>	<i>43</i>
<i>Table 12: Survey Results-Doctoral Graduate Employers.....</i>	<i>44</i>

Admissions Information:

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

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

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

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

- For our Master's Programs (School and Mental Health Counseling), 75% of our student admits identified as female, and 25% identified as male. This represents a 8% decrease in the number of male admits, and a 8% increase in the number of female admits, from the previous year.
- For our Doctoral Programs, 78% of our student admits identified as female, and 22% identified as male. This represents a 4% decrease in the number of male admits, and a 4% increase in the number of female admits, from the previous year.
- Among all students admitted, 15.6% of students identified as an underrepresented minority. The remaining 84.4% of students identified as not an underrepresented minority or declined to provide a response. Four female students, one male student, identified as underrepresented minorities between the mental health and school counseling master's programs. Two female and no male students identified as an underrepresented minority in the doctoral programs.

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

Current Student Information:

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

- Among all current students, across all master’s and doctoral programs, 82% identify as female, and 18% identify as male, which represents an increase of 1 percentage point for females, and a decrease of 1 percentage point for males from the previous year.
- Of master’s students currently matriculated, 84% identified as female and 16% identified as male.
- Of our enrolled doctoral students, 21% identified as male, and 79% identified as female.
- Across all master’s and doctoral programs, 19.4% identified as underrepresented minorities, with a remaining 80.6% identifying as not an underrepresented minority.
- For more details, consult the [Current Student Demographics Data Tables](#) in the appendix.

Graduating Students:

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	3.92	3.94	0.02

CC1-SC:	Professional Counseling Orientation	4	3.78	-0.22
CC2:	Social and Cultural Diversity	4	4	0
CC3a:	Human Growth and Development	3.8	3.88	0.08
CC3b:		3.88	3.88	0
CC4a:	Career Development	3.83	3.97	0.14
CC4b:		3.91	3.94	0.03
CC5:	Counseling and Helping Relationships	3.67	3.69	0.02
CC6a:	Group Counseling and Group Work	4	4	0
CC6b:		4	4	0
CC7:	Assessment and Testing	4	4	0
CC8:	Research and Program Evaluation	3.98	4	0.02

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

- Both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range. Students in both programs receive substantial training in ethics, including assignments beyond KPI measures, which include discussions with counselors actively working in the field, examination of both the ACA and ASCA codes of ethics throughout coursework, and feedback from supervisors about ethical conduct.

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

- Both Mental Health Counseling and School Counseling students scored within the “exceeds expectations” range, with no difference between Measure 1 and Measure 2. The importance of cultural competence is emphasized from the beginning of

introductory counseling courses, is nurtured through the Warner School's Social Justice mission, and is discussed frequently in the context of all Warner counseling courses.

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

- The majority of both Mental Health Counseling and School Counseling students scored within the "exceeds expectations" range. Most impressive about this result is that the assignments which measure this KPI require students to use different counseling skill sets.

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

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

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

- Both Mental Health Counseling and School Counseling students earned scores that were, the majority of the time, within the "exceeds expectations" range, with a slight increase of "0.14" between Measure 1 and Measure 2. Students demonstrated a strong mastery of career development theories, and theories that pertain to their own personal development.

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

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

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

- Both Mental Health Counseling and School Counseling students scored well for both Measure 1 and Measure 2, but we saw a decrease of "0.02" between the two measures. The second measure entails a critical reflection of one's own skills, where students are encouraged to identify new ways responding to client concerns. Students are still developing their own theoretical orientation, understanding of counseling interventions, and rationale for both during their first year.

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

- Both Mental Health Counseling and School Counseling students scored within the "exceed expectations" range. There was no change in scoring between the two measures. The first assignment measures students' ability to think critically after a group

session has ended, while the second measure, a rigorous exam, prepares students to take both the National Clinical Mental Health Counselor and National Certified Counselor Exams.

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

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

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

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

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

- Both measures scored within the “exceed expectations” range. There was also an increase of “+0.02” 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	2.79	3.76	N/A	0.97
CMHC 2:	Intervention Plan	3.9	3.21	N/A	-0.69
CMHC 3:	Theoretical Knowledge in Addictions	3.96	3.75	N/A	-0.21
CMHC 4:	Suicide Risk	4	4	N/A	0
CMHC 5:	Competent and Ethical Practice	4	4	N/A	0

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

- Considerable effort has gone into ensuring mental health students understand the bio-psychosocial model of care, which was developed at the University of Rochester, and is widely used in most clinical settings. The first measure yielded the lowest score this entire report. However, the second measure saw an increase of nearly a fully point (“+0.97”). Students in the course are given multiple opportunities to build competency surrounding the bio-psychosocial model throughout the course, which explains the low score on the first measure, and the high score on the second measure. Students worked their way from an “emergent” ranking to an “exceeds expectations” ranking.

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

- There was a decrease of “-0.21” between Measure 1 and Measure 2. Measure 2 occurs in a course that has more of an emphasis on diagnostic criteria, with more rigorous evaluation, given that most students are in the second semester of their program. More of an emphasis on diagnostic criteria would likely be helpful in the first portion of this course, to help narrow the gap between measures.

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

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

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

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

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

- Ethical behavior is a core tenant of Warner’s counseling program. On every measure, our students scored within the “exceeds expectations” range, and they steadily increased from Measure 1 to Measure 3. Mental Health Counseling students display ethical behavior at a high frequency, as demonstrated by the increase of “0.41” 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	3.44	N/A	-0.56
SC 2:	Leadership and Systems Change	3.89	3.66	N/A	-0.23
SC 3:	Data Driven Decision-making	3.74	3.33	N/A	-0.41
SC 4:	Suicide Risk	4	4	N/A	0
SC 5:	Competent and Ethical Practice	3.63	3.54	3.8	0.17

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

- Measure 1 is comprehension based, while Measure 2 is skills based. The decline of “0.56” marks the largest decrease between measures in the entire report, which could indicate the difference between students’ ability to understand ethics conceptually and apply ethical statutes in a school counseling setting. Faculty will continue to refine how to increase skill-based practice based around ethical concepts.

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

- Like the previous annual report, there was a decrease between Measure 1 and Measure 2. However, this gap closed by “0.08,” and was “0.23,” as opposed to “0.31.” Measure 2 has a more rigorous grading scheme, and that continues to be the cause of the discrepancy between the measures.

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

- This KPI showed a decline of “0.41” points between Measure 1 and Measure 2. Like SC1, Measure 1 is comprehension based, while Measure 2 is skill based. The previous annual report indicated this discrepancy as well. Faculty will continue to have conversations about how to close the gap between conceptual understanding and applied practice.

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

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

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

- Ethical behavior continues to be a core tenant of the School Counseling Program. For each Measure, every student scored within the “Exceeded Expectations” range. Despite the decrease of “0.09” between Measure 1 and Measure 2, students finished the program with an increase of “0.17” on Measure 3, when compared to Measure 1. We are confident that the School Counseling students continue to display ethical behavior at a high frequency.

Doctoral				
Key Performance Indicator	CACREP Domain	Measure 1:	Measure 2:	Change Over Time Between Measures
DCES 1:	Counseling	*	*	*
DCES 2:	Supervision	3.92	3.9	-0.02
DCES 3:	Teaching	3.93	3.53	-0.4
DCES 4:	Research and Scholarship	*	*	*
DCES 5:	Leadership and Advocacy	*offered during this AY	3.83	n/a

*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.

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

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

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

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

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

- A decrease of “0.4” existed between Measure 1 and Measure 2. While the content of each measure is similar, the execution of the assignment is different. Students may be stronger with an oral assignment as opposed to a written assignment in relation to

Counselor Education, but both measures still scored within the “Exceeding Expectations” range.

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

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

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

- We did not offer the course that contains Measure 1 but are pleased to see that the scoring outcome of Measure 2 saw an increase from the previous year of “0.05.” The change in course instructor to a core counseling faculty continues to advantage the students.

Annual Clinical Formative and Summative Assessments

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

Student Milestone Assessments

Master’s Students:

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

Doctoral Students:

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

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

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

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

Annual Student Reviews

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

Stakeholder Assessments

Adjunct and Affiliated Faculty Surveys

Our Adjunct Faculty are valued and essential members of our academic community and consist of experienced clinical professionals as well as advanced doctoral students. They are surveyed to ensure they feel supported in their faculty roles and receive adequate faculty support. The *Adjunct and Affiliated Faculty (AAF) Survey* gathers their input in through an online survey. The next survey will be conducted during the 2023-2024 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 26 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 "3.21" out of "4," which is down "0.31" from the previous year, yet still within the "exceeds expectations" range. Like the previous year, none of these outcomes were ranked below a "3.0." with the exception of the item, "Relative to the student's level of development, how would you characterize our students a counseling practitioners?" ("2.96"), Still, we consider developing counselors falling near a "3" ranking as a very positive outcome. Areas of strength included our students being "caring, compassionate and self-reflective people" ("3.60"), "an agent of organizational change (social justice) or client empowerment" ("3.28"), and "openness to developing innovations in counseling practice that meet diversity concerns" ("3.40"). For more details, consult [Table 9: Survey Results-Master's Site Supervisors.](#)

Doctoral Students

For the last two academic years, only one supervisor responded to the doctoral student survey, which calls the usefulness of this result into question. However, no supervisors participated in the survey this academic year. Given the disparity between these results, it is difficult to identify areas of improvement in our curriculum and in our teaching methods from these results, though the faculty continues to discuss pedagogical improvements to doctoral instructions throughout each year and at the end of the year student review. The fact that clinical placements shift back to in-person experiences likely aided in the improvement in scores as well. 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 early 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

Eleven alumni completed the *Annual Alumni Survey* this year, up from 10 the previous academic year. These alumni rated their skill set consistently between “3” (Basic Proficiency) and “4” (Outstanding Performance). Areas where they felt they needed the most improvement included Intervention skills, with an average rating of “2.86,” as well as Assessment and Appraisal, particularly in the area of completing a thorough DSM diagnosis. Students rated their knowledge of Communication Skills very high (“3.50.”), as well as their Dispositional skills, such as their capacity for self-reflection, and knowledge of professional behavior. These results encourage us as faculty to look for opportunities within our coursework to emphasize the importance of advocacy and social justice within the systems counselors currently work within. 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 2022-2023 academic year, students in our program, on average, rated statements about the courses and instructors as “4.35” on the 5-point scale. This score is generally consistent with the high ratings from previous years. All scores slightly decreased from the 2021-2022 academic year, with the lowest item being “the classes were interesting and stimulating”. Still, we consider scores falling between “4” and “5” rankings as a very positive outcome. These results may be due to the number of students who were in the cohort responding these course evaluations, as the Warner School saw an increase in the number of students in each counseling cohort for the academic year. Still, with the high teaching ratings, we plan to continue with much of our current approach to teaching, but we are always considering new ways to improve the delivery of instruction to meet our students’ needs, and the needs of the global climate. For more information, consult [Table 4: Summary of CACREP Course Evaluations.](#)

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

Several forms are utilized to allow students to assess their clinical site, clinical experience, and the site supervisor. An *Interim Assessment Form* gives students a chance to offer feedback regarding experiences at the clinical site midway through each semester in which they have a clinical field placement, while end-of-the-semester 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 "3.66" which is nearly the same as the previous year ("3.69"). This survey also had 57 total respondents. Students rated their sites and site supervisors highly, with the averages of questions related to their site supervisor between "3.65" and "3.86." The lowest rating from this year, "I had a good deal of group counseling practice at my site" decreased by "0.72" to 3.04 from last year. However, students rated their ability to improve highly in the domain of "I experience myself as continuing to improve as a counselor," with a score of "3.91", which is a "0.2" increase from last year. It is evident that Warner students and site supervisors continue to utilize reflective practices to pursue clinical improvement. For more information, consult [Table 5: Summary of Student Feedback-Site & Site Supervisor Evaluation.](#)

University Tape Supervisor

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

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

Findings from University Tape Supervisor

We had 56 respondents for this survey this year And, similar to last year, respondents rated tape supervisors quite highly, with a cumulative average of "3.81." 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 56 respondents for this survey with the total cumulative average for students' experience and their supervisor reported as "3.78," similar to the previous year, with a score of "3.87." Overall, we are pleased with these results, and we do not see any areas that need immediate improvement. 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. For more information, please consult [Table 6: Summary of Student Feedback-Small Group Supervision.](#)

Graduating Student Survey

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

Learning in Classes

The following comments were recorded in response to these questions:

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

Summarization:

- “I learned these subjects in quite a variety of ways. I found all subject matter relevant and was very helpful to now have such a vast knowledge of these topics. I think the biggest highlight is passion of those instructing the class and the format of their lessons.”
- “The coursework was a good balance of textbook work and relevant current event information. I appreciated the different material that professors worked into their classes.”
- “I most appreciated the in-person opportunities and collaboration opportunities provided by the university. For example, many of my classes allowed projects that instead of conducting research, I was able to go out into the community and learn from students and families.”
- “Overall, I would say the coursework was very comprehensive. The program starts off very broad and theoretical but then gradually gets more concentrated and specific. I really enjoyed the assignments and activities that went along with practicum and internship because I am a very hands-on experiential learner.”
- “I appreciated the way that so many courses valued real-life experienced and allowed me both to analyze previous experiences and approach future ones more intentionally. For the most part, Professors understood that we had a lot of time demands (like internship) and were flexible with deadlines, listened to student feedback, and kept the coursework reasonable. I notice that most faculty have a genuine concern and care for students.”
- “I would say that my learning through my coursework has opened my eyes to the world of urban education as an educator instead of as a student. I understand more of the nuances behind why it works the way it does and what we need and should do to make it a better place for students to succeed. I very much enjoyed having classes specific to my degree and the ability to learn more through the concentrations.”

Areas for Improvement:

- “I feel like since I took the diversity track, I am lacking knowledge in the area of disabilities. I think everyone should have a class on disability regardless of whatever track they choose to pursue.”
- “I think some faculty should update their course delivery and be more in tune with student needs.”
- “I think improvements could be made however in certain classes as they are less applicable in the long run for a school counselor or were too brief to be fully educating for me as a student.”
- “An improvement that I would recommend would be to have some paid incentive for the internship experience. Although this learning was greatly valuable, asking students to give 16 hours of their week to unpaid labor, while managing a full course load, work, and family life is something that you seldom find in other fields and contributes to the undervaluing of the education field. If our statement is that the work that is done in one's internship is of value, then where we spend our money is necessary in backing that claim.”

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:

- "Working at schools on site was such a critical part of this program. The more time i spent on site, the more I would learn and the more I knew what questions to ask my professors during class."
- "I think that my field experience is where I learned the most about the roles of a counselor and what the day to day might look like. I feel as though my time at SOTA has taught me more about the political innerworkings of the school and education system."
- "I believe that the counseling program has amazing connections and opportunities that enhance student learning through our program. The opportunities and networking are top tier and makes it stand out in comparison to other programs."
- "The field-base experiences are what truly enhanced my knowledge of counseling. Being in the school environment teaches you things that a textbook cannot. Although it was a challenge to find time (at times) in my schedule to get my hours, in the end it was all worth it.
- "Internship, practicum, and supervision were the most valuable parts of this program. Not everything can be learned in a classroom, and I did the deepest and most reflective learning during these times. This is when I was able to explore my own reactions, biases, and fears when working with clients (which is challenging and at times unpleasant to do). However, doing so helped me grow as a person and a counselor."

Challenges/Areas for Improvement:

- "Challenges include the complications that come with accepting a paid position, it may help in future years for students to accept long-term sub positions where they know exactly what school they will be in and for how long."
- "A challenge was that my supervisor was hands-off, and I had no formal training when transitioning into the clinic. I was learning everything by ear, impacting my progress in client work and applying the theoretical framework. This was a learning curve as I had to learn alternative resources to utilize to make internship an experience, if not equal to practicum, a learning experience that emphasizes my expectations of a work environment, clinical therapeutic models, and expectations of a supervisor. It was my effort that I got something from this experience that I can take into my professional development outside of Rochester."
- "Challenges of this experience was trying to balance 16 hours of unpaid labor admist everything else that a grad student must balance."

- “I think the only challenge I had was getting to and from internship as someone who does not drive. This should be taken into account before placing a student in a school without public transportation.”

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:

- “The faculty at Warner are truly amazing. My goals were greatly advanced! They make the effort to get to know you as a person. I was lucky enough to take some classes with the same faculty multiple times. The relationships formed made it, so they knew specifically how to encourage me and made me want to come to class and learn from them every time. They treated me as a whole person and knew of different things happening outside of the classroom. They are very caring individuals.”
- “I would say I made a fair number of good connections with Warner faculty/staff during my time in the program. Some connections were stronger than others due to the fact that some professors showed more empathy and compassion than others. Often times professors actions speak louder than words and some were willing to give us students grace as they understood we have a lot on our plates.”
- “The Warner staff are exceptional and the backbone of Warner. My professors were compassionate and understanding, acknowledging that we are more than just students. They held space for us to be human and were extremely accommodating, while still holding us to high standards. The staff helped me advance educationally, professionally, and personally. I am a better person for having attended Warner and met such extraordinary people.”

Areas for Improvement:

- “I personally think it would be interesting if our cohort has more opportunities to meet with the professors or hear about their own life experiences, other than courses.”
- “My only complaint is that the faculty and staff have so much to offer but it was difficult to have more personal connection.”
- “Considering the majority of faculty are white instructors, I would like to see more diversity in instructors because I feel we continue to focus on Eurocentric therapeutic counseling. There is rarely a conversation on how to apply theory to diverse populations. Instructors often overgeneralize it making it repetitive and impractical. In addition, regarding microaggressions from white peers during discussions, instructors often leave it unaddressed (not sure why), which I believe is hypocritical and does more harm than good as they emphasize continuous reflection of internal biases.”

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:

- “More skill focused; less theory focused. All professors need to review their syllabi and schedules before uploading them and sharing them.”
- “To enhance the program, I suggest more diversity in instructors and more community-based programming to encourage connections with peers in their professional development, creating a networking environment to socialize with one another.”
- “It would be helpful to have events or something where we can connect with the Warner community. I felt a disconnect between departments, other professors, and other Warner students. I also think there needs to be more conversations around cultural competence in safe environments”
- “I think there was a lack of connection between the first year and second year MS students and PhD students. I wish we had more opportunities to connect with others informally. The only connection to PhD students were through supervision and other classes which allowed me to meet only a handful of them.
- “I think it would be cool to have rotations of different clinics that practicum or even pre-practicum students could shadow to see what is out there. Psychopharmacology was very difficult online maybe having it in person lecture and using a different way of learning the medications and their side effects.”

Implementation of Action Items

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

New 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.

Ongoing Initiatives:

Advanced Certificate in Addictions Counseling

Building upon the foundation of Credentialed Alcohol and Substance Abuse Counselor (CASAC) curriculum, the University's Medical Center and the Warner School have begun to formulate an advanced certificate program that would allow master's level clinicians to attain an advanced certificate in addictions counseling, as well as earn hours toward the CASAC credential. As presently constructed, the advanced certificate contains 13-credit hours, and an internship experience with Addiction/Substance Use sites affiliated with the university.

Efforts to Increase Doctoral Student Research Opportunities

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

Working Towards Improving Leadership and Advocacy Skills

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

Expanded Child and Adolescent Counseling Instruction

Over the past several years, we have had numerous requests from a variety of stakeholders to offer more coursework in child and adolescent counseling. Our Child and Adolescent course has been expanded to include several important features, including developmental psychopathology and emerging child and adolescent treatments, both individual and dyadic, for children experiencing early life trauma. This course should address some of the concerns of both School Counseling and Mental Health Counseling students wanting more exposure to strategies for addressing the needs of the child-adolescent population, particularly in the arena of trauma-informed care.

Growing our Optional Certificate in Mind-Body Interventions:

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

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

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

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

Involvement with Learning in the Digital Age (LiDA)

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

60-Credit Hour School Counseling Program

The School Counseling Program now only offers a 60-credit hour master's degree in response to requirement changes from both CACREP and the New York State Education Department. Students may attain a school counseling master's degree with a concentration in four different tracks: Mental Health Counseling, Diversity Counseling, Disability Counseling, or Leadership. More information about these tracks can be found here: <https://www.warner.rochester.edu/programs/degree/school-counseling-ny-certification>

Administrative Ongoing Initiatives:

Taskstream

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

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

Materials now available through Box for Doctoral and Site Supervisors

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

Supporting Adjuncts and Affiliated Faculty:

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

Additional Items Emerging from Program Evaluation in Need of Attention:

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

- Providing students more access to group work.
- Continuing to find new ways to present School Counseling students with increased opportunities for more reality-based, experiential learning.
- To incorporate more school counseling exemplars into our counseling courses.
- Additional scaffolding of our doctoral dissertation process beginning with the proposal and continuing through the data collection and analysis, and the final dissertation write-up—potentially through a new class offering.
- Expanding our doctoral methods course offerings to include methodologies that are conducive to studying counseling practice, e.g. action research, interpretive description.
- Improving ways to capture assessment data in relation to employers and alumni. This is particularly important in relation to former doctoral students and doctoral student employers, neither of whom are well represented in our data collection efforts.
- Expanding the inclusivity of our demographic data collection by moving away from a binary gender identification scheme to one that is more inclusive of trans, queer, and intersex options.
- Increasing the validity and inter-rater reliability of our KPI measures.
- Increasing faculty comfort with virtual and hybrid (teaching to students who are both virtual and in-person) instruction.

Moving Forward

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

- In shaping our programs, we are committed to showcasing the core principles of the counseling profession. This means that all we do will be driven by a dedication to social justice, lifelong healthy development, client empowerment, respect for diversity, understanding of individuals in context, and the need for evidence-based practice.
- Program development is best achieved through the input of a community of dedicated stakeholders. The wisdom must inform changes to our programs of those clinicians who have dedicated their lives to the direct service of clients; scholars who are devoted to understanding best practices and ways of applying cutting edge information emerging from research in counseling, psychology, psychiatry, human development, and the biological sciences; the experiences reported by the students who we hope to teach; and the voices of the clients that we serve.
- The quality of our curriculum is ultimately judged by the degree to which our students have assimilated its contents. Thus, we need to continually devise more effective ways to evaluate our students' depth of understanding of curriculum, ability to transform theory into practice, ability to turn practice into theory, facility in regard to serving their clients justly, ethically and effectively, and capacity for modeling for their clients the tenets of lifelong healthy development.

Appendix

Counseling Program Objectives

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

Core Program Objectives**

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

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

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

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

Clinical Mental Health Counseling

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

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

School Counseling

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

Doctoral Program

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

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

Administrative and Evaluative Processes

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

Demographics Tables 1: Admissions Data (2022-2023)

Admissions: Gender x Program 2022-2023							
	Female		Male		No Response		Total
MS	27	75%	9	25%	0	0%	36
Doctoral	7	78%	2	22%	0	0%	9
Total	34	76%	11	24%	0	0%	45

Admissions: Underrepresented Minority by Program 2022-2023							
	URM-Yes		URM-No		No Response		Total
MS	5	14%	31	86%	0	0%	36
Doctoral	2	22%	7	78%	0	0%	9
Total	7	15.6%	38	84.4%	0	0.0%	45

Admissions: Underrepresented Minority x Program with Gender 2022-2023								
		URM-Yes		URM-No		No Response		Total Including NR
MS	Female	4	15%	23	85.19%	0	0%	27
	Male	1	11%	8	89%	0	0%	9
	No Response	0	0%	0	0%	0	0%	0
Doc	Female	2	29%	5	71%	0	0%	7
	Male	0	0%	2	100%	0	0%	2
	No Response	0	0%	0	0%	0	0%	0
Total		7	15.6%	38	84.4%	0	0.0%	45

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

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

Current Students: Underrepresented Minority x Program x Gender 2022-2023								
		URM-Yes		URM-No		No Response		Total Including NR
MS	Female	14	18%	60	77.92%	3	4%	77
	Male	5	28%	11	14.29%	2	3%	18
	No Response	0	0%	0	0.00%	1	1%	1
Doc	Female	7	15%	29	37.66%	10	13%	46
	Male	1	10%	9	11.69%	0	0%	10
	No Response	0	0.00%	0	0.00%	0	0%	0
Total		27	17.8%	109	71.7%	16	10.5%	152

Current Students: Gender x Program 2022-2023							
	Female		Male		No Response		Total Including NR
MS	76	84%	15	16%	0	0%	91
Doctoral	34	79%	9	21%	0	0%	43
Total	110	82%	24	18%	0	0%	134

Current Students: Underrepresented Minority x Program 2022-2023							
	URM-Yes		URM-No		No Response		Total Including NR
MS	18	20%	73	80%	0	0%	91
Doctoral	8	19%	35	81%	0	0%	43
Total	26	19.4%	108	80.6%	0	0.0%	134

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

**Demographics Tables 3: Graduating Student Demographic
(2022-2023)**

Graduates: Gender x Program 2022-2023							
	Female		Male		No Response		Total Including NR
MS	31	91%	3	9%	0	0%	34
Doctoral	2	67%	1	33%	0	0%	3
Total	33	89%	4	11%	0	0%	37

Graduates: Underrepresented Minority x Program 2022-2023							
	URM-Yes		URM-No		Not Reported		Total Including NR
MS	5	15%	29	85%	0	2%	34
Doctoral	0	0%	3	100%	0	9%	3
Total	5	14%	32	86%	0	0%	37

Graduates: Underrepresented Minority x Program x Gender 2022-2023								
		URM-Yes		URM-No		Not Reported		Total Including NR
MS	Female	5	16%	26	83.87%	0	0%	31
	Male	0	0%	3	100.00%	0	0%	3
	No Response	0	0%	0	0%	0	0%	0
Doc	Female	0	0%	2	100.00%	0	0%	2
	Male	0	0%	1	100.00%	0	0%	1
	No Response	0	0%	0	0%	0	0%	0
Total		5	13.51%	32	86.49%	0	0.00%	37

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

Table 4: Summary of CACREP Course Evaluations (2022– 2023)				
Academic Year: Fall 2022-Summer 2023				
Total Responses: 770				
Scale:				
1 = strongly disagree (SD)				
2 = disagree (D)				
3 = neither/neutral (N)				
4 = agree (A)				
5 = strongly agree (SA)				
item #	item description	AY23 AVG.		
1	the course and course activities were well organized	4.35		
2	written assignments advanced the goals of the course	4.41		
3	reading assignments contributed to the goals of the course	4.34		
4	the instructor showed a genuine concern for the students	4.58		
5	the instructor was available to students	4.57		
6	classes were interesting and stimulating	4.25		
7	students in this course were free to disagree and ask questions	4.62		
8	I learned a great deal from this course	4.38		
	Average	4.35		
		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:	0.12%	0.35%	0.05%

		Yes	no	
10	The method for student evaluation was clearly defined	0.49%	51%	
11	the student evaluation(s) were a fair assessment of my performance in this course	0.50%	50%	

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

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

Master's and Doctoral Students

Academic Year: Fall 2022-Summer 2023

Total Responses: 57

Scale:

1 = Not Satisfactory

2 = Emerging, Needs Improvement

3 = Basic Proficiency

4 = Outstanding Performance

Question	AY23 Rating Average
My site supervisor was helpful in orienting me to the work site.	3.80
My site supervisor was helpful in arranging access to individual clients and groups/families for me to work with.	3.65
My site supervisor communicated clear expectations for my work.	3.72
My site supervisor was accessible to me.	3.86
My site supervisor was responsive to my questions or concerns.	3.80
My site supervisor consistently kept his/her weekly supervisory meetings with me.	3.77
My site supervision provided me with a helpful balance of direction and autonomy.	3.71
My site supervisor was a good professional role model.	3.76
I would recommend this internship site to others.	3.60
I had the opportunity to innovate at this site if I cared to.	3.72
I would recommend this site supervisor to others.	3.61
I had a good deal of individual counseling practice at my site.	3.04
I had a good deal of group counseling practice at my site.	3.61
I improved my individual counseling skills.	3.17
I improved my group counseling skills.	3.26
I was able to improve my assessment skills at my site.	3.48
I learned new ways of intervening with clients (e.g. family work, consultation, advocacy) during this internship experience.	3.59
I learned a lot about the work of a counselor in the real world.	3.65
My confidence as a counselor increased.	3.65
What I learned and did at the internship site affirmed my choice to become a counselor.	3.69
I have become more aware of the relationship between my personal values and professional decisions and actions.	3.83

I am able to describe my decision-making processes regarding my counseling work.	3.79
I am motivated to continue professional development beyond academic requirements.	3.91
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.	3.79
My ability to systematically evaluate my work from various perspectives, such as client's viewpoint, my expectations and from supervision has improved.	3.78
I experience myself as a continuing to improve as a counselor.	3.91
Average	3.66

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

Table 6: Summary of Student Feedback-Small Group Supervision	
Master's and Doctoral Students	
Academic Year: Fall 2022-Summer 2023	
Total Responses: 56	
Scale:	
1 = Not Satisfactory	
2 = Emerging, Needs Improvement	
3 = Basic Proficiency	
4 = Outstanding Performance	
Question	AY23 Rating Average
Peer interactions provided important ideas and support.	3.88
The small groups were good forums for exploring issues and problems.	3.83
The small groups became an important resource for empathic support and learning.	3.80
I felt safe enough in group supervision to disagree with my peers about issues or interpretations.	3.64
Student case presentations were a good learning experience.	3.79
The interactions in group supervision challenged my presumptions about my work and motivated me to try alternative ways of understanding and practice.	3.77
My small group supervisor listened well to our comments, experiences and concerns.	3.84
He/she showed a genuine concern for me and my development as a counselor.	3.85
He/she was supportive and encouraging.	3.76
He/she had helpful ideas and suggestions for me in my counseling work.	3.72
He/she facilitated our discussions or used activities in a way that was helpful to our exploring issues and problems in our counseling.	3.83
He/she offered resources that were helpful to me now or probably will be helpful in the future.	3.67
He/she facilitated discussion in a way that made me feel comfortable participating.	3.82
Average	3.78

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

Table 7: Summary of Student Feedback-University Supervision	
Master's Students	
Academic Year: Fall 2022-Summer 2023	
Total Responses: 56	
Scale:	
1 = Not Satisfactory	
2 = Emerging, Needs Improvement	
3 = Basic Proficiency	
4 = Outstanding Performance	
Question	AY23 Rating Average
Gives time and energy in observations, tape processing and case conferences.	3.75
Accepts and respects me as a person.	3.86
Recognizes and encourages further development of my strengths and capabilities.	3.88
Gives me useful feedback when I do something well.	3.83
Provides me the freedom to develop flexible and effective counseling styles.	3.83
Encourages and listens to my ideas and suggestions for developing my counseling skills.	3.85
Provides suggestions for developing my counseling skills.	3.80
Helps me understand the implication and dynamics of the counseling approaches I use.	3.79
Encourages me to use new and different techniques when appropriate.	3.79
Is spontaneous and flexible in the supervisory sessions.	3.76
Helps me define and achieve specific concrete goals for myself during the practicum/internship experience.	3.68
Gives me useful feedback when I do something wrong.	3.85
Allows me to discuss problems I encounter in my practicum/internship setting.	3.82
Pays appropriate amount of attention to both me and my clients.	3.82
Average	3.81

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

Table 8: Survey Results-Alumni Master's and Doctoral Students	
Academic Year: Fall 2022-Summer 2023	
Total Responses: 11	
Scale:	
1 = Insufficient	
2 = Emergent	
3 = Basic Proficiency	
4 = Outstanding Performance	
	Rating Average
Relationship and Communication Skills	
Use interpersonal strengths (e.g., caring, integrity, confidence, sense of self) to build a working alliance with client	3.56
Use basic communication skills to listen and respond to client with accurate empathic understanding	3.44
Average	3.50
	Rating Average
Assessment and Appraisal Skills	
Organize session data into multiple meaningful frameworks that enhance understanding of the client (e.g., developmental, cognitive, affective, behavioral, systemic, sociocultural)	2.78
Recognize developmentally appropriate from problematic behaviors	3.00
Evaluate and adjust the counseling process to affect successful counseling outcomes (process evaluation)	3.11
Complete a thorough DSM diagnosis	2.67
a) Complete a mental status examination	3.11
b) Complete a biopsychosocial intake	2.89

Table 8: Survey Results-Alumni Master's and Doctoral Students	
Academic Year: Fall 2022-Summer 2023	
Total Responses: 11	
c) Assess the needs of a client in crisis	3.11
Average	2.95

Table 8: Survey Results-Alumni (Continued) Master's and Doctoral Students	
	Rating Average
Intervention Skills	
Use counseling and human development theories and concepts as part of counseling practice	3.13
Provide session structure and focus through questions, interpretations, experiential activity, problem solving strategies, and other appropriate methods for furthering counseling goals	2.88
Use flexibility and ability to generate novel responses when faced with unfamiliar or unexpected situations in the counseling process	2.88
Execute a variety of counseling modes, including individual counseling, group counseling, career counseling, and small systems consultation	3.00
Complete a treatment plan based on a DSM diagnosis, mental status examination, and biopsychosocial clinical intake interview	2.50
Monitor and document the progress being made in the implementation of a treatment plan	2.50
Intervene on behalf of a client who is in crisis	3.13
Average	2.86
	Rating Average
Contextual Competencies	
Advocacy - Provided me with knowledge of vehicles of client empowerment, methods of advocacy, and legal liabilities of advocacy work	2.88
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	3.25
Consulting - Provided knowledge of consultation models and processes for integrating family, peer, and community support systems in counseling and supporting clients	3.13

Table 8: Survey Results-Alumni (Continued)	
Master's and Doctoral Students	
	Rating Average
Systems Change - Developed my understanding of systems and organizational change for the purpose of improving systems to enhance human development	2.63
Average	2.97
	Rating Average
Technological Skills	
Developed my competency with technology, including word processing, email, library databases, and locating counseling- related resources on the Internet	2.75
	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	3.25
Professional Development - Developed my capacity for self- reflection, self- understanding, openness to ongoing supervision, and commitment to further personal and professional growth	3.50
Legal and Ethical Issues - Instilled legal and ethical standards of the profession in my counseling practices	3.25
Professional Behavior - Developed my responsibility toward fulfilling professional commitments and acting as a counseling professional	3.25
Average	3.31

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

Table 9: Survey Results-Master's Site Supervisors

Academic Year: Fall 2022-Summer 2023

Total Responses: 26

Scale:

2 = Emergent

3 = Meets Expectations

4 = Exceeds Expectations

Relative to the student's level of development, how would you characterize our students as counseling practitioners?	2.96
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?	3.27
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	3.15
To what extent do our students meet your expectations in each of the following dimensions?	
Their use of research, ethics and critical thinking to guide best practice?	3.12
Their openness to developing innovations in counseling practice that meet diversity concerns?	3.40
Their commitment to serving as an agent of organizational change (social justice) or client empowerment?	3.28
Their ability to integrate biological, psychological and social interventions in their work with clients?	3.00
Their interest in fostering life-long healthy development?	3.24
Their holding of an ecological view of people in context (history, culture, social life)?	3.24
Their being caring, compassionate and self-reflective people?	3.60
Average	3.21

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

<i>Table 10: Survey Results-Doctoral Site Supervisors</i>	
Academic Year: Fall 2022-Summer 2023	
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?	0
To what extent do our students demonstrate the dispositions of a 21st century collaborative professional?	
To what extent do our students act with sensitivity to diversity and social justice dimensions of counseling in their work with clients?	
To what extent are Warner students competent with the use of technology in practice? (Emerging=hesitant)	
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	

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

<i>Table 11: Survey Results-Master's Employers</i>	
Academic Year: Fall 2022-Summer 2023	
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	

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

<i>Table 12: Survey Results-Doctoral Graduate Employers</i>	
Academic Year: Fall 2022-Summer 2023	
Total Responses:	
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

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