



School of Education & Social Sciences

Counseling Program
Annual Report & Assessment Data

2022-2023

Department Overview

Bluefield University's Counseling Program's mission is to develop highly skilled counselors to excel as community leaders, advocates, and practitioners who foster the well-being of society. Our curriculum is guided by the standards for state and national accreditation organizations, including the Council for Accreditation of Counseling and Related Educational Programs, Council of Accreditation for Education Preparation, Virginia Department of Education, Virginia Board of Counseling, and ethical codes under the American Counseling Association. As a program of quality, we believe in:

- Creating a strength-based learning community that focuses on individualized development by demonstrating respect and acknowledging students' inherent worth;
- Building a culture of accountability in which students demonstrate high professional standards for ethical behavior;
- Training culturally responsive counselors to work in a variety of settings, with diverse clients, and to advocate for underserved clients;
- Consideration of lived experiences and the impact of crises, disasters, chronic stress, and trauma across the lifespan;
- Cultivating collaboration between students and faculty to be change agents for individuals, families, social and institutional systems, and the counseling profession;
- Promoting academic and clinical excellence by cultivating servant leadership among students in support of Bluefield University's mission;
- Being good consumers of research, including the use of research to inform counseling practice;
- Recruiting and retaining diverse faculty and students.

Substantive Changes and Highlights

In its third year since inception, the BU Master of Arts in Counseling Program continues to experience steady growth. We hired an additional faculty member and additional clinical faculty supervisors with diverse experiences in the field. We enrolled our largest class of students and increased the number of sites for field placements. Three intensive weekends each semester continue to provide experiential and enhanced instruction to supplement online course delivery. Our program also offered over 500 hours of free counseling services for the university community through our BU Counselor Training Clinic during the spring semester. As required in Virginia, our School Counseling track was included as part of BU's Advanced Programs CAEP accreditation site review in March. We received positive feedback from the site team with minor adjustments for improvement and will receive official notification in October regarding CAEP accreditation.

Our faculty and students remain committed to exemplifying the principles of servant leadership, particularly throughout the Appalachian region. Counseling students are active in professional counseling organizations, serve in leadership capacities, and attend professional conferences. Three BU Counseling students were honored through the Virginia Counselors Association (VCA) as

Emerging Leaders. Students attended VCA Leadership Academy, volunteered at the VCA Annual Convention, and assisted with local chapter professional development.

Counseling faculty also served in leadership roles in various local, state, and national counseling organizations, including the Association for Counselor Education and Supervision (ACES) Supervision Committee, the VCA Board of Directors, and the Virginia Department of Education (VDOE) School Counseling Region Lead. Our counseling program partnered with the VDOE Education Office of Student Services to launch a professional development cohort for school counselors in Southwest Virginia. School counselors received training on providing school-based interventions for complex trauma, supporting and advocating for grand families parenting children as a result of the opioid epidemic, and the use of play and art therapy in school settings.

Throughout the year, Dr. Mabry facilitated several training opportunities as a Trust Based Relational Intervention (TBRI) practitioner. She offered various training for caregivers, child welfare, and direct care providers regarding the principles of TBRI. Additional presentations included Emotional Intelligence for Leaders and expanding Family Centered Treatment as an evidenced-based treatment model for children and families. Dr. Mabry also received the Lula White Distinguished Teaching Award, selected from nominations by students, alumni, and staff at New College Institute, an educational partner of our program. Dr. Raymond presented her research on compassion to various campus and community stakeholders. Dr. Fitzgerald trained soldiers from the Virginia National Guard to provide trauma-informed strategies for Ukrainian soldiers. Professor Smith served as the keynote speaker for the annual WISE Women Conference and provided training to Goodwill Industries, SkillsUSA National, and various schools, community, and civic organizations regarding trauma-sensitive care, compassion fatigue, and the mind-body connection (polyvagal theory and self-regulation).

Program Outcomes

Students who successfully complete the Master of Arts in Counseling program will be able to demonstrate:

1. Foundational knowledge in each of the eight CACREP core curricular areas;
2. Ability to effectively apply theory and techniques in developing a strong working alliance with students/clients;
3. Professional, ethical, and legal issues using appropriate decision-making processes;
4. Knowledge and thoughtfulness about multicultural aspects of the helping process and skillfulness in the art and science of counseling culturally diverse populations;
5. Knowledge, identity, and appreciation of professional associations and active professional memberships for personal and professional growth;
6. Dispositions relevant to their work in counseling – including the ability to work collaboratively with others, acceptance of divergent points of view, the ability to receive, give, and integrate feedback and a developed sense of self-awareness regarding their own skills and talents

Students who successfully complete the Master of Arts in Counseling – School Counselor Track will be able to demonstrate:

- Professional skills necessary to promote the academic, career, and personal/social development of all K-12 students through comprehensive school counseling programs.
- Knowledge and skills required for the functions of a school counselor who advocates for students – including counseling, coordinating, consulting, case management and design of a program that includes curriculum, individual planning, responsive services, and system support.

Students who successfully complete the Master of Arts in Counseling – Clinical Mental Health Counseling Track will be able to:

- Professional skills necessary to address a variety of circumstances within the context of clinical mental health counseling.
- Knowledge and skills related to the operation of mental health services including public mental health policy, finances, regulatory processes, mental health service delivery systems, clinical mental health counseling services networks and advocacy.

Assessment Process

This report reflects an overview of the data collected as part of our established program assessment plan. Engaging in ongoing program evaluation is essential to provide rigorous and impactful learning opportunities. Sources of data summarized in the report and provided in the Appendix include the following:

- **Student information (Vital Statistics)**
 - Enrollment data
 - Applicant demographics
 - Graduation data
 - Employment information
- **Individual Student and Program Evaluations**
 - Key Performance Indicators (KPIs)
 - Evaluation of Student Performance (ESPs) as part of an end-of-semester systematic review of individual student progress and program evaluation
 - Counseling Comprehensive Counseling Exam (CPCE) results
 - Evaluations of Practicum Students by Site and University Supervisors
 - Evaluations of Internship Students by Site and University Supervisors
 - Site Supervisor Survey
 - Student Exit Survey
 - Alumni Surveys
 - Employer Surveys
 - Advisory Board Feedback

Vital Statistics

The Council for Accreditation of Counseling and Related Programs (CACREP) requires that programs make the information below available to the public each year.

2022-2023 AY	Total	Clinical Mental Health	School Counseling
Enrolled Students - Fall 2022	44	29	15
Number of Graduates - Spring 2023	7	4	3
Program Completion/Retention Rate	85% (22/26)	85% (17/20)	83% (5/6)
Employment Rate	100%	100%	100%
Graduate National Counselor Exam (NCE) Pass Rate	100%	100% (1/1)	-

The employment rate indicates the proportion of students who sought and gained employment within the counseling field. Many of our students secure employment before graduation. All students seeking employment secured employment within 8 weeks of graduation.

Applicant Demographic Data

TOTAL APPLICANTS: **30**

Offered Admission	27
% Offered Admission	90%
New Students Enrolled	26
% Admitted who Enrolled	87%

New Student Enrollment Data

Gender	Female – 20	Male – 6	Undeclared - 0		
Ethnicity	White, Non-Hispanic - 19		Black - 7		
Age	Age Average = 33 years old (Range 21-66)				
Appalachian	17				
State of Residency	VA - 21	WV - 1	TN - 2	SC - 1	GA - 1
Undergraduate GPA (Average)	3.04				

Graduate & Employment Data

Gender	Female – 7	
Ethnicity	White, Non-Hispanic - 7	
Age	Age Average = 27	
Appalachian	6	
First Generation	5	
State of Residency	VA - 6	WV - 1

Graduation Data & Employment Information

Clinical In 2022-2023, there were four graduates in our Clinical Mental Health Counseling master's degree program. 100% of students graduated within the expected timeframe. 100% of students sought and secured employment in the field of counseling within 8 weeks of graduation. Of the four Clinical Mental Health graduates 100% are working as counselors in Appalachian communities. In 2023-2024, we anticipate 13 graduates in Clinical Mental Health Counseling. Eight of those students are in paid internship placements with many anticipating full-time employment offers upon graduation.

School In 2022-2023, there were three graduates in our School Counseling master's degree program. 100% of students graduated within the expected timeframe. 100% of students who sought employment in the field of school counseling are employed. Of the three School Counseling graduates, 67% are working as school counselors in Appalachian communities. In 2023-2024, we anticipate two graduates in School Counseling. Both internship placements are a continuation of practicum placements in school districts where the students were placed in the spring. Our graduates have received or anticipate receiving job offers within their respective districts upon graduation.

Assessment Results

Key Performance Indicators (KPIs)

The BU Counseling Program assesses specific key performance indicators (KPIs), which are measurements over time for a specific objective. KPIs can be tracked, measured, and analyzed. The BU CED Program is used to improve instruction, make programmatic adjustments, and inform decision-making. Assessments are embedded in required classes and evaluated for all students. Our goal is for one hundred percent of students to fully or adequately meet the benchmarks for each KPI.

STUDENT LEARNING OBJECTIVE #1				
Counseling students will demonstrate strategies for personal and professional self-evaluation and implications for practice (Standard F.1.k.).				
ASSESSMENT				
SELF EVALUATION AND CONTINUED GROWTH PLAN (INTERNSHIP I)				
2022 Fall	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	5	2	0	0
% of STUDENTS	71%	29%	0%	0%
ASSESSMENT				
WELLNESS ASSESSMENT AND SELF CARE PLAN (INTERNSHIP II)				
2023 Spring	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	7	0	0	0
% of STUDENTS	100%	0%	0%	0%
STUDENT LEARNING OBJECTIVE #2				
SLO 2: Counseling students will demonstrate understanding and application of counseling theories and models (Standard F.5.a)				
ASSESSMENT #1				
CHARACTER APPLICATION PAPER (COUNSELING THEORIES)				
2022 Fall	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	15	2	0	0
% of STUDENTS	88%	12%	0%	0%
ASSESSMENT #2				

**FINAL VIDEO AND SELF ASSESSMENT
 (PRACTICUM)**

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	9	2	2	0
% of STUDENTS	70%	15%	15%	0%

ASSESSMENT #3
PROFESSIONAL PORTFOLIO PROJECT

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	7	0	0	0
% of STUDENTS	100%	0%	0%	0%

STUDENT LEARNING OBJECTIVE #8

SLO 8: Counseling students will demonstrate understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2.F.8.a)

ASSESSMENT
**JOURNAL ARTICLE REVIEW/CRITIQUE
 (GROUP COUNSELING)**

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	7	4	2	1
% of STUDENTS	50%	29%	14%%	7%

ASSESSMENT
RESEARCH PROPOSAL (RESEARCH)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	6	1	0	0
% of STUDENTS	86%	14%	0%	0%

STUDENT LEARNING OBJECTIVE #9

SLO 9: Counseling students understand the history and development of clinical mental health counseling (5.C.1.a)

ASSESSMENT
AGENCY PROFILE AND COMMUNITY ANALYSIS

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	5	0	0	0
% of STUDENTS	100%	0%	0%	0%

STUDENT LEARNING OBJECTIVE #12

SLO 12: School Counseling students will exhibit an understanding of the design and evaluation of school counseling programs (Standard G.3.b.)

ASSESSMENT #1				
SCHOOL COUNSELING COMPREHENSIVE PROGRAM PORTFOLIO PROJECT (SCHOOL COUNSELING)				
2022 Summer	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	2	1	0	0
% of STUDENTS	66%	33%	0%	0%

*Complete evaluation results may be found in the appendix.

Evaluation of Student Performance (ESPs)

Students’ professional dispositions are evaluated at the end of each fall and spring semester by program faculty. Data for dispositions is gathered using the “Bluefield University Master of Arts in Counseling Program (CED) Evaluation of Student Performance”, which includes 17 professional standards for which students are evaluated. Master’s students are expected to successfully complete all academic courses, clinical experiences, and adhere to the ethical standards of the American Counseling Association (ACA).

2022-2023 Student Dispositions Excerpt

Works collaboratively with others	
Overall Average	2.0/2.0
Demonstrates appropriate boundaries (relational, ethical, professional)	
Overall Average	2.0/2.0
Expresses knowledge and thoughts effectively	
Overall Average	1.88/2.0
Exhibits dependable behaviors w/ regard to assignments, participation, and attendance.	
Overall Average	1.74/2.0

*Complete evaluation results may be found in the appendix.

The overall average for all dispositions for Fall 2022 and Fall 2023 is 1.93.

Comprehensive Exam (CPCE)

The Counselor Preparation Comprehensive Exam (CPCE) is used as an exit exam for students in the master’s program. During this reporting cycle, 71% (5 of the 7 program graduates – school and clinical) achieved the minimum passing score of 85. The overall average for all seven program completers was 81. Students who did not meet the benchmark score were permitted to take a written exam to demonstrate proficiency. All students completed programmatic

requirements for demonstrating mastery of curricula core content as defined in BU’s student handbook.

Evaluations of Practicum Students by Site and University Supervisors

Practicum students are evaluated at mid-term and at the end of the semester by their site and university supervisors. The evaluation rates the students on a five-point scale in the following categories: Personal and Professional Competencies, Use of Supervision, Use of Resources, Self-Organization Skill, Counseling Skills and Knowledge, and Communication Skills. For this reporting period all students rated overall 3 (Fully Meets Expectations) or above.

Rating Scale: 5= Exceptional
 4= Exceeds Expectations
 3 = Fully Meets Expectations
 2 = Needs Development
 1 = Unsatisfactory Performance

Overall Ratings of 2022-2023 Practicum Students

Site Supervisor		University Supervisor	
School Counseling	4.32	School Counseling	3.69
Clinical Mental Health	4	Clinical Mental Health	4.15
Overall Average	4.16	Overall Average	3.92

*Complete evaluation results may be found in the appendix.

Evaluations of Internship Students by Site and University Supervisors

Internship students are evaluated at mid-term and at the end of the Internship I and II semesters by their site and university supervisors. The evaluation rates the students on a five-point scale in the following categories: Personal and Professional Competencies, Use of Supervision, Use of Resources, Self-Organization Skill, Counseling Skills and Knowledge, and Communication Skills. For this reporting period all students rated overall 3 (Fully Meets Expectations) or above.

Rating Scale: 5= Exceptional
 4= Exceeds Expectations
 3 = Fully Meets Expectations
 2 = Needs Development
 1 = Unsatisfactory Performance

Overall Ratings of 2022-2023 Internship Students

Site Supervisor		University Supervisor	
School	3.75	School	4.17

Clinical Mental Health	4.00	Clinical Mental Health	3.69
Overall Average	3.88	Overall Average	3.93

*Complete evaluation results may be found in the appendix.

Site Supervisor Satisfaction Survey Results

Site supervisors are surveyed at the end of Internship courses concerning their satisfaction with the internship student’s performance. The survey rates their satisfaction on a five-point scale. For this reporting period, site supervisors rated their satisfaction as 4 (Satisfied) or 5 (Very Satisfied). Scores of 1-N/A Unknown were not calculated in the average.

Rating Scale: 5- Very Satisfied 4- Satisfied 3- Dissatisfied 2- Very Dissatisfied 1- N/A or Unknown

Overall Site Supervisor Satisfaction with 2022-2023 Internship Students

Site Supervisor Survey Spring 2023	
School	4.47
Clinical Mental Health	4.55
Overall Average	4.51

*Complete evaluation results may be found in the appendix.

Site supervisor comments included the following:

“The trained counselor had a variety of resources and counseling practices that promoted different therapeutic techniques with students from various backgrounds.”

“Knowledgeable. Strong content knowledge, good experience with counseling skills, and ethical conduct.”

Exit Survey Results

The student exit survey is conducted during the last semester of a student’s program. Four Clinical Mental Health graduates and three School Counseling graduates completed the survey for the 2022-2023 academic year. The survey questions were aligned with the core areas as identified by CACREP and the specialty areas of Clinical Mental Health and School Counseling. The graduates rated their responses from 1-4 (4=Very Prepared, 3=Prepared, 2=Somewhat Prepared, 1=Not at all Prepared).

Exit Survey	
School	3.46
Clinical Mental Health	3.5
Overall Average	3.48

*Complete evaluation results may be found in the appendix.

Alumni Survey Results

The alumni survey is conducted one year after the last semester of a student’s program. These graduates were surveyed in July 2023. The survey questions were aligned with the core areas as identified by CACREP and the specialty areas of Clinical Mental Health and School Counseling. The graduates rated their responses from 1-5 (5-Very Prepared, 4-Prepared, 3-Neutral, 2-Somewhat, 1-Not at all Prepared).

Alumni Survey	
School	4.63
Clinical Mental Health	4.71
Overall Average	4.67

*Complete evaluation results may be found in the appendix.

Employer Survey Results

Our program seeks feedback regarding graduate readiness for employment, as well as any recommendations for improvement through an employer survey. The employer survey was conducted in May 2023 regarding our 2022 graduates. The employers are asked to rate their satisfaction with our graduates preparedness on a five-point scale (5- Very Satisfied, 4- Satisfied, 3-Dissatisfied, 2- Very Dissatisfied, 1- N/A Unknown). Scores of 1-N/A Unknown were not calculated in the average.

Employer Survey	
School	4.75
Clinical Mental Health	5.00
Overall Average	4.88

*Complete evaluation results may be found in the appendix.

No qualitative feedback was provided regarding program improvement. One employer noted, “The BU Counseling program appears to be great at preparing students to begin a counseling career.”

Additionally, Bluefield University collects data for the School Counseling program using the Virginia Education Assessment Collaborative’s (VEAC) Advanced Employer and Completer Satisfaction survey. We anticipate data from this survey in VEAC’s 2022-2023 data collection cycle in Fall 2023.

Advisory Board Feedback

The Bluefield University Counselor Education Program Advisory Board met on December 13, 2022. Those in attendance were CED faculty, current students, alumni, school representatives, and clinical mental health professionals. The advisory group provided feedback regarding program objectives, assessments, and field experiences.

Strengths noted by the advisory board across learning objectives include:

- Development of professional counselor identity and ethical decision-making skills (SLO #1)
- Emphasis on diversity and training on broaching (SLO #3)
- Focus on supervision counselor development as practitioners

Items to consider for strengthening the program and objectives:

- Adding developmental considerations, appraisal measures, and impact of trauma to case conceptualization assignments in internship
- Scheduled check-ins with individual students throughout the program to identify strengths and areas for growth rather than just in field experience classes
- Consider using an electronic management system to manage field experience paperwork

The Advisory Board Meeting schedule for May was postponed due to issues with the cyber-attack that occurred at Bluefield University. The next meeting will be held in Fall 2023.

Program Modifications Based on Assessment Results

Program Strengths:

- KPI data, ESP data, CPCE results, and site supervisor surveys indicate that professional counselor identity and ethical decision-making are strengths within the counseling program.
- Knowledge and application of counseling skills are noted as strengths across assessments, ESP data, and field experience evaluations.
- Skills and knowledge about counseling diverse populations as noted across multiple assessments, surveys, and ESP data.

Areas for Improvement	Modifications/Changes
Advising	<p>Development of professional counseling identity, knowledge, and skills</p> <p>In order to provide ongoing individual formative feedback as suggested by the advisory board, we will adjust our advising model for the 2023-2024 academic year to include an individual check-in with students regarding academic knowledge, practitioner competencies, dispositions, and integration of supervision using the ESP as a guide.</p>
Curriculum	<ul style="list-style-type: none"> - Writing skills Individual and programmatic ESP data indicated “Expressing knowledge effectively” and “Demonstrating dependable class behaviors” are areas for improvement. Beginning in Fall 2023, students will participate in a writing workshop as part of the orientation process during the first intensive. “How to Be Successful in Graduate School” and “A Guide to Graduate Writing Success” training/webinars will also be included in the Orientation to Counseling & Professional Ethics course. - Research

	<p>Counseling faculty received approval for Research in Education to be housed within the Counseling Department and renamed as Research in Counselor Education. This course was taught by counseling faculty in Summer II 2022 to ensure that students review, analyze, and critique research through a counselor lens. We anticipate this will result in students feeling greater satisfaction and more prepared to be good consumers of counseling-related research and improved student outcomes with SLO #8.</p> <ul style="list-style-type: none"> - Appraisal Improving student confidence and preparation regarding appraisal and assessment will be a goal for next year. We will add additional content to DSM Applications in Counseling regarding common assessments related to forming a diagnosis. In addition, the faculty will review the Appraisal in Counseling course to strengthen the content. We will also add an assessment component to field experience contracts and will emphasize as part of individual/triadic supervision. - Clinical Mental Health While 100% of students met the bench mark for SLO #9, students indicated feeling somewhat prepared with regard to knowledge and skills related to the operation of mental health services. BU Faculty is committed to developing highly-skilled practitioners to serve in clinical mental health settings. We recognize that students may experience transitional challenges during field placement experiences. CED faculty will continue to collaborate and consult with community mental health agencies for enhanced partnership opportunities to strengthen training and improve the application of knowledge into practice. Additionally, we will seek opportunities for alumni and/or student mentorships to provide additional support for current students in field placement courses. - School Counseling Students indicated feeling somewhat prepared to develop comprehensive school counseling programs on the exit survey. 66% of students fully met and 33% of students adequately met the benchmark for understanding of the design and evaluation of school counseling programs (SLO #12). Many of our students will be working in rural settings that have not adopted the ASCA National Model or have a designated leader at central office trained in best practices in school counseling. We believe that knowing how to develop and implement a comprehensive school counseling program is critical in best serving the needs of students in rural southwest Virginia. We will partner with school counseling organizations and the Virginia Department of Education School Counseling Specialist to provide additional training and resources for our students and school counselors in our area. Additionally, we will invite guest speakers to speak in Orientation and/or at Intensives to discuss implementing comprehensive school counseling programs, including RAMP certification. Faculty will review coursework in School Counseling to further support student understanding. Students
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	in School Internship II will audit and review their field experience site using the RAMP Program Assessment tool.
Field Experience	Implement an EMS for field placement paperwork. The faculty received approval to implement Tevera by Spring 2024.
Assessment & Data Collection	<ul style="list-style-type: none"> - In order to comprehensively review and analyze data for individual student and programmatic implications, a designated CED Assessment Day will be established and scheduled at the conclusion of each semester. - Student performance on the CPCE decreased this year from a 100% pass rate (n=5) to a 71% (n=7) pass rate. The faculty reviewed results by category and found no substantial patterns to indicate clear gaps in instruction. CED faculty will implement test taking preparation by incorporating similar questions on course content exams, providing structure for studying/preparing, and offering a workshop on strategies to manage test anxiety. - The employer survey conducted in May 2023 regarding our 2022 graduates had an overall 50% response rate. 100% of clinical mental health employers and 33% of school counselor employers responded. We realize that mid-May is a busy time for schools and will extend the deadline in the future to improve school counseling employer participation. - All survey scales will be adjusted to reflect a 5-point scale, with no opportunity to observe noted as "0."

Appendix

- Full KPI Data
- Evaluation of Student Performance Data
- Evaluations of Practicum Students by Site and University Supervisors
- Evaluations of Internship Students by Site and University Supervisors
- Site Supervisor Survey
- Student Exit Survey
- Alumni Surveys
- Employer Surveys

KEY PERFORMANCE INDICATORS (KPIs Data)

2022-2023

90-100% = Fully met
 80-89% = Adequately met
 70-79% = Partially Met
 <69% = Did not meet

STUDENT LEARNING OBJECTIVE #1				
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Counseling students will demonstrate strategies for personal and professional self-evaluation and implications for practice (Standard F.1.k.).

ASSESSMENT #1				
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PROFESSIONAL IDENTITY PAPER
(ORIENTATION)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Fall				
# OF STUDENTS	19	3	1	0
% of STUDENTS	83%%	13%%	4%%	0%

ASSESSMENT #2				
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SELF EVALUATION AND CONTINUED GROWTH PLAN
(INTERNSHIP I)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Fall				
# OF STUDENTS	5	2	0	0
% of STUDENTS	71%	29%	0%	0%

ASSESSMENT #3				
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WELLNESS ASSESSMENT AND SELF CARE PLAN
(INTERNSHIP II)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	7	0	0	0
% of STUDENTS	100%	0%	0%	0%

STUDENT LEARNING OBJECTIVE #2				
SLO 2: Counseling students will demonstrate understanding and application of counseling theories and models (Standard F.5.a)				
ASSESSMENT #1				
CHARACTER APPLICATION PAPER* (COUNSELING THEORIES)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Fall				
# OF STUDENTS	15	2	0	0
% of STUDENTS	88%	12%	0%	0%
ASSESSMENT #2				
FINAL VIDEO AND SELF ASSESSMENT (PRACTICUM)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	9	2	2	0
% of STUDENTS	70%	15%	15%	0%
ASSESSMENT #3				
PROFESSIONAL PORTFOLIO PROJECT				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	7	0	0	0
% of STUDENTS	100%	0%	0%	0%

STUDENT LEARNING OBJECTIVE #3				
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SLO 3: Counseling students will demonstrate an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (Standard F.2.a)

ASSESSMENT #1				
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CRITICAL INCIDENT PAPER
 (Counseling Diverse Populations)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS 24	21	3	0	0
% of STUDENTS	87%	13%	0%	0%

ASSESSMENT #2				
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MULTICULTURAL EXPERIENCE
 (Counseling Diverse Populations)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	21	2	0	1
% of STUDENTS	87%	8%	0%	5%

ASSESSMENT #3				
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CASE PRESENTATION (PRACTICUM)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	8	2	2	1
% of STUDENTS	62%	15%	15%	8%

STUDENT LEARNING OBJECTIVE #4				
SLO 4: Counseling students will understand dynamics associated with group process and development (Standard F.6.b.)				
GROUP PROPOSAL Project (Group Counseling)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	10	2	0	1
% of STUDENTS	71%	21%	0%	8%
ASSESSMENT #2				
FINAL EVALUATION (INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	7	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #3				
COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	5	0	2	0
% of STUDENTS	71%	0%	29%	0%

STUDENT LEARNING OBJECTIVE #5

SLO 5: Counseling students will understand the biological, neurological, physiological, systemic and environmental factors that affect human development, functioning, and behavior (Standards F.3.e, F.3.f)

ASSESSMENT #1

GROW YOUR OWN HUMAN PAPER
 (Lifespan Development)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Fall				
# OF STUDENTS	16	4	1	1
% of STUDENTS	72%	18%	5%	5%

ASSESSMENT #2

CASE PRESENTATION 2 (PRACTICUM)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	8	3	2	1
% of STUDENTS	62%	15%	15%	8%

ASSESSMENT #3

COUNSELOR PREPARATION COMPREHENSIVE EXAM
 (CPCE)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
Spring 2023				
# OF STUDENTS	5	0	2	0
% of STUDENTS	71%	0%	29%	0%

STUDENT LEARNING OBJECTIVE #6

SLO 6: Counseling students will demonstrate understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (5.C.1.c)

ASSESSMENT #1

FINAL EXAM CASE STUDY
 (Appraisal in Counseling)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	10	0	0	2
% of STUDENTS	83%	0%	0%	7%

ASSESSMENT #2

CASE CONCEPTUALIZATION (INTERNSHIP I)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Fall				
# OF STUDENTS	1	4	1	1
% of STUDENTS	14%	58%	14%	14%

ASSESSMENT #3

COUNSELOR PREPARATION COMPREHENSIVE
 EXAM (CPCE)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	5	0	2	0
% of STUDENTS	71%	0%	29%	0%

STUDENT LEARNING OBJECTIVE #7				
SLO 7: Counseling students will demonstrate understanding of approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (Standard F.4.b)				
ASSESSMENT #1				
CAREER STORY INTERVIEW (CAREER DEVELOPMENT)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	12	2	0	0
% of STUDENTS	86%	14%	0%	0%
ASSESSMENT #2				
CASE STUDY ASSIGNMENT (APPRAISAL IN COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	11	0	0	1
% of STUDENTS	92%	0%	0%	8%
ASSESSMENT #3				
COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	5	0	2	0
% of STUDENTS	71%	0%	29%	0%

STUDENT LEARNING OBJECTIVE #8				
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SLO 8: Counseling students will demonstrate understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2.F.8.a)

ASSESSMENT #1				
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JOURNAL ARTICLE REVIEW/CRITIQUE
(GROUP COUNSELING)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	7	4	2	1
% of STUDENTS	50%	29%	14%%	7%

ASSESSMENT #2				
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RESEARCH PROPOSAL (RESEARCH)

	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	6	1	0	0
% of STUDENTS	86%	14%	0%	0%

Professional Portfolio Capstone Project				
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*Will begin collecting 2024

STUDENT LEARNING OBJECTIVE #9				
SLO 9: Counseling students understand the history and development of clinical mental health counseling (5.C.1.a)				
ASSESSMENT #1				
AGENCY PROFILE AND COMMUNITY ANALYSIS				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	5	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #2				
FICTIONAL CASE STUDY Biopsychosocial (CLINICAL MENTAL HEALTH COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	2	2	1	0
% of STUDENTS	40%	40%	20%	0
ASSESSMENT #3				
FINAL EVALUATION (CLINICAL MENTAL HEALTH INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	4	0	0	0
% of STUDENTS	100%	0%	0%	0%

STUDENT LEARNING OBJECTIVE #10				
SLO 10: Counseling students understand legal and ethical considerations specific to clinical mental health counseling. (5.C.2.1)				
ASSESSMENT #1				
ETHICAL DECISION-MAKING ASSIGNMENT (CLINICAL MENTAL HEALTH COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	5	0	0	0
% of STUDENTS	100%	0	0	0
ASSESSMENT #2				
FICTIONAL CASE STUDY Biopsychosocial (CLINICAL MENTAL HEALTH COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	2	2	1	0
% of STUDENTS	40%	40%	20%	0
ASSESSMENT #3				
FINAL EVALUATION (CMH INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	4	0	0	0
% of STUDENTS	100%	0%	0%	0%

STUDENT LEARNING OBJECTIVE #11				
SLO 11: School Counseling students will demonstrate understanding of the legal and ethical considerations specific to school counseling (Standard G.2.n.)				
ASSESSMENT #1				
ETHICAL DECISION-MAKING ASSIGNMENT				
*Will begin collecting 2023	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
ASSESSMENT #2				
FINAL EXAM (SCHOOL COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	3	0	0	0
% of STUDENTS	100%	0%	0%	0
ASSESSMENT #3				
FINAL EVALUATION (SCHOOL COUNSELING INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	3	0	0	0
% of STUDENTS	100%	0%	0%	0%

STUDENT LEARNING OBJECTIVE #12				
SLO 12: School Counseling students will exhibit an understanding of the design and evaluation of school counseling programs (Standard G.3.b.)				
ASSESSMENT #1				
SCHOOL COUNSELING COMPREHENSIVE PROGRAM PROJECT (SCHOOL COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	2	1	0	0
% of STUDENTS	66	33	0%	0%
ASSESSMENT #2				
FINAL EXAM (SCHOOL COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2022 Summer				
# OF STUDENTS	3	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #3				
PROGRAM PORTFOLIO (SCHOOL COUNSELING INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Spring				
# OF STUDENTS	3	0	0	0
% of STUDENTS	100%	0%	0%	0%

Evaluation of Student Performance (ESPs)

Students’ professional dispositions are evaluated at the end of each fall and spring semester by program faculty. Data for dispositions is gathered using the “Bluefield University Master of Arts in Counseling Program (CED) Evaluation of Student Performance”, which includes 17 professional standards for which students are evaluated. Master’s students are expected to successfully complete all academic courses, clinical experiences, and adhere to the ethical standards of the American Counseling Association (ACA).

Rating Scale: 2= meets criteria consistently
 1= meets criteria only minimally on inconsistently
 0= does not meet criteria

ESP Results (2022-2023)

Dispositions	Fall n=37	Spring n=32
Displays good listening skills.	1.95	1.97
Respects divergent points of view.	2.00	1.94
Expresses thought/knowledge effectively.	1.89	1.87
Demonstrates realistic expectations of self.	1.86	1.80
Shows developed sense of self-awareness regarding skills and talents.	1.76	1.97
Demonstrates an ability to develop and sustain rapport with all genders.	2.00	1.97
Uses personal power and authority appropriately.	1.86	1.81
Works collaboratively with others.	2.00	2.00
Demonstrates the ability to articulate one’s feelings.	1.95	2.00
Demonstrates an awareness of cultural, gender, and spiritual issues.	2.00	1.97
Demonstrates the ability to receive, give, and integrate feedback.	1.86	1.94
Demonstrates appropriate boundaries: sexual, ethical, and professional.	2.00	2.00
Exhibits ability to take responsibility for one’s actions.	1.92	1.94
Interacts appropriately with authority.	1.84	1.97
Demonstrates appropriate in-class behavior.	1.89	2.00
Contributes to a positive classroom environment.	1.97	2.00
Exhibits dependable behaviors with regard to assignments, group activities, and attendance.	1.70	1.78
Mean	1.91	1.94
Overall Mean for 2022-2023	1.93	

2022-2023 Practicum Site and University Supervisor Evaluation Results

Rating Scale: 5= Exceptional, 4= Exceeds Expectations, 3 = Fully Meets Expectations, 2 = Needs Development, 1 = Unsatisfactory Performance, NA = Not applicable; no opportunity to observe

		Practicum Site Supervisor Evaluations							Practicum University Supervisor Evaluations						
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Personal and Professional Competencies		Mid	Final	Overall	Mid	Final	Overall	Overall	Mid	Final	Overall	Mid	Final	Overall	Overall
1.	Punctuality	4.25	4.88	4.57	4.17	4.17	4.17	4.37	3.71	3.83	3.77	3.22	3.57	3.40	3.58
2.	Attendance	4.38	4.88	4.63	3.13	3.83	3.48	4.06	3.85	4	3.93	3.11	3.57	3.34	3.63
3.	Ability to follow through and complete tasks	4.25	4.75	4.50	3.83	4.6	4.22	4.36	3.57	3.5	3.54	2.78	3.57	3.18	3.36
4.	Ability to meet deadlines	4.2	5	4.60	3.4	4.2	3.80	4.20	3.43	3.5	3.47	2.78	3.43	3.11	3.29
5.	Responsibility for actions	4.5	4.88	4.69	4.17	4.4	4.29	4.49	3.71	3.67	3.69	3.11	3.43	3.27	3.48
6.	Commitment to the helping profession	4.25	5	4.63	4.5	4.6	4.55	4.59	3.71	3.83	3.77	3.33	3.43	3.38	3.58
7.	Initiative and willingness to become involved	4	4.88	4.44	4.5	4.6	4.55	4.50	3.71	3.83	3.77	3.11	3.14	3.13	3.45
8.	Adherence to professional and ethical practices	4	5	4.50	4.5	4.6	4.55	4.53	3.71	3.67	3.69	3	3.43	3.22	3.45
9.	Professional judgment	3.71	4.75	4.23	4	4.4	4.20	4.22	3.28	3.33	3.31	2.78	3	2.89	3.10
Use of Supervision		Mid	Final	Overall	Mid	Final	Overall	Overall	Mid	Final	Overall	Mid	Final	Overall	Overall
10.	Initiative in seeking help from supervisor	4.13	4.75	4.44	3.83	4.17	4.00	4.22	3.43	3.83	3.63	3.11	3.86	3.49	3.56
11.	Openness to new ideas	4.13	4.88	4.51	4.5	4.5	4.50	4.50	3.57	4.33	3.95	3.11	3.57	3.34	3.65
12.	Receptivity to feedback	4.25	4.88	4.57	4.5	4.67	4.59	4.58	3.57	4.33	3.95	3.22	3.86	3.54	3.75

		Practicum Site Supervisor Evaluations						Practicum University Supervisor Evaluations							
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Use of Resources		Mid	Final	Overall	Mid	Final	Overall	Overall	Mid	Final	Overall	Mid	Final	Overall	Overall
13.	Skill in accessing and using resources within the Practicum community	3	4.25	3.63	3.4	4.2	3.80	3.71	3.67	3.67	3.67	2	3	2.50	3.09
14.	Knowledge of community programs/resources	3.63	4	3.82	3.4	3.83	3.62	3.72	3.5	3.5	3.50	2.5	3.2	2.85	3.18
15.	Awareness of client requested resources	3.8	4.33	4.07	3.25	4	3.63	3.85	3	3	3.00	2.33	3.2	2.77	2.88
16.	Skill in using a variety of resources for diverse populations	3.63	4.25	3.94	3.75	3.8	3.78	3.86	3.33	4	3.67	3.33	3.43	3.38	3.52
17.	Skill in making referrals	3.5	4	3.75	3.67	4	3.84	3.79	3	3	3.00	4	3.33	3.67	3.33
Self-Organization Skills		Mid	Final	Overall	Mid	Final	Overall	Overall	Mid	Final	Overall	Mid	Final	Overall	Overall
18.	Ability to organize and carry out a work plan	3.88	4.75	4.32	3.6	4	3.80	4.06	3.67	3.67	3.67	2.88	3	2.94	3.31
19.	Ability to keep appropriate documentation	3.88	4.75	4.32	3.67	4.17	3.92	4.12	3.43	3.5	3.47	2.63	3	2.82	3.14
20.	Professional discipline in use of time	3.88	4.63	4.26	3.83	4	3.92	4.09	3.67	3.5	3.59	2.75	3	2.88	3.23
21.	Initiative for involving self in learning activities	3.5	4.38	3.94	3.33	4.5	3.92	3.93	3.57	3.67	3.62	2.88	3.17	3.03	3.32
22.	Completion of assigned tasks	3.75	4.63	4.19	3.8	4.5	4.15	4.17	3.57	3.33	3.45	3	3.43	3.22	3.33

		Practicum Site Supervisor Evaluations							Practicum University Supervisor Evaluations						
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Counseling Skills and Knowledge		Mid	Final	Overall	Mid	Final	Overall	Overall	Mid	Final	Overall	Mid	Final	Overall	Overall
23.	Establishing of rapport with student/client	4	4.88	4.44	4.33	4.6	4.47	4.45	3.57	3.83	3.70	3.11	3.43	3.27	3.49
24.	Goal setting with client/student	3.57	4.38	3.98	3.75	4	3.88	3.93	3	3.4	3.20	2.44	3.14	2.79	3.00
25.	Use of effective and developmentally appropriate counseling strategies and techniques	3.5	4.5	4.00	3.6	4	3.80	3.90	3.33	3.33	3.33	2.44	2.86	2.65	2.99
26.	Assessment of client's/student's progress	3.33	4.5	3.92	3.6	4	3.80	3.86	3.4	3.17	3.29	2.78	3	2.89	3.09
27.	Effective termination with student/client	3	4.38	3.69	2	4	3.00	3.35		3.25	3.25		3.2	3.20	3.23
28.	Effective group counseling skills	3.67	4.25	3.96	4	4.75	4.38	4.17		3	3.00		3	3.00	3.00
29.	Accurate assessment and/or diagnosis of client's/student's needs	3.5	4.38	3.94	3.75	3.5	3.63	3.78	2.86	3	2.93	2.63	2.86	2.75	2.84
30.	Knowledge of counseling theory and research	3.63	4.38	4.01	3.6	3.8	3.70	3.85	3	3.33	3.17	2.25	2.6	2.43	2.80
31.	Knowledge of developmental theories	3.5	4.38	3.94	3.5	4	3.75	3.85	2.67	3.17	2.92	2.44	2.6	2.52	2.72
32.	Appropriate application of multicultural perspective for initiating, assessment, maintaining, and terminating counseling	3.29	4.38	3.84	3.67	4	3.84	3.84	3.75	3.75	3.75	3	3.29	3.15	3.45

		Practicum Site Supervisor Evaluations							Practicum University Supervisor Evaluations						
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Counseling Skills and Knowledge (Continued)		Mid	Final	Overall	Mid	Final	Overall	Overall	Mid	Final	Overall	Mid	Final	Overall	Overall
33.	Effective classroom guidance and/or psycho-educational skills to enhance academic, career, or personal development	4	4.67	4.34	4	4	4.00	4.17	3.5	3.67	3.59	3	3	3.00	3.29
34.	Demonstrates ability to incorporate or collaborate with family as part of treatment, when applicable	4	5	4.50	3.67	4.25	3.96	4.23	3	3	3.00	3	3	3.00	3.00
35.	Ability to engage in prevention initiatives with clients/students	4	4.17	4.09	3.75	4	3.88	3.98	3	3.5	3.25	3	3.33	3.17	3.21
36.	Appropriate screening of areas of concern, such as danger to self/others and addictions, when applicable	3.67	3.75	3.71	3.6	4.5	4.05	3.88	3	4	3.50	2.89	3	2.95	3.22
37.	Ability to appropriately manage crisis situations with clients such as assessing and managing suicide risk	3.4	4	3.70	3.4	3.75	3.58	3.64	3	3	3.00	2.75	3	2.88	2.94
38.	Assists clients with developmental transitions, such as postsecondary planning, life stage concerns, or career transitions	2.67	4	3.34	3.67	3.67	3.67	3.50	3	3.5	3.25	3	3	3.00	3.13

		Practicum Site Supervisor Evaluations							Practicum University Supervisor Evaluations						
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Communication Skills		Mid	Final	Overall	Mid	Final	Overall	Overall	Mid	Final	Overall	Mid	Final	Overall	Overall
39.	Writing skills	3.86	4.71	4.29	4.5	4	4.25	4.27	3.57	3.5	3.54	3.44	3.57	3.51	3.52
40.	Oral skills	4.13	4.75	4.44	4.17	4	4.09	4.26	3.57	3.67	3.62	3.33	3.71	3.52	3.57
41.	Ability to effectively collaborate with other professionals	3.88	4.38	4.13	4	4.8	4.40	4.27	3.67	3.8	3.74	2.56	3.14	2.85	3.29
Overall Evaluation		Mid	Final	Overall	Mid	Final	Overall	Overall	Mid	Final	Overall	Mid	Final	Overall	Overall
42.	Overall evaluation of intern	3.88	4.75	4.32	3.6	4.4	4.00	4.16	3.57	3.8	3.69	3	3.29	3.15	3.42

2022-2023 Internship Site and University Supervisor Evaluation Results

Rating Scale: 5= Exceptional, 4= Exceeds Expectations, 3 = Fully Meets Expectations, 2 = Needs Development, 1 = Unsatisfactory Performance, NA = Not applicable; no opportunity to observe

		Internship Site Supervisor Evaluations						Internship University Supervisor Evaluations							
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Personal and Professional Competencies		1	2	Overall	1	2	Overall	Overall	1	2	Overall	1	2	Overall	Overall
1.	Punctuality	4.33	3.00	3.67	3.75	3.75	3.75	3.71	4.00	5.00	4.50	4.50	5.00	4.75	4.63
2.	Attendance	4.67	3.00	3.83	4.25	4	4.13	3.98	4.00	5.00	4.50	4.50	5.00	4.75	4.63
3.	Ability to follow through and complete tasks	4.33	3.33	3.83	3.75	3.75	3.75	3.79	3.67	4.33	4.00	4.13	4.50	4.31	4.16
4.	Ability to meet deadlines	4.33	3.33	3.83	3.75	4.25	4.00	3.92	4.00	4.00	4.00	4.38	4.75	4.56	4.28
5.	Responsibility for actions	4.33	3.33	3.83	4.25	4.25	4.25	4.04	4.00	4.00	4.00	4.63	4.75	4.69	4.34
6.	Commitment to the helping profession	4.67	3.67	4.17	4.25	4.25	4.25	4.21	5.00	4.67	4.83	4.88	4.75	4.81	4.82
7.	Initiative and willingness to become involved	4.00	3.67	3.83	4	4.25	4.13	3.98	4.33	4.33	4.33	4.38	4.50	4.44	4.39
8.	Adherence to professional and ethical practices	4.17	3.33	3.75	4.25	4.5	4.38	4.06	4.33	4.33	4.33	4.13	4.75	4.44	4.39
9.	Professional judgment	4.00	3.33	3.67	3.75	4	3.88	3.77	4.00	4.67	4.33	3.63	4.25	3.94	4.14
Use of Supervision		1	2	Overall	1	2	Overall	Overall	1	2	Overall	1	2	Overall	Overall
10.	Initiative in seeking help from supervisor	4.67	4.00	4.33	4.25	4.5	4.38	4.35	4.33	4.67	4.50	5.00	4.25	4.63	4.56
11.	Openness to new ideas	4.17	4.00	4.08	4.25	4.75	4.50	4.29	4.00	5.00	4.50	5.00	4.50	4.75	4.63
12.	Receptivity to feedback	4.17	4.33	4.25	4.25	4.75	4.50	4.38	4.00	5.00	4.50	4.75	4.50	4.63	4.56

		Internship Site Supervisor Evaluations							Internship University Supervisor Evaluations						
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Use of Resources		1	2	Overall	1	2	Overall	Overall	1	2	Overall	1	2	Overall	Overall
13.	Skill in accessing and using resources within the Internship community	4.33	3.33	3.83	4	4.25	4.13	3.98	3.67		3.67	4.50	3.75	4.13	3.90
14.	Knowledge of community programs/resources	4.33	3.00	3.67	3.75	4.25	4.00	3.83	4.00	3.00	3.50	4.50	4.25	4.38	3.94
15.	Awareness of client requested resources	4.17	3.00	3.58	4	4.25	4.13	3.85	4.00	3.00	3.50	4.25	4.25	4.25	3.88
16.	Skill in using a variety of resources for diverse populations	4.17	3.33	3.75	4	4.5	4.25	4.00	4.00	3.00	3.50	4.25	3.75	4.00	3.75
17.	Skill in making referrals	4.50	3.00	3.75	3.5	4.25	3.88	3.81	5.00		5.00	4.33	3.67	4.00	4.50
Self-Organization Skills		1	2	Overall	1	2	Overall	Overall	1	2	Overall	1	2	Overall	Overall
18.	Ability to organize and carry out a work plan	4.17	3.00	3.58	3.75	4.25	4.00	3.79	4.50	4.00	4.25	4.75	4.00	4.38	4.31
19.	Ability to keep appropriate documentation	4.00	3.33	3.67	4	4.25	4.13	3.90	3.50	2.50	3.00	4.00	4.25	4.13	3.56
20.	Professional discipline in use of time	4.33	3.00	3.67	3.25	4.25	3.75	3.71	3.50	4.00	3.75	3.88	4.00	3.94	3.84
21.	Initiative for involving self in learning activities	4.67	4.00	4.33	3.75	4.5	4.13	4.23	4.50	4.00	4.25	4.63	4.25	4.44	4.34
22.	Completion of assigned tasks	4.67	3.67	4.17	3.5	4.25	3.88	4.02	3.50	4.00	3.75	3.88	4.25	4.06	3.91

		Internship Site Supervisor Evaluations							Internship University Supervisor Evaluations						
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Counseling Skills and Knowledge		1	2	Overall	1	2	Overall	Overall	1	2	Overall	1	2	Overall	Overall
23.	Establishing of rapport with student/client	4.67	3.67	4.17	4	4.25	4.13	4.15	4.33	3.00	3.67	5.00	3.75	4.38	4.02
24.	Goal setting with client/student	4.00	3.33	3.67	4	4.25	4.13	3.90	3.67	3.00	3.33	3.75	3.75	3.75	3.54
25.	Use of effective and developmentally appropriate counseling strategies and techniques	4.00	3.00	3.50	3.75	4.25	4.00	3.75	3.67	3.00	3.33	3.75	4.00	3.88	3.60
26.	Assessment of client's/student's progress	4.00	3.00	3.50	3.5	4.25	3.88	3.69	3.67	3.67	3.67	3.75	3.75	3.75	3.71
27.	Effective termination with student/client	4.50	3.00	3.75	3.75	4.25	4.00	3.88	4.00	3.00	3.50	4.00	3.50	3.75	3.63
28.	Effective group counseling skills	3.00	3.00	3.00	4	4.25	4.13	3.56				4.00	3.50	3.75	3.75
29.	Accurate assessment and/or diagnosis of client's/student's needs	4.17	3.00	3.58	3.75	4.25	4.00	3.79	3.33	2.67	3.00	3.38	3.25	3.31	3.16
30.	Knowledge of counseling theory and research	4.17	3.00	3.58	3.75	4.25	4.00	3.79	3.67	3.00	3.33	3.88	3.75	3.81	3.57
31.	Knowledge of developmental theories	4.17	3.00	3.58	3.75	4.25	4.00	3.79	3.67	3.00	3.33	3.25	3.75	3.50	3.42
32.	Appropriate application of multicultural perspective for initiating, assessment, maintaining, and terminating counseling	4.25	3.00	3.63	4	4.25	4.13	3.88	3.67	3.00	3.33	3.75	3.75	3.75	3.54

		Internship Site Supervisor Evaluations							Internship University Supervisor Evaluations						
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Counseling Skills and Knowledge (Continued)		1	2	Overall	1	2	Overall	Overall	1	2	Overall	1	2	Overall	Overall
33.	Effective classroom guidance and/or psycho-educational skills to enhance academic, career, or personal development	3.67	2.67	3.17	4	4.25	4.13	3.65	4.00		4.00	3.33	3.00	3.17	3.58
34.	Demonstrates ability to incorporate or collaborate with family as part of treatment, when applicable	4.50	3.00	3.75	3.5	4	3.75	3.75	4.00	3.00	3.50	3.50	3.33	3.42	3.46
35.	Ability to engage in prevention initiatives with clients/students	4.50	2.67	3.58	4	4.25	4.13	3.85	3.67	3.67	3.67	4.00	4.00	4.00	3.83
36.	Appropriate screening of areas of concern, such as danger to self/others and addictions, when applicable	4.00	2.67	3.33	4.25	4	4.13	3.73	3.67	3.00	3.33	3.50	4.00	3.75	3.54
37.	Ability to appropriately manage crisis situations with clients such as assessing and managing suicide risk	4.00	3.00	3.50	4.25	4	4.13	3.81	3.67	3.67	3.67	3.50	3.75	3.63	3.65
38.	Assists clients with developmental transitions, such as postsecondary planning, life stage concerns, or career transitions	4.17	3.00	3.58	3.5	4.25	3.88	3.73	3.33		3.33	3.25	3.75	3.50	3.42

		Internship Site Supervisor Evaluations							Internship University Supervisor Evaluations						
		School Counseling			Clinical Mental Health Counseling			Overall Site Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor
Communication Skills		1	2	Overall	1	2	Overall	Overall	1	2	Overall	1	2	Overall	Overall
39.	Writing skills	4.50	3.00	3.75	4	4.25	4.13	3.94	3.67	4.67	4.17	4.00	4.00	4.00	4.08
40.	Oral skills	4.50	3.33	3.92	4.25	4.25	4.25	4.08	4.00	5.00	4.50	4.38	3.75	4.06	4.28
41.	Ability to effectively collaborate with other professionals	4.50	3.00	3.75	3.75	4.25	4.00	3.88	4.00		4.00	4.00	4.00	4.00	4.00
Overall Evaluation		1	2	Overall	1	2	Overall	Overall	1	2	Overall	1	2	Overall	Overall
42.	Overall evaluation of intern	4.50	3.00	3.75	3.75	4.25	4.00	3.88	4.33	4.00	4.17	3.38	4.00	3.69	3.93

Site Supervisor Survey

Rating Scale: 5- Very Satisfied 4- Satisfied 3- Dissatisfied 2- Very Dissatisfied 1- N/A or Unknown

	School	Clinical Mental Health	Overall
How satisfied are you with the Bluefield University Counseling intern's understanding of, and adherence to, legal and ethical standards and practices related to the counseling profession?	4.75	4.80	4.78
How satisfied are you with the Bluefield University Counseling intern's demonstrated understanding of social and cultural factors relevant to their role?	4.25	4.60	4.44
How satisfied are you with the Bluefield University Counseling intern's demonstrated knowledge and skills to meet the needs of individuals and families at all levels of the developmental life span?	4.50	4.40	4.44
How satisfied are you with the Bluefield University Counseling intern's ability to facilitate others in achieving their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information?	4.50	4.60	4.56
How satisfied are you with the Bluefield University Counseling intern's ability to apply evidence-based counseling strategies and techniques for prevention and intervention?	4.25	4.40	4.33
How satisfied are you with the Bluefield University Counseling intern's ability to understand and respond to trauma?	4.50	4.40	4.44
How satisfied are you with the Bluefield University Counseling intern's ability to understand and respond to addiction treatment?	4.33	4.75	4.57
How satisfied are you with the Bluefield University Counseling intern's use of group counseling and developmental or preventative groups?	4.67	4.80	4.75
How satisfied are you with the Bluefield University Counseling intern's engagement in applicable assessment activities (i.e., testing, diagnosis, interpretation, reporting)?	4.67	4.25	4.43
How satisfied are you with the Bluefield University Counseling intern's application of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation?	4.25	4.50	4.38
OVERALL	4.47	4.55	4.51

Student Exit Survey

Rating Scale: 4-Very Prepared 3-Prepared 2-Somewhat 1-Not at all

On the following scale, all students please indicate how well prepared you feel at this time.	School	Clinical Mental Health	Overall
Professional orientation and ethical practice	3.33	3.75	3.54
Social and cultural diversity	3.67	3.75	3.71
Human growth and development	3.67	3.75	3.71
Career development	3.33	3.25	3.29
Helping relationships (i.e. orientation to wellness, essential interviewing/counseling skills, theories, systems perspective, consultation)	3.67	3.50	3.59
Group work	3.33	3.50	3.41
Assessment	3.33	3.00	3.17
Research and program evaluation	3.33	3.25	3.29
On the following scale, Clinical Mental Health Counseling students, please indicate how well prepared you feel at this time.			
Addiction and co-occurring disorders (CP&I)		3.50	3.50
Principles of crisis intervention		3.50	3.50
Assessing and managing suicide risk		3.50	3.50
Current record keeping standards		3.50	3.50
Strategies to support client advocacy and influence public policy		3.75	3.75
Basic and commonly prescribed psycho-pharmacological medications		3.33	3.33
Models of program evaluation and evidence-based treatments for evaluating outcomes		3.25	3.25
Diagnostic process and criteria as outlined in the DSM-IV-TR		3.75	3.75
On the following scale, School Counseling students, please indicate how well prepared you feel at this time.			
ASCA National Model and its relationship to the total educational program	4		4
School emergency management plan	3.00		3.00
Ways in which educational policies and programs can be developed, adapted, and modified to be culturally congruent with the needs of students and families	3.00		3.00
Signs and symptoms of substance abuse in children and in the home	3.33		3.33
Models of program evaluation and evidence-based treatments for evaluating outcomes	3.33		3.33
Principles, strategies, and programs to close the achievement gap and promote success	3.67		3.67
Curriculum design, lesson plan development, differentiated instructional strategies	3.33		3.33
Building effective working teams of staff, parents, and community members to promote the development of all students	3.67		3.67
Principles of crisis intervention	3.67		3.67
Assessing and managing suicide risk	3.67		3.67
Design a comprehensive school counseling program	3.33		3.33
OVERALL	3.46	3.5	3.48

Alumni Survey

Rating Scale: 5-Very Prepared

4-Prepared

3-Neutral 2-Somewhat

1-Not at all

	School	Clinical Mental Health	Overall
I felt prepared in professional orientation and ethics.	5.00	5.00	5.00
I felt prepared in social and cultural diversity.	4.75	5.00	4.88
I felt prepared in human growth and development	4.75	5.00	4.88
I felt prepared in career development	4.25	5.00	4.63
I felt prepared in group work	5.00	5.00	5.00
I felt prepared in assessments	4.25	4.00	4.13
I felt prepared in research and program evaluation	4.00	4.00	4.00
I felt prepared in my knowledge and application of counseling skills	5.00	5.00	5.00
I felt prepared in my knowledge and application of counseling theory	4.75	5.00	4.88
I felt prepared in addiction and co-occurring disorders.		4.00	4.00
I felt prepared in principles of crisis intervention.		5.00	5.00
I felt prepared in assessing and managing suicide risk.		5.00	5.00
I felt prepared in current record keeping standards.		4.00	4.00
I felt prepared in strategies to support client advocacy and influence public policy.		5.00	5.00
I felt prepared in my knowledge of basic and commonly prescribed psychopharmacological medications.		4.00	4.00
I felt prepared in models of program evaluation and evidence-based treatments from evaluating outcomes.		5.00	5.00
I felt prepared in the diagnostic process and criteria as outlined in the DSM-V.		5.00	5.00
I felt prepared in my knowledge and application of the ASCA National Model and its relationship to the educational process.	4.75		4.75
I felt prepared in ways in which educational policies and programs can be developed, adapted, and modified to be culturally congruent with the needs of students and families.	4.50		4.50
I felt prepared in the signs and symptoms of substance use and abuse in children and in the home.	4.50		4.50
I felt prepared in models of program evaluation and evidence-based treatments for evaluating outcomes.	4.50		4.50
I felt prepared in principles, strategies, and programs to close the achievement gap and promote success.	4.50		4.50
I felt prepared in curriculum design, lesson plan development , and differentiated instructional strategies.	4.75		4.75
I felt prepared in building effective working teams of staff, parents, and community members to promote the development of all students.	4.50		4.50
I felt prepared in principles of crisis intervention.	4.75		4.75
I felt prepared in assessing and managing suicide risks.	4.75		4.75
I felt prepared in designing a comprehensive school counseling program.	4.75		4.75
OVERALL	4.63	4.71	4.67

Employer Survey

Rating Scale: 5- Very Satisfied

4- Satisfied

3-Dissatisfied

2- Very Dissatisfied

1- N/A Unknown

	School	Clinical Mental Health	Overall
How satisfied are you with the Bluefield University graduate's understanding of, and adherence to, legal and ethical standards and practices related to the counseling profession?	5.00	5.00	5.00
How satisfied are you with the Bluefield University graduate's demonstrated understanding of social and cultural factors relevant to their role?	5.00	5.00	5.00
How satisfied are you with the Bluefield University graduate's demonstrated knowledge and skills to meet the needs of individuals and families at all levels of the developmental life span?	5.00	5.00	5.00
How satisfied are you with the Bluefield University graduate's ability to facilitate others in achieving their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information?	5.00	5.00	5.00
How satisfied are you with the Bluefield University graduate's ability to apply evidence-based counseling strategies and techniques for prevention and intervention?	5.00	5.00	5.00
How satisfied are you with the Bluefield University graduate's ability to understand and respond to trauma?	5.00	5.00	5.00
How satisfied are you with the Bluefield University graduate's ability to understand and respond to addiction treatment?	N/A	5.00	5.00
How satisfied are you with the Bluefield University graduate's use of group counseling and developmental or preventative groups?	4.00	5.00	4.50
How satisfied are you with the Bluefield University graduate's application of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation?	4.00	5.00	4.50
OVERALL	4.75	5.00	4.88

