



School of Education & Social Sciences

Counseling Program
Annual Report & Assessment Data

2023-2024

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Program 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.

Accreditation

Bluefield University's Counseling Programs in Clinical Mental Health Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for a period of eight years, from 02/26/2024-03/31/2032. The School Counseling program is also accredited by the Council for the Accreditation of Educator Preparation (CAEP) for seven years, from 10/22/2023-12/31/2030, and approved by the Virginia Department of Education.

Substantive Changes and Highlights

In its fourth year since inception, the BU Master of Arts in Counseling Program continues to experience steady growth. We expanded partnerships for field placements and added several sites. Three intensive weekends each semester provide experiential and enhanced instruction to supplement online course delivery. Our program offered over 500 hours of free counseling services for the university community through our BU Counselor Training Clinic and nearly 9,000 hours of counseling services through internship experiences during the fall and spring semesters. As noted above, the program in School Counseling received a seven-year CAEP accreditation and our programs in Clinical Mental Health Counseling and School Counseling received an eight-year accreditation from CACREP for the initial accreditation cycle. It is notable to mention that both accreditation visits highlighted the passion, innovation, and commitment of the program by its faculty to the development of students and service to the communities of 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 Foundation (VCAF) as Pete Warren Fellows. Two students were recognized through the Virginia

Counselors Association (VCA) as Emerging Leaders. Students attended VCA Leadership Academy, volunteered at the VCA Annual Convention including hosting wellness events for participants and co-leading conference presentations. BU Counseling students also assisted with local chapter professional development.

Counseling faculty 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.

Professor Brandy Smith served as the VCA Convention Chair. Additionally, she was the recipient of the VCA Van Hoose Career Service Award, which recognizes distinguished counselors who have provided significant leadership and service to the association and profession. Professor Smith provided ongoing leadership and clinical oversight to the New Opportunity School for Women, a two-week residential experience providing women in Appalachia support, training, and a safe environment to foster healthy sense of self, increased independence, and promotion of healthy relationships. She also led over a dozen training opportunities within the community, continuing to further trauma-informed initiatives.

Dr. Mabry continued work throughout the academic year as a Trust Based Relational Intervention practitioners and trainer, ongoing efforts in the expansion of Family Centered Treatment across the state of Virginia and served as the CACREP Liaison through the accreditation process. She was the keynote speaker for several state and local level conferences as a behavioral health expert. She continues to serve on the ACES Best Practices for Supervision Committee and is actively re-writing the standards by committee for standardization of supervision practices within the profession. She has co-authored research with a CMHC 2024 graduate of the program in collaboration with academic scholars at Texas Tech and Walden universities.

Dr. Michael Takacs completed his term as President the Virginia Counseling Association. As part of his leadership, he attended several conferences including the VCA Conference, Southwest Virginia Conference, VACES Conference. He also served the field through advocacy by supporting various mental health associative initiatives such as the Out-of-the-Darkness Walk and providing free education to the community. He also created a non-profit this year to provide free counseling services with a focused population being children who suffer with chronic illness.

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.

2023-2024 AY	Total	Clinical Mental Health	School Counseling
Number of Graduates - Spring 2024	14	12	2
Program Completion Rate	(100%) 14/14	(100%) 12/12	(100%) 2/2
Clinical Mental Health-Licensure or Certification Examination Pass Rate	-N/A	None taken at time of report	N/A
School Counseling- Licensure or Certification Examination Pass Rate-Praxis*	1-WV (100%)	N/A	1-WV (100%)
Employment/Doctoral Admissions Rate	100% 14/14	(100%) 12/12	2/2 (100%)

*One student employed as a school counselor in WV passed the required Praxis exam. Virginia does not require school counselors to take a licensing exam.

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 4 weeks of graduation.

Enrolled Student Data 2023-2024

2023-2024 AY	Total	Clinical Mental Health	School Counseling
Enrolled Students - Fall 2023-2024	47	39	8
Program Retention Rate	87% (41/47)	87% (34/39)	88% (7/8)

Applicant Demographic Data 2023-2024

TOTAL APPLICANTS:	Total	Clinical Mental Health	School Counseling
Applicants	55	45	10
Offered Admission	20	19	1
% Offered Admission	36%	42%	10%
New Students Enrolled	14	14	0
% Admitted who Enrolled	70%	74%	0

New Student Enrollment Data 2023-2024

Gender	Female – 13		Male – 1	Undeclared - 0	
Ethnicity	White, Non-Hispanic - 11		Black - 1	Two of More Races-2	
Age	Age Average = 31 years old (Range 20-53)				
Appalachian	12				
State of Residency	VA - 9	WV - 3	NC-1	NY - 1	
Undergraduate GPA (Average)		3.18			

Graduate & Employment Data 2023-2024

Gender	Female – 11		Male-3	
Ethnicity	White, Non-Hispanic – 10		Black-4	
Age	Age Average = 35			
Appalachian	12			
First Generation	3			
State of Residency	VA - 9		WV – 4	UT-1

Graduation Data & Employment Information

Clinical In 2023-2024, there were twelve 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 twelve Clinical Mental Health graduates who secured employment, 67% are working as counselors in Appalachian communities. In 2024-2025, we anticipate eight graduates in Clinical Mental Health Counseling. Six of those students are in paid internship placements with many anticipating full-time employment offers upon graduation.

School In 2023-2024, there were two 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 two School Counseling graduates, 100% are working as school counselors in Appalachian communities. In 2024-2025, we anticipate two graduates in School Counseling.

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 uses this data 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. Below is a snapshot of data from some of the KPIs. Complete evaluation results may be found in the appendix.

STUDENT LEARNING OBJECTIVE #1				
Counseling students will demonstrate strategies for personal and professional self-evaluation and implications for practice (Standard F.1.k.).				
ASSESSMENT #1				
SELF EVALUATION AND CONTINUED GROWTH PLAN (INTERNSHIP I)				
2023 Fall	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	11	2	0	1
% of STUDENTS	79%	14%	0%	7%
ASSESSMENT #2				
WELLNESS ASSESSMENT AND SELF CARE PLAN (INTERNSHIP II)				
2024 Spring	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	14	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)				
2023 Fall	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	17	1	0	2
% of STUDENTS	85%	5%	0%	10%
ASSESSMENT #2				

FINAL VIDEO AND SELF ASSESSMENT
(PRACTICUM)

2024 Spring	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	12	0	0	0
% of STUDENTS	100	%	%	%

ASSESSMENT #3

PROFESSIONAL PORTFOLIO PROJECT
(INTERNSHIP II)

2024 Spring	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	14	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 #1

JOURNAL ARTICLE REVIEW/CRITIQUE
(GROUP COUNSELING)

2024 Spring	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	2	9	8	0
% of STUDENTS	11%	47%	42%	0%

ASSESSMENT #2

RESEARCH PROPOSAL (RESEARCH)

2023 Summer	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	12	3	1	0
% of STUDENTS	75%	19%	6%	0%

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
(CLINICAL MENTAL HEALTH COUNSELING)

2023 Summer	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	12	0	0	0
% of STUDENTS	100%	0%	0%	0%

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

ASSESSMENT #1				
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SCHOOL COUNSELING COMPREHENSIVE
PROGRAM PORTFOLIO PROJECT
(SCHOOL COUNSELING)

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

2023-2024 Student Dispositions Excerpt

Expresses knowledge and thoughts effectively	
Overall Average	1.87/2.0
Works collaboratively with others	
Overall Average	2.0/2.0
Demonstrates appropriate boundaries (relational, ethical, professional)	
Overall Average	1.93/2.0
Exhibits dependable behaviors w/ regard to assignments, participation, and attendance.	
Overall Average	1.71/2.0

*Complete evaluation results may be found in the appendix.

The overall average for all dispositions for Fall 2023 (1.92) and Spring 2024 (1.88).

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, 100% (14 of the 14 program graduates – school and clinical) achieved the minimum passing score of 85. The overall average for all fourteen program completers was 93. 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 using the Counselor Competencies Scale-Revised (CCS-R). The evaluation rates the students on a five-point scale in two parts: Counseling Skills & Therapeutic Conditions and Counseling Dispositions & Behaviors.

Rating Scale: 5= Exceeds Expectations/Demonstrates Competencies
4= Meets Expectations/Demonstrates Competencies
3 = Near Expectations/Developing Towards Competencies
2 = Below Expectations/Insufficient/Unacceptable
1 = Harmful

Overall Ratings of Spring 2024 Practicum Students

Site Supervisor		University Supervisor	
School Counseling	4.19	School Counseling	4.31
Clinical Mental Health	4.10	Clinical Mental Health	4.03
Overall Average	4.12	Overall Average	4.07

*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 using the Counselor Competencies Scale-Revised (CCS-R). The evaluation rates the students on a five-point scale in two parts: Counseling Skills & Therapeutic Conditions and Counseling Dispositions & Behaviors.

Rating Scale: 5= Exceeds Expectations/Demonstrates Competencies
4= Meets Expectations/Demonstrates Competencies
3 = Near Expectations/Developing Towards Competencies
2 = Below Expectations/Insufficient/Unacceptable
1 = Harmful

Overall Ratings of 2023-2024 Internship Students

Site Supervisor		University Supervisor	
School	4.60	School	4.48
Clinical Mental Health	4.68	Clinical Mental Health	4.62
Overall Average	4.64	Overall Average	4.55

*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 2023-2024 Internship Students

Site Supervisor Survey Spring 2024	
School	4.76
Clinical Mental Health	4.51
Overall Average	4.59

*Complete evaluation results may be found in the appendix.

Site supervisor comments included the following:

"The trained counselor seems to be well prepared to work in a clinical setting."
"More training on treatment plans would be helpful."

Exit Survey Results

The student exit survey is conducted during the last semester of a student's program. Nine Clinical Mental Health graduates and two School Counseling graduates completed the survey for the 2023-2024 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	3.60
Clinical Mental Health	3.56
Overall Average	3.57

*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 May 2024. 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/Exceeded Expectations, 4-Prepared, 3-Mostly Prepared, 2-Somewhat Prepared, 1-Not at all Prepared).

Alumni Survey	
School	5.00
Clinical Mental Health	3.91
Overall Average	4.32

*Complete evaluation results may be found in the appendix.

Additionally, Bluefield University collects data for the School Counseling program using the Virginia Education Assessment Collaborative's (VEAC) Advanced Employer and Completer Satisfaction survey. VEAC survey items are based on behaviors and practices as defined by the Virginia Department of Education and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). School Counseling graduates are asked to rate their preparation on the following scale: "Exemplary (I felt my preparation was above that of my peers)" (4), "Proficient (I felt prepared in this competency)" (3), "Developing/Needs Improvement (There were areas in which preparation in this competency could be improved)" (2), and "Unacceptable (I did not feel prepared for the competency)" (1).

VEAC School Counseling Completer Survey	
Overall Average (4-point scale)	3.18
Overall Average Converted to a 5-point scale	3.98

*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 2024 regarding our 2023 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	No responses
Clinical Mental Health	4.83
Overall Average	4.83

*Complete evaluation results may be found in the appendix.

One employer noted, "Excellent oral and written skills, multi-cultural perspective, ability to utilize theory and techniques to adapt in sessions, in addition to being willing seek out consultation and being open to feedback on cases."

Additionally, Bluefield University collects data for the School Counseling program using the Virginia Education Assessment Collaborative's (VEAC) Advanced Employer and Completer Satisfaction survey. VEAC survey items are based on behaviors and practices as defined by the Virginia Department of Education and the Council for the Accreditation of Counseling and Related Educational Programs

(CACREP). Employers are asked to rate our School Counselor graduates performance on the following scale: “Exemplary” (4), “Proficient” (3), “Developing/Needs Improvement” (2), and “Unacceptable” (1).

VEAC School Counseling Employer Survey	
Overall Average (4-point scale)	3.59
Overall Average Converted to a 5-point scale	4.49

*Complete evaluation results may be found in the appendix.

Advisory Board Feedback

The Bluefield University Counselor Education Program Advisory Board convened in Fall 2023 as part of the CACREP accreditation site visit. Advisory Board members include 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:

- Implementation of electronic management system to manage field experience paperwork
- Use of Counselor Competencies Scale – Revised (CCS-R)

Items to consider for strengthening the program and objectives:

- Improve the onboarding process for students to better prepare them for the rigor of the program and graduate-level writing. The issue for “partially met” and “not met” KPIs were mostly for timely submission or lack of consistently engaging in the course.
- Add clinical supervision training as part of Internship II course.

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.

Modifications and Areas for Improvement	Modifications/Changes
Curriculum	<ul style="list-style-type: none"> - Writing skills Individual and programmatic ESP data indicated “Expressing knowledge effectively” and “Demonstrating dependable class behaviors” remains as areas for improvement. Beginning in Fall 2023, students participated in a writing workshop as part of the orientation process during the first intensive. Additional onboarding and training related to graduate school success will be provided at each intensive. - Research & Appraisal The faculty reviewed CPCE results by category and found patterns to indicate clear gaps in instruction related to Research and Appraisal. CED faculty will review course modules to ensure they align more closely with areas of deficiency. CED Faculty will look for ways to increase integration of research and appraisal concepts throughout multiple courses in the program of study. -School Counseling The faculty reviewed the Exit Survey completed by students graduating from the program. Students indicated feeling moderately prepared to implement Comprehensive School Counseling Programs. Added focus specifically to this area will be included in Internship I & II coursework to increase student confidence and familiarity with the complexity of providing comprehensive services in K-12 settings.
Assessment & Data Collection	Tevera was implemented in Spring 2024 to complete field placement paperwork. With this implementation our evaluations from the practicum and internship classes transitioned to the CCSR, which improved the quality of the data collected at these points in the program.
Dispositions	Individual and programmatic ESP data indicated “Exhibits dependable behaviors with regard to assignments, group activities, and attendance” as an area for improvement. This was also noted as an area of improvement in our Advisory Board meeting. The onboarding process for students has improved to better prepare them for the rigor of the program and graduate-level writing. A program wide late policy was implemented in fall 2024 to help with grading consistency.

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) 2023-2024

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

STUDENT LEARNING OBJECTIVE #1				
Counseling students will demonstrate strategies for personal and professional self-evaluation and implications for practice (Standard F.1.k.).				
ASSESSMENT #1				
PROFESSIONAL IDENTITY PAPER (ORIENTATION)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Fall				
# OF STUDENTS	10	3	0	0
% of STUDENTS	77%%	23%%	0%%	0%
ASSESSMENT #2				
SELF EVALUATION AND CONTINUED GROWTH PLAN (INTERNSHIP I)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Fall				
# OF STUDENTS	11	2	0	1
% of STUDENTS	79%	14%	0%	7%
ASSESSMENT #3				
WELLNESS ASSESSMENT AND SELF CARE PLAN (INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	14	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)
2023 Fall				
# OF STUDENTS	17	1	0	2
% of STUDENTS	85%	5%	0%	10%
ASSESSMENT #2				
FINAL VIDEO AND SELF ASSESSMENT (PRACTICUM)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	12	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #3				
PROFESSIONAL PORTFOLIO PROJECT				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	14	0	0	0
% of STUDENTS	100%	0%	0%	0%

STUDENT LEARNING OBJECTIVE #3				
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				
CRITICAL INCIDENT PAPER (Counseling Diverse Populations)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS 24	12	0	0	1
% of STUDENTS	92%	0%	0%	8%
ASSESSMENT #2				
MULTICULTURAL EXPERIENCE (Counseling Diverse Populations)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	12	0	0	1
% of STUDENTS	92%	0%	0%	8%
ASSESSMENT #3				
CASE PRESENTATION (PRACTICUM)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	8	3	1	0
% of STUDENTS	67%	25%	8%	0%

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)
2024 Spring				
# OF STUDENTS	10	2	0	1
% of STUDENTS	71%	21%	0%	8%
ASSESSMENT #2				
SITE SUPERVISOR SURVEY-GROUP (INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	8	3	0	0
% of STUDENTS	73%	27%	0%	0%
ASSESSMENT #3				
COUNSELOR PREPARATION COMPREHENSIVE EXAM- Group Counseling and Group Work (CPCE) (INTERNSHIP I & II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	13	0	0	1
% of STUDENTS	93%	0%	0%	7%

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)
2023 Fall				
# OF STUDENTS	4	4	0	0
% of STUDENTS	50%	50%	0%	0%
ASSESSMENT #2				
CASE PRESENTATION 2 (PRACTICUM)				
2024 Spring				
# OF STUDENTS	9	2	1	0
% of STUDENTS	75%	17%	8%	0%
ASSESSMENT #3				
COUNSELOR PREPARATION COMPREHENSIVE EXAM Human Growth & Development (CPCE) (INTERNSHIP I & II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
Spring 2024				
# OF STUDENTS	12	0	0	2
% of STUDENTS	86%	0%	0%	14%

STUDENT LEARNING OBJECTIVE #6				
SLO 6: Use of assessment results to diagnose developmental, behavioral, and mental disorders (Standards 2.F.7.L)				
ASSESSMENT #1				
FINAL EXAM CASE STUDY (Appraisal in Counseling)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Fall				
# OF STUDENTS	12	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #2				
CASE CONCEPTUALIZATION (INTERNSHIP I)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Fall				
# OF STUDENTS	9	4	1	0
% of STUDENTS	64%	29%	7%	0%
ASSESSMENT #3				
COUNSELOR PREPARATION COMPREHENSIVE EXAM Assessment and Testing (CPCE) (INTERNSHIP I & II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	8	0	0	6
% of STUDENTS	57%	0%	0%	43%

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)
2023 Summer				
# OF STUDENTS	16	3	0	1
% of STUDENTS	80%	15%	0%	5%
ASSESSMENT #2				
CASE STUDY ASSIGNMENT (APPRAISAL IN COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Fall				
# OF STUDENTS	12	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #3				
COUNSELOR PREPARATION COMPREHENSIVE EXAM-Career Development (CPCE) (INTERNSHIP I & II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	12	0	0	2
% of STUDENTS	86%	0%	0%	14%

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 #1				
JOURNAL ARTICLE REVIEW/CRITIQUE (GROUP)				
2023 Spring	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	2	9	8	0
% of STUDENTS	11%	47%	42%	0%
ASSESSMENT #2				
RESEARCH PROPOSAL (RESEARCH)				
2023 Summer	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	12	3	1	0
% of STUDENTS	75%	19%	6%	0%
ASSESSMENT #3				
COUNSELOR PREPARATION COMPREHENSIVE EXAM-Research & Program Evaluation (CPCE) (INTERNSHIP I & II)				
2024 Spring	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	9	0	0	5
% of STUDENTS	64%	0%	0%	36%

STUDENT LEARNING OBJECTIVE #9				
SLO 9: Counseling students understand the roles, settings of clinical mental health counselors (5.2.a)				
ASSESSMENT #1				
AGENCY PROFILE AND COMMUNITY ANALYSIS (CLINICAL MENTAL HEALTH COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Summer				
# OF STUDENTS	12	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #2				
FICTIONAL CASE STUDY (CLINICAL MENTAL HEALTH COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Summer				
# OF STUDENTS	7	5	0	0
% of STUDENTS	58%	42%	0%	0
ASSESSMENT #3				
PROFESSIONAL PORTFOLIO CAPSTONE PROJECT (CLINICAL MENTAL HEALTH INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	12	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.I)				
ASSESSMENT #1				
ETHICAL DECISION-MAKING ASSIGNMENT (CLINICAL MENTAL HEALTH COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Summer				
	10	2	0	0
% of STUDENTS	83%	17%	0%	0%
ASSESSMENT #2				
COUNSELING ETHICS LITERATURE REVIEW & VIGNETTE (ORIENTATION)				
2023 Fall	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	8	3	1	1
% of STUDENTS	61%	23%	8%	8%
ASSESSMENT #3				
FINAL CCS-R PART 2A (CLINICAL MENTAL HEALTH INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	12	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 CASE STUDY ASSIGNMENT AND DISCUSSION BOARD ON APPLYING ETHICS TO VIGNETTES. (SCHOOL COUNSELING)				
Summer 2023	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
# OF STUDENTS	2	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #2				
FINAL EXAM (SCHOOL COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Summer				
# OF STUDENTS	2	0	0	0
% of STUDENTS	100%	0%	0%	0
ASSESSMENT #3				
FINAL CCS-R PART 2A (SCHOOL COUNSELING INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	2	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 PORTFOLIO ASSIGNMENT (SCHOOL COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Summer				
# OF STUDENTS	2	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #2				
FINAL EXAM (SCHOOL COUNSELING)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2023 Summer				
# OF STUDENTS	2	0	0	0
% of STUDENTS	100%	0%	0%	0%
ASSESSMENT #3				
PROFESSIONAL PORTFOLIO CAPSTONE PROJECT (SCHOOL COUNSELING INTERNSHIP II)				
	Fully met (3)	Adequately met (2)	Partially met (1)	Did not meet (0)
2024 Spring				
# OF STUDENTS	2	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 or inconsistently
 0= does not meet criteria

ESP Results (2023-2024)

Dispositions	Fall n=38	Spring n=21
Displays good listening skills.	1.89	1.91
Respects divergent points of view.	2.00	1.86
Expresses thought/knowledge effectively.	1.84	1.90
Demonstrates realistic expectations of self.	1.82	1.73
Shows developed sense of self-awareness regarding skills and talents.	1.89	1.91
Demonstrates an ability to develop and sustain rapport with all genders.	2.00	2.00
Uses personal power and authority appropriately.	1.95	1.86
Works collaboratively with others.	2.00	2.00
Demonstrates the ability to articulate one's feelings.	1.95	1.95
Demonstrates an awareness of cultural, gender, and spiritual issues.	2.00	1.95
Demonstrates the ability to receive, give, and integrate feedback.	1.87	1.86
Demonstrates appropriate boundaries: sexual, ethical, and professional.	1.95	1.91
Exhibits ability to take responsibility for one's actions.	1.89	1.82
Interacts appropriately with authority.	1.92	1.86
Demonstrates appropriate in-class behavior.	1.95	1.86
Contributes to a positive classroom environment.	1.95	1.95
Exhibits dependable behaviors with regard to assignments, group activities, and attendance.	1.74	1.68
Mean	1.92	1.88
Overall Mean for 2023-2024	1.90	

Spring 2024 Practicum Site and University CCS-R Evaluation Results

Rating Scale: 5-Exceeds Expectations 4-Meets Expectations 3-Near Expectations 2-Below Expectations 1-Harmful

		Practicum Site Supervisor Evaluations							Practicum University Supervisor Evaluations							Overall Average of All Evaluations
Part I: Counseling Skills & Therapeutic Conditions		School Counseling			Clinical Mental Health Counseling			Overall Site-Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor	
#	Primary Counseling Skill(s)	Mid	Final	Overall School	Mid	Final	Overall CMH	Overall	Mid	Final	Overall School	Mid	Final	Overall CMH	Overall	Overall Average
1A	Nonverbal Skills	3.00	4.39	3.70	4.10	4.33	4.22	3.96	3.50	4.00	3.75	3.88	4.56	4.22	3.99	3.97
1B	Encouragers	4.00	4.58	4.29	4.20	4.33	4.27	4.28	4.00	4.00	4.00	4.00	4.33	4.17	4.08	4.18
1C	Questions	3.00	4.41	3.71	4.30	4.44	4.37	4.04	3.50	4.00	3.75	3.63	4.44	4.04	3.89	3.97
1D	Reflecting Paraphrasing	4.00	4.21	4.11	4.22	4.22	4.22	4.16	3.50	4.50	4.00	3.75	4.67	4.21	4.11	4.13
1E	Reflecting Reflection of Feelings	3.00	4.03	3.52	4.13	4.22	4.18	3.85	3.50	5.00	4.25	3.50	4.22	3.86	4.06	3.95
1F	Reflecting Summarizing	4.00	4.24	4.12	4.20	4.44	4.32	4.22	4.00	4.50	4.25	3.88	4.33	4.11	4.18	4.20
1G	Advanced Reflection	3.00	3.82	3.41	4.25	4.00	4.13	3.77	3.00	4.00	3.50	3.38	3.89	3.64	3.57	3.67
1H	Confrontation		4.13	4.13	4.00	3.67	3.84	3.93	3.50	4.00	3.75	3.63	4.00	3.82	3.78	3.85
1I	Goal Setting	4.00	4.03	4.02	4.14	4.25	4.20	4.11	4.00	4.00	4.00	3.75	4.44	4.10	4.05	4.08
1J	Focus of Counseling	3.00	4.03	3.52	4.10	4.22	4.16	3.84	4.50	4.50	4.50	3.75	4.44	4.10	4.30	4.07
1K	Facilitate Therapeutic Environment Empathy & Caring	4.00	4.61	4.31	4.50	4.56	4.53	4.42	4.00	5.00	4.50	4.00	4.67	4.34	4.42	4.42
1L	Facilitate Therapeutic Environment Respect & Compassion	4.50	4.62	4.56	4.50	4.67	4.59	4.57	4.50	5.00	4.75	4.25	4.63	4.44	4.60	4.58

Spring 2024 Practicum Site and University CCS-R Evaluation Results

Rating Scale: 5-Exceeds Expectations 4-Meets Expectations 3-Near Expectations 2-Below Expectations 1-Harmful

		Practicum Site Supervisor Evaluations							Practicum University Supervisor Evaluations							Overall Average of All Evaluations
Part 2: Counseling Dispositions & Behaviors		School Counseling			Clinical Mental Health Counseling			Overall Site-Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor	
#	Primary Counseling Skill(s)	Mid	Final	Overall School	Mid	Final	Overall CMH	Overall	Mid	Final	Overall School	Mid	Final	Overall CMH	Overall	Overall Average
2A	Professional Ethics	4.00	4.24	4.12	4.20	4.56	4.38	4.25	4.00	5.00	4.50	4.40	4.56	4.48	4.49	4.37
2B	Professional Behavior	4.50	4.80	4.65	4.30	4.78	4.54	4.60	4.50	5.00	4.75	4.30	4.56	4.43	4.59	4.59
2C	Professional & Personal Boundaries	4.50	4.42	4.46	4.40	4.56	4.48	4.47	4.00	5.00	4.50	4.20	4.56	4.38	4.44	4.46
2D	Knowledge & Adherence to Site and Course Policies	4.50	4.56	4.53	4.30	4.22	4.26	4.40	4.00	5.00	4.50	4.20	4.44	4.32	4.41	4.40
2E	Record Keeping & Task Completion	4.50	4.33	4.42	4.00	3.88	3.94	4.18	4.50	5.00	4.75	4.10	4.29	4.20	4.47	4.33
2F	Multicultural Competence in Counseling Relationship	3.50	3.85	3.68	4.22	4.25	4.24	3.96	4.00	4.50	4.25	4.30	4.56	4.43	4.34	4.15
2G	Emotional Stability & Self-control	4.50	4.40	4.45	4.22	4.38	4.30	4.38	4.50	5.00	4.75	4.30	4.67	4.49	4.62	4.50
2H	Motivated to Learn & Grow/Initiative	4.50	4.61	4.56	4.20	4.67	4.44	4.50	5.00	5.00	5.00	4.40	4.67	4.54	4.77	4.63
2I	Openness to Feedback	4.50	4.61	4.56	4.30	4.67	4.49	4.52	5.00	5.00	5.00	4.40	4.67	4.54	4.77	4.64
2J	Flexibility & Adaptability	4.50	4.59	4.55	4.30	4.44	4.37	4.46	4.50	5.00	4.75	4.40	4.67	4.54	4.64	4.55
2K	Congruence & Genuineness	4.50	4.62	4.56	4.40	4.67	4.54	4.55	4.50	4.50	4.50	4.60	4.78	4.69	4.60	4.57

2023- 2024 Internship Site and University CCS-R Evaluation Results

Rating Scale: 5-Exceeds Expectations 4-Meets Expectations 3-Near Expectations 2-Below Expectations 1-Harmful

		Internship Site Supervisor Evaluations							Internship University Supervisor Evaluations							Overall Average of All Evaluations
Part I: Counseling Skills & Therapeutic Conditions		School Counseling			Clinical Mental Health Counseling			Overall Site-Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor	
#	Primary Counseling Skill(s)	Mid	Final	Overall School	Mid	Final	Overall CMH	Overall	Mid	Final	Overall School	Mid	Final	Overall CMH	Overall	Overall Average
1A	Nonverbal Skills	4.50	4.75	4.67	4.75	4.75	4.75	4.71	4.00	4.50	4.33	4.58	4.62	4.61	4.47	4.59
1B	Encouragers	4.50	4.75	4.67	4.67	4.71	4.69	4.68	4.00	4.75	4.50	4.67	4.70	4.69	4.60	4.64
1C	Questions	4.00	4.50	4.33	4.75	4.63	4.67	4.50	4.00	4.25	4.17	4.42	4.53	4.49	4.33	4.42
1D	Reflecting Paraphrasing	4.50	4.75	4.67	4.83	4.63	4.69	4.68	4.00	4.25	4.17	4.58	4.66	4.63	4.40	4.54
1E	Reflecting Reflection of Feelings	4.50	4.50	4.50	4.83	4.63	4.69	4.60	4.00	4.00	4.00	4.42	4.58	4.52	4.26	4.43
1F	Reflecting Summarizing	4.50	4.75	4.67	4.75	4.63	4.67	4.67	4.00	4.25	4.17	4.58	4.66	4.63	4.40	4.53
1G	Advanced Reflection	4.00	4.50	4.33	4.50	4.51	4.51	4.42	4.00	4.00	4.00	4.08	4.10	4.09	4.05	4.23
1H	Confrontation	4.00	4.25	4.17	4.45	4.43	4.43	4.30	4.00	3.75	3.83	4.17	4.28	4.24	4.04	4.17
1I	Goal Setting	4.50	4.50	4.50	4.75	4.67	4.70	4.60	4.00	4.00	4.00	4.50	4.62	4.58	4.29	4.44
1J	Focus of Counseling	4.50	4.50	4.50	4.67	4.67	4.67	4.59	4.00	4.25	4.17	4.67	4.66	4.66	4.42	4.50
1K	Facilitate Therapeutic Environment Empathy & Caring	4.50	5.00	4.83	4.83	4.79	4.80	4.82	5.00	4.75	4.83	4.67	4.70	4.69	4.76	4.79
1L	Facilitate Therapeutic Environment Respect & Compassion	4.50	5.00	4.83	4.92	4.79	4.83	4.83	5.00	4.50	4.67	4.67	4.66	4.66	4.67	4.75

2023- 2024 Internship Site and University CCS-R Evaluation Results

Rating Scale: 5-Exceeds Expectations 4-Meets Expectations 3-Near Expectations 2-Below Expectations 1-Harmful

		Internship Site Supervisor Evaluations							Internship University Supervisor Evaluations							Overall Average of All Evaluations
Part 2: Counseling Dispositions & Behaviors		School Counseling			Clinical Mental Health Counseling			Overall Site-Supervisor	School Counseling			Clinical Mental Health Counseling			Overall University Supervisor	
#	Primary Counseling Skill(s)	Mid	Final	Overall School	Mid	Final	Overall CMH	Overall	Mid	Final	Overall School	Mid	Final	Overall CMH	Overall	Overall Average
2A	Professional Ethics	4.00	4.50	4.33	4.75	4.75	4.75	4.54	5.00	5.00	5.00	4.67	4.53	4.58	4.79	4.67
2B	Professional Behavior	4.50	4.75	4.67	4.83	4.80	4.81	4.74	5.00	5.00	5.00	4.75	4.66	4.69	4.85	4.79
2C	Professional & Personal Boundaries	5.00	4.75	4.83	4.83	4.67	4.72	4.78	5.00	5.00	5.00	4.58	4.58	4.58	4.79	4.78
2D	Knowledge & Adherence to Site and Course Policies	4.50	4.75	4.67	4.75	4.75	4.75	4.71	5.00	5.00	5.00	4.67	4.66	4.66	4.83	4.77
2E	Record Keeping & Task Completion	4.00	4.75	4.50	4.91	4.69	4.76	4.63	4.50	4.75	4.67	4.67	4.70	4.69	4.68	4.65
2F	Multicultural Competence in Counseling Relationship	4.50	4.50	4.50	4.75	4.63	4.67	4.58	4.00	4.00	4.00	4.67	4.79	4.75	4.37	4.48
2G	Emotional Stability & Self-control	4.50	4.75	4.67	4.67	4.71	4.70	4.68	5.00	4.75	4.83	4.58	4.66	4.63	4.73	4.71
2H	Motivated to Learn & Grow/Initiative	4.50	4.75	4.67	4.75	4.84	4.81	4.74	4.50	4.75	4.67	4.67	4.70	4.69	4.68	4.71
2I	Openness to Feedback	5.00	5.00	5.00	4.92	4.84	4.86	4.93	4.50	5.00	4.83	4.83	4.79	4.80	4.82	4.87
2J	Flexibility & Adaptability	4.50	4.75	4.67	4.75	4.82	4.80	4.73	4.50	4.75	4.67	4.75	4.79	4.77	4.72	4.73
2K	Congruence & Genuineness	4.50	4.75	4.67	4.75	4.75	4.75	4.71	4.50	4.50	4.50	4.67	4.66	4.66	4.58	4.65

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?	4.67	4.50	4.54
How satisfied are you with the Bluefield University Counseling intern's demonstrated understanding of social and cultural factors relevant to their role?	4.67	4.50	4.54
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?	5.00	4.50	4.62
How satisfied are you with the Bluefield University Counseling intern's ability to understand and respond to addiction treatment?	4.50	4.50	4.50
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?	4.67	4.50	4.54
How satisfied are you with the Bluefield University Counseling intern's ability to apply evidence-based counseling strategies and techniques for prevention and intervention?	4.67	4.50	4.54
How satisfied are you with the Bluefield University Counseling intern's ability to understand and respond to trauma?	5.00	4.50	4.62
How satisfied are you with the Bluefield University Counseling intern's use of group counseling and developmental or preventative groups?	4.67	4.50	4.54
How satisfied are you with the Bluefield University Counseling intern's engagement in applicable assessment activities (i.e., testing, diagnosis, interpretation, reporting)?	4.50	4.56	4.55
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?	5.00	4.50	4.62
Clinical Mental Health Counselors ONLY How satisfied are you with the Bluefield University Counseling intern's application of 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?		4.50	4.50
School Counselors ONLY How satisfied are you with the Bluefield University Counseling intern's application of knowledge and skills required for the functions of a school counselor who advocates for students? This includes counseling, coordinating, consulting, case management, and designing a program that includes the curriculum, individual planning, responsive services, and system support.	5.00		5.00
OVERALL	4.76	4.51	4.57

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	4.00	3.89	3.91
Social and cultural diversity	3.50	3.78	3.73
Human growth and development	4.00	3.89	3.91
Career development	4.00	3.00	3.18
Helping relationships (i.e. orientation to wellness, essential interviewing/counseling skills, theories, systems perspective, consultation)	4.00	3.78	3.82
Group work	4.00	3.44	3.55
Assessment	2.50	3.22	3.09
Research and program evaluation	3.00	2.44	2.55
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)		3.56	3.56
Principles of crisis intervention		3.67	3.67
Assessing and managing suicide risk		3.67	3.67
Current record keeping standards		3.11	3.11
Strategies to support client advocacy and influence public policy		3.67	3.67
Basic and commonly prescribed psycho-pharmacological medications		2.75	2.75
Models of program evaluation and evidence-based treatments for evaluating outcomes		3.67	3.67
Diagnostic process and criteria as outlined in the DSM-IV-TR		3.86	3.86
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	4.00		4.00
School emergency management plan	4.00		4.00
Ways in which educational policies and programs can be developed, adapted, and modified to be culturally congruent with the needs of students and families	4.00		4.00
Signs and symptoms of substance abuse in children and in the home	3.50		3.50
Models of program evaluation and evidence-based treatments for evaluating outcomes	3.50		3.50
Principles, strategies, and programs to close the achievement gap and promote success	3.50		3.50
Curriculum design, lesson plan development, differentiated instructional strategies	3.50		3.50
Building effective working teams of staff, parents, and community members to promote the development of all students	3.50		3.50
Principles of crisis intervention	3.00		3.00
Assessing and managing suicide risk	3.00		3.00
Design a comprehensive school counseling program	2.50		2.50
OVERALL	3.51	3.42	3.47

Alumni Survey

Rating Scale: (5-Very Prepared/Exceeded Expectations, 4-Prepared, 3-Mostly Prepared, 2-Somewhat Prepared, 1-Not at all Prepared).

	School	Clinical Mental Health	Overall
I felt prepared in professional orientation and ethics.	5.00	4.50	4.67
I felt prepared in social and cultural diversity.	5.00	4.00	4.33
I felt prepared in human growth and development	5.00	4.00	4.33
I felt prepared in career development	5.00	2.50	3.33
I felt prepared in group work	5.00	4.00	4.33
I felt prepared in assessments	5.00	2.50	3.33
I felt prepared in research and program evaluation	5.00	2.50	3.33
I felt prepared in my knowledge and application of counseling skills	5.00	4.50	4.67
I felt prepared in my knowledge and application of counseling theory	5.00	4.50	4.67
I felt prepared in addiction and co-occurring disorders.		4.00	4.00
I felt prepared in principles of crisis intervention.		3.50	3.50
I felt prepared in assessing and managing suicide risk.		4.00	4.00
I felt prepared in current record keeping standards.		4.50	4.50
I felt prepared in strategies to support client advocacy and influence public policy.		3.00	3.00
I felt prepared in my knowledge of basic and commonly prescribed psychopharmacological medications.		2.50	2.50
I felt prepared in models of program evaluation and evidence-based treatments from evaluating outcomes.		3.50	3.50
I felt prepared in the diagnostic process and criteria as outlined in the DSM-V.		4.50	4.50
I felt prepared in my knowledge and application of the ASCA National Model and its relationship to the educational process.	5.00		5.00
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.	5.00		5.00
I felt prepared in the signs and symptoms of substance use and abuse in children and in the home.	5.00		5.00
I felt prepared in models of program evaluation and evidence-based treatments for evaluating outcomes.	5.00		5.00
I felt prepared in principles, strategies, and programs to close the achievement gap and promote success.	5.00		5.00
I felt prepared in curriculum design, lesson plan development , and differentiated instructional strategies.	5.00		5.00
I felt prepared in building effective working teams of staff, parents, and community members to promote the development of all students.	5.00		5.00
I felt prepared in principles of crisis intervention.	5.00		5.00
I felt prepared in assessing and managing suicide risks.	5.00		5.00
I felt prepared in designing a comprehensive school counseling program.	5.00		5.00
OVERALL	5.00	3.68	4.31

Virginia Education Assessment Collaborative's (VEAC) Advanced Completer Satisfaction Survey of School Counselors

Rating Scale: 4- Exemplary 3-Proficient 2- Developing/Needs Improvement 1- Unacceptable

"How would you rate your preparation at Bluefield University for each of the following program competencies?"	4-Point Scale	5-Point Scale
Effectively administers individual and group student appraisal and assessment	3.00	3.75
Engages in relevant professional activities such as professional organization membership, upholding professional standards, and maintaining credentials.	3.50	4.38
Fosters collaboration and teamwork within schools.	3.50	4.38
Models school counseling professionalism, including legal and ethical considerations	3.50	4.38
Serves as a P-12 school leader, advocate, and change agent.	3.00	3.75
Supports students by cooperatively working collaboratively with families and school personnel.	3.50	4.38
Uses accountability data to inform decision-making.	3.00	3.75
Uses data to advocate for programs and students.	3.00	3.75
Uses research and evaluation skills to improve school counseling program	3.00	3.75
Effectively administers individual and group student appraisal and assessment	3.00	3.75
Advance the responsible and appropriate use of technology and software applications to facilitate academic, career and social/emotional achievement.	3.00	3.75
OVERALL	3.18	3.98

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
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
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
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
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

How satisfied are you with the Bluefield University graduate's ability to understand and respond to trauma?		5.00	5.00
How satisfied are you with the Bluefield University graduate's ability to understand and respond to addiction treatment?		N/A	N/A
How satisfied are you with the Bluefield University graduate's use of group counseling and developmental or preventative groups?		N/A	N/A
How satisfied are you with the Bluefield University Counseling graduate's engagement in applicable assessment activities (i.e., testing, diagnosis, interpretation, reporting)?		5.00	5.00
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?		5.00	5.00
How satisfied are you with the Bluefield University Counseling graduate's ability to communicate effectively orally, in writing, and via technology?		5.00	5.00
How satisfied are you with the Bluefield University Counseling graduate's ability to work collaboratively with other professionals?		5.00	5.00
How satisfied are you with the Bluefield University Counseling graduate's ability to work with individuals and families from diverse backgrounds?		5.00	5.00
The Bluefield University Counseling graduate regularly engages in professional development for continued professional growth and lifelong learning.		5.00	5.00
The Bluefield University Counseling graduate is as well prepared or better prepared than counseling graduates of other institutions.		4.00	4.00
Clinical Mental Health Counselors ONLY How satisfied are you with the Bluefield University Counseling graduate's application of 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?		4.00	4.00
School Counselors ONLY How satisfied are you with the Bluefield University Counseling graduate's application of knowledge and skills required for the functions of a school counselor who advocates for students? This includes counseling, coordinating, consulting, case management, and designing a program that includes the curriculum, individual planning, responsive services, and system support.			
OVERALL		4.83	4.83

Virginia Education Assessment Collaborative's (VEAC) Advanced Employer Satisfaction Survey of School Counselors

Rating Scale: 4- Exemplary 3-Proficient 2- Developing/Needs Improvement 1- Unacceptable

"Please rate graduates' performance on each of the following competencies:	4-Point Scale	5-Point Scale
Effectively administers individual and group student appraisal and assessment	3.00	3.75
Engages in relevant professional activities such as professional organization membership, upholding professional standards, and maintaining credentials.	3.50	4.38
Fosters collaboration and teamwork within schools.	4.00	5.00
Models school counseling professionalism, including legal and ethical considerations	4.00	5.00
Serves as a P-12 school leader, advocate, and change agent.	4.00	5.00
Supports students by cooperatively working collaboratively with families and school personnel.	4.00	5.00
Uses accountability data to inform decision-making.	3.50	4.38
Uses data to advocate for programs and students.	3.50	4.38
Uses research and evaluation skills to improve school counseling program	3.00	3.75
Effectively administers individual and group student appraisal and assessment	3.50	4.38
Advance the responsible and appropriate use of technology and software applications to facilitate academic, career and social/emotional achievement.	3.50	4.38
OVERALL	3.59	4.49