Florida State University

Anne Spencer Daves College of Education, Health, and Human Sciences

COUNSELOR EDUCATION FALL 2025 PROGRAM OUTCOMES REPORT

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1. Evaluation of Candidate Performance

<u>Admission and Application Data</u>

Applications for Clinical Mental Health Counseling and School Counseling increased. The last three years shows the number of applications received and the number of students admitted.

Table 1. Application and admissions data

Major	Fall 2023		Fall 2024		Fall 2025	
	# Applications	# Admitted	# Applications	# Admitted	# Applications	# Admitted
Career Counseling	11	3	16	9	6	5
Clinical Mental Health Counseling	231	32	223	28	231	27
School Counseling	92	26	60	18	74	25

<u>Candidate Progression in the Program</u>

The tables below provide numbers of candidates admitted, currently enrolled, withdrawn or gone inactive, dismissed and graduated by cohort. Clinical Mental Health Counseling retains the largest number of students across the program. School Counseling has improved its retention.

Table 2. Career Counseling candidate progress by cohort

Cohort	Admitted	Currently Enrolled	Withdrawn or Inactive	Dismissed	Graduated
Fall 2021	2	-	1	-	1
Fall 2022	9	1	1	1	6
Fall 2023	3	-	1	-	2
Fall 2024	3	3	-	-	-
Fall 2025	5	5	-	-	-

Table 3. Clinical mental health counseling candidate progress by cohort

Cohort	Admitted	Currently Enrolled	Withdrawn or Inactive	Dismissed	Graduated
Fall 2021	25	-	1	-	25
Fall 2022	25	-	1	-	24
Fall 2023	31	1	-	-	30
Fall 2024	26	26	-	-	-
Fall 2025					

Table 4. School counseling candidate progress by cohort

Cohort	Admitted	Currently Enrolled	Withdrawn or Inactive	Dismissed	Graduated
Fall 2021	24	-	12	1	11
Fall 2022	23	4	5	3	14
Fall 2023	23	20	1	2	-
Fall 2024	18	18	1	2	-
Fall 2025	25	25	-	-	-

Dispositions

The averages for dispositions assessed in courses are consistently above 3.50. The lowest average score across all programs is for the following area:

Demonstrates active engagement in learning, development, and reflective practices to maximize progress.

See **Appendix A. Professional Dispositions 2024-2025**

Key Performance Indicators Assessed in Courses

The new KPIs were implemented in Fall 2024 for all newly admitted cohorts. The Fall 2023 Admit Cohort for School Counseling also implemented new KPIs for the 2024-2025 academic year. The table below shows the number of students in each cohort:

Table 5. Number of students by major completing new KPIs

Program	Fall 2024 Admits	Inactive or Off-Map	Fall 2023 Admits	Inactive or Off-Map
Career Counseling	3	1	-	-
Clinical Mental Health Counseling	26	-	-	-
School Counseling	18	3	23	5

KPIs were assessed in the 2024-2025 academic year. Please see the following areas where the average score on the KPI were lowest for each program:

Table 6. Areas with lowest KPI score

Program	Key Performance Indicator	Signature Assessment	Score
Career Counseling	7.2 Counselor Education candidates demonstrate knowledge of assessing clients/students' needs to determine intervention and planning purposes.	Diagnosis Case Study	3.44 (N = 3)
Clinical Mental Health Counseling	5.C.2 Clinical Mental Health candidates determine the appropriate level of care and treatment plan based on evidence-based theories.	Treatment Plan	3.19 (N = 26)

School Counseling	7.2 Counselor Education candidates demonstrate knowledge of assessing clients/students' needs to determine intervention and planning purposes.	Classroom Lesson Activity	3.75 (N = 16)
	5.H.2 School counseling candidates create lesson plans, school-wide and community events, and interventions that support social, personal, and emotional development as well as career and postsecondary training to support students' academic achievement.	Classroom Lesson Activity	3.75 (N = 16)

See **Appendix B. Key Performance Indicators in Course Embedded Assessments.**

Practicum Evaluations

Please see the schedule for practicum evaluations for Spring 2025 and Summer 2025:

Table 7. Practicum evaluation schedule

Program	Semester
Career Counseling	Summer 2025
Clinical Mental Health Counseling	Summer 2025
School Counseling	Spring 2025

The Career Counseling and Clinical Mental Health Counseling candidates were assessed on the KPIs and Dispositions in Summer 2025. School Counseling candidates were assessed under the old KPIs. With the exception of a few areas, candidates in both programs had scores of Developing 2 or Target on the evaluation. The following had scores of Not Observed or Unsatisfactory for Career and Mental Health Counseling:

Table 8. Scores of not observed and unsatisfactory in practicum evaluations

Element	Program	Not Observed	Unsatisfactory
6.1 Designs and implements group experiences (e.g., group counseling, classroom guidance, psychoeducation, etc.) experience to assist clients/students reach goals.	Mental Health Counseling	38.5%	-
8.1 Utilizes data to support the selection or implementation of a counseling approach.	Career Counseling	66.7%	-
5.C.2 Determines treatment plans for clients based on evidence-based theories	Mental Health Counseling	19.2%	-
Accepts and makes positive use of constructive criticism	Mental Health Counseling	-	4.0%
Actively seeks learning opportunities	Mental Health Counseling	-	3.8%

Asks for supervision when needed	Mental Health Counseling	-	3.8%

Table 9. Scores of not observed on School Counseling practicum evaluations.

Element	Not Observed
Demonstrates techniques to foster collaboration and teamwork within schools	17.6%
Demonstrates the ability to develop school counseling program mission statements and objectives	23.5%
Develops and implements approaches to increase promotion and graduation rates	29.4%
Develops and implements interventions to promote college readiness	29.4%
Develops and implements strategies to promote student achievement and college access	47.1%
Develops and/or implements strategies for implementing and coordinating peer intervention program	29.4%
Uses developmentally appropriate career counseling interventions and assessments	35.3%

See **Appendix C. Practicum Evaluations.**

Internship Evaluations

For the candidates that completed internship in Fall 2024 and Spring 2025 had two supervisor evaluations, a Formative Evaluation at the end of the Fall semester and a Summative Evaluation at the end Spring semester. School Counseling candidates have the option to complete the 600 hours in the Spring semester. They are evaluated on the Formative Internship Evaluation during 7th - 8th week of the semester and on the Summative Internship Evaluation in the 13th -14th week of the semester. Please see the table below for the number of candidates enrolled in Internship in 2024-2025:

Table 10. Number of interns by program

Program	Number Completing Internship
Career Counseling	2
Clinical Mental Health Counseling	25
School Counseling	15

By the Summative Internship Evaluation all candidates scored Developing 2 or Target on all items. Only one area had a score of Unsatisfactory on the Formative Internship Evaluation: Demonstrates willingness to advocate for all clients regardless of their culture or background

See **Appendix D. Formative/Summative Internship Evaluations.**

2. Stakeholder Feedback

Candidate Feedback Summary

Counselor Education Candidate Exit Survey

All Counselor Education Candidates were surveyed their last semester in the program. The majority of the exiting candidates indicated that they satisfied or very satisfied with the preparation they received in their program. Please see the total number of responses by program:

Table 10. Number of responses on candidate exit survey

Program	Number of Responses
Career Counseling	1
Clinical Mental Health Counseling	18
School Counseling	8

The following areas had 15% or higher of candidates rating their preparation as Dissatisfied or Very Dissatisfied on foundational curriculum areas:

Table 11. Percentage of dissatisfied or very dissatisfied on core foundational areas

Core Foundational Area	Percentage of Dissatisfied or Very Dissatisfied
Counseling theories	18.5%
Individual and group interventions	18.5%

Clinical Mental Health had 15% or higher of candidates rating their preparation as Dissatisfied or Very Dissatisfied on the following specialty areas:

Table 12. Percentage of dissatisfied or very dissatisfied on Mental Health specialty areas

Mental Health Specialty Area	Percentage of Dissatisfied or Very Dissatisfied
Apply theories to implement evidence-based techniques	27.8%
Demonstrate an understanding of the biological, neurological, sociocultural, and psychological factors that contribute to a clients' current presentation	16.7%

See **Appendix E. Candidate Feedback Surveys**

Student Satisfaction with Site Survey

Counselor Education candidates were sent the satisfaction survey for Practicum and Internship in Spring 2025 and Summer 2025 to rate their satisfaction with their sites and the process of placement. Please see the number of responses by program:

Table 13. Number of candidates enrolled in practicum and internship in 2024-2025

Program	Practicum	Internship
Career Counseling	2	1
Clinical Mental Health Counseling	10	19
School Counseling	14	14

The following areas had 10% or higher of candidate rating their satisfaction with the placement process and their site as Dissatisfied or Very Satisfied:

Table 14. Percentage of dissatisfied or very dissatisfied on student satisfaction survey

Program	Placement Type	Area	Percentage of Dissatisfied or Very Dissatisfied
Clinical Mental Health Counseling	Practicum	Logistics of the placement process within your program	10.7%
	Internship	Communication from program faculty regarding your practicum placement	21.3%
		Logistics of the placement process within your program	45.4%
		Overall satisfaction with site	12.1%
School Counseling	Practicum	Communication from program faculty regarding your practicum placement	25%
		Logistics of the placement process within your program	25%
	Internship	Logistics of the placement process within your program	16.7%

When recommending whether or not the program should continue using the site for practicum, 16.7% of School Counseling candidates indicated that the program should not continue to use the site. For internship, 21.2% of Clinical Mental Health Counseling candidates indicated that the program should not use the site. See **Appendix E. Candidate Feedback Surveys**

Site Supervisor Feedback Summary

Practicum/Internship Site Supervisor Satisfaction Surveys

Site supervisor satisfaction surveys were sent to supervisors in Spring 2025 and Summer 2025 for practicum and internship. The following responses by program were collected:

Table 15. Number of candidates enrolled in practicum or internship in 2024-2025

Program	Practicum	Internship
Career Counseling	2	1
Clinical Mental Health Counseling	9	19
School Counseling	13	14

The following areas had 10% or higher rating of Strongly Disagree or Disagree on the following areas:

Table 16. Percentage of disagree or strongly disagree on site supervisor satisfaction

Program	Placement Type	Area	Percentage of Disagree or Strongly Disagree
Career Counseling	Internship	The intern was prepared to demonstrate professional behavior, i.e., being on time, being prepared, professionally dressed.	100%
Clinical Mental Health Counseling	Practicum	I was provided clear communication about course requirements and assignments the practicum student would have to complete in my classroom.	11.1%
		Based on my experience as a site supervisor this semester, I would accept another practicum student from Florida State University.	11.1%
	Internship	I received clear communication regarding my role and responsibilities throughout the internship.	15.8%
		I received sufficient guidance regarding the evaluations and providing feedback to the intern.	10.5%
		The amount of time necessary to effectively mentor the intern matched with what I had anticipated.	10.6%
		The Site Supervisor training was helpful in preparing me to give feedback on an intern's counseling practice.	10.5%

See **Appendix F. Site Supervisor Feedback**

The Site Supervisor Training survey was sent to site supervisors in Fall 2025. There were 10 respondents. The feedback received was overwhelmingly positive with 86% giving the training the highest ratings.

See **Appendix F. Site Supervisor Feedback**

Counselor Education Alumni Survey

The alumni survey was sent to graduates from the last three years in Spring 2025 and Summer 2025. Please see the number of respondents by program below:

Table 17. Number of responses on alumni survey

Program	Number of Responses
Career Counseling	1
Clinical Mental Health Counseling	7
School Counseling	6

The following areas of foundational curriculum had a 10% or higher rating of Dissatisfied or Very Dissatisfied:

Table 18. Percentage of dissatisfied or very dissatisfied on core foundational areas

Core Foundational Area	Percentage of Dissatisfied or Very Dissatisfied
Counseling theories	14.3%
Individual and group interventions	14.3%

The following specialty areas had a 10% or higher rating of Dissatisfied or Very Dissatisfied:

Table 18. Percentage of dissatisfied or very dissatisfied on specialty areas

Mental Health Specialty Area	Percentage of Dissatisfied or Very Dissatisfied
Apply theories to implement evidence-based techniques	42.9%

See **Appendix G. Completer Feedback**

Employer Satisfaction Survey

The employer survey was sent out in Spring 2025 and Summer 2025. No responses were collected. The programs have created a three-year plan to obtain higher responses from employers.

III. Completer Performance

Degrees Awarded

All three majors have increased graduates slightly. The table shows the number of graduates for the last three years by admit cohort. Both School Counseling and Career Counseling have students that do not always finish the program within expected time. The Career Counseling program is a two year, full -time program. School Counseling is a three year, part-time program offered online.

Table 19. Degrees awarded by program

Major	Admit Term	2022-2023	2023-2024	2024-2025
Career Counseling	2020 Fall	1		
	2021 Fall		1	
	2022 Fall		4	2
	2023 Fall			2
Total		**1**	**5**	**4**
Clinical Mental Health Counseling	2021 Fall	23	1	
	2022 Fall		23	1
	2023 Fall			30
Total		**23**	**24**	**31**
School Counseling	2020 Fall	14	1	
	2021 Fall		10	
	2022 Fall			14
Total		**14**	**11**	**14**
Total across all programs		**38**	**40**	**49**

National Counselor Examinations

Three Clinical Mental Health Counseling graduates took the National Counselor Examination in Spring 2024. The pass rate for all three was 100%. The results show the three graduates scoring higher on both Work Behaviors and Domains, as well as CACREP Content Areas.

Two graduates took the National Clinical Mental Health Counseling Examination in Spring 2024. The program pass rate was 100%. The domain scores reflected a lower mean for the graduates than the national mean. Please see below:

Table 20. Domains scored below national mean

Domain	Program Mean	National Mean
Professional Practice and Ethics	10.0	10.4
Core Counseling Attributes	9.0	10.7

Please see **Appendix H. NCES Data**

Employment Rates

The following table shows the number of graduates employed in 2024 -2025. 72.4% of graduates from 2020-2021 through 2024-2025 are employed.

Table 21. Employment rates by program

Major	Graduation Year	# of Graduates	Employed in 2024 -2025
Career Counseling	2020-2021	5	5
	2021-2022	6	4
	2023-2024	6	5
	2024-2025	4	3
Total		**21**	**17**
Clinical Mental Health Counseling	2020-2021	14	10
	2021-2022	18	16
	2023-2024	48	36
	2024-2025	30	17
Total		**110**	**79**
School Counseling	2023-2024	25	20
	2024-2025	14	7
Total		**39**	**27**
Total across all programs		**170**	**123**

IV.   Continuous Improvement

A Continuous Improvement Plan was created to address specific areas of concern. The Action Items described in the plan are as follows:

1.   Recruit more students for Counselor Education programs

2.   Review and revise curriculum for all programs based on standard changes and best practices.

3.   Revise processes and procedures for placing practicum/internship for all programs

4.   Improve student retention across all programs.

5.   Improve response rates on Alumni Survey and Employer Survey

Specific activities to meet these items completed across the next three years are outlined in **Appendix I. Continuous Improvement Plan.** Progress on these activities will be updated in the plan each year in Fall.

Appendix A. Professional Dispositions 2024-2025

Disposition Elements	Career Counseling	Mental Health Counseling	School Counseling	Average
Completes all record keeping, tasks, and assignments in comprehensive and timely fashion.	3.87	3.88	3.93	3.90
Demonstrates ability to accept and apply constructive feedback in an appropriate manner.	3.87	3.91	3.96	3.92
Demonstrates active engagement in learning, development, and reflective practices to maximize progress.	3.79	3.81	3.92	3.85
Demonstrates appropriate interpersonal skills and relates to others in a positive manner.	3.85	3.92	3.97	3.93
Demonstrates professional and ethical practice and sound decision making and judgement.	3.89	3.90	3.92	3.91
Demonstrates professional verbal and non-verbal communication (e.g., email, Canvas, social media, etc.).	3.87	3.92	3.97	3.93
Demonstrates self-regulation, emotional stability, and self-control in relationship with others.	3.87	3.89	3.98	3.92
Displays adaptability and openness to changing or unexpected circumstances and new events.	3.89	3.88	3.96	3.91
Prepared, punctual, and professionally dressed for class and agency work.	3.77	3.90	3.97	3.91
Recognizes, respects, and appreciates cultural diversity without imposing personal views and values.	3.91	3.91	3.97	3.93
Respects privacy and confidentiality of others and maintains personal and professional boundaries.	3.87	3.94	3.94	3.93
Understands and adheres to procedures and policies of department / program and agency locations.	3.89	3.93	3.90	3.92
Total	**3.86**	**3.90**	**3.95**	**3.91**

Appendix B. Key Performance Indicators in Course Embedded Assessments

Key Performance Indicator	Signature Assessment	Career Counseling Avg. Score	Clinical Mental Health Counseling Avg. Score	School Counseling Avg. Score
1.1 Counselor Education candidates apply ethical decision-making and legal considerations to clients and students	Ethics and Theory Paper	4.00 (N = 3)	3.98 (N = 26)	3.94 (N = 16)
1.2 Counselor Education candidates conceptualize how to work with clients/students towards optimal wellbeing through counseling services.	Lifespan Analysis Interview	3.89 (N = 3)	3.83 (N = 26)	4.00 (N = 12)
2.1 Counselor Education candidates apply counseling theories and techniques that help them conceptualize and connect with all clients and students.	Cultural Experience Paper	4.00 (N = 3)	4.00 (N = 26)	3.90 (N = 20)
3.1 Counselor Education candidates apply knowledge of how development influences goals and interventions.	Lifespan Analysis Paper	3.50 (N = 3)	3.50 (N = 26)	4.00 (N = 12)
4.1 Counselor Education students' candidates demonstrate and apply knowledge of the intersection of career and wellbeing to support clients'/students' needs.	Career Interview Paper	4.00 (N = 3)	-	3.84 (N = 19)
5.1 Counselor Education candidates demonstrate knowledge of a theoretical approach and how it influences their approach to counseling.	Ethics and Theory Paper	3.67 (N = 3)	3.81 (N = 26)	3.94 (N = 16)
5.2 Counselor Education candidates demonstrate the ability to utilize techniques of active listening, reflection, and questioning to help clients and/students process.	Counseling Skill Acquisition Tape and Reflection Paper	4.00 (N = 3)	3.92 (N = 26)	3.94 (N = 20)
6.1 Counselor Education candidates design and implement a group therapy experience to assist clients and /students reach goals.	Group Counseling Curriculum	3.67 (N = 3)	3.88 (N = 24)	3.80 (N = 15)
7.1 Counselor Education candidates demonstrate knowledge of the ethical use and interpretation of assessments in counseling for evaluating and screening of mental health conditions, crisis, personality, values, career interests,	Assessment Report	4.00 (N = 3)	4.00 (N = 26)	4.00 (N = 18)

communication, and other inter- and intra- personal areas of needs and wellbeing.				
7.2 Counselor Education candidates demonstrate knowledge of assessing clients/students' needs to determine intervention and planning purposes.	Diagnosis Case Study (Career Counseling and Clinical Mental Health Counseling)	3.44 (N = 3)	3.62 (N = 26)	-
	Classroom Lesson Activity (School Counseling)	-	-	3.75 (N = 16)
8.1 Counselor Education candidates demonstrate knowledge of how to collect data and utilize it in ways to support the development, use, or continued use of a counseling approach.	Practicum Article Critique	4.00 (N = 2)	3.80 (N = 24)	-

Career Counseling

Key Performance Indicator	Signature Assessment	Average Score
5.B.2 Career Counseling candidates provide psychoeducation, consultation, coaching, and counseling to meet clients' professional development needs.	Journal – Conceptualizing Roles	4.00 (N = 2)

Clinical Mental Health Counseling

Key Performance Indicator	Signature Assessment	Average Score
5.C.1 Clinical Mental Health candidates will conceptualize biological, neurological, sociocultural, and psychological factors that contribute to a clients' current presentation	Clinical Report	3.62 (N = 26)
5.C.2 Clinical Mental Health candidates determine the appropriate level of care and treatment plan based on evidence-based theories.	Treatment Plan	3.19 (N = 26)

School Counseling

Key Performance Indicator	Signature Assessment	Average Score
5.H.1 School counseling candidates assess school curriculum, demographics, completion rates, students' needs, and	Advocacy Proposal	3.97 (N = 18)

behavioral referrals to determine opportunity gaps and means to address them.		
5.H.2 School counseling candidates create lesson plans, school-wide and community events, and interventions that support social, personal, and emotional development as well as career and postsecondary training to support students' academic achievement.	Classroom Lesson Activity	3.75 (N = 16)

Appendix C. Practicum Evaluations

Table 1. Spring 2025 Practicum Evaluation

Area	Element	Program	Not Observed	Unsatisfactory	Developing 1	Developing 2	Target
Core counseling skills and practices	1.1 Applies ethical decision-making and legal considerations to clients/students	Career Counseling (N = 3)	0.0%	0.0%	0.0%	66.7%	33.3%
		Mental Health Counseling (N = 26)	0.0%	0.0%	0.0%	42.3%	57.7%
	1.2 Applies knowledge of relevant and experiences to connect with all clients/students and facilitate case management.	Career Counseling (N = 3)	0.0%	0.0%	0.0%	66.7%	33.3%
		Mental Health Counseling (N = 26)	0.0%	0.0%	4.0%	40.0%	56.0%
	5.1 Applies theoretical approaches to conceptualize client/student cases or presenting issues.	Career Counseling	0.0%	0.0%	0.0%	66.7%	33.3%
		Mental Health Counseling (N = 26)	7.7%	0.0%	0.0%	61.5%	30.8%
	3.1 Considers the development, identities, and context of the client or student when developing goals and interventions.	Career Counseling (N = 3)	0.0%	0.0%	0.0%	66.7%	33.3%
		Mental Health Counseling (N = 26)	3.8%	0.0%	0.0%	53.8%	42.3%
	6.1 Designs and implements group experiences (e.g., group counseling, classroom guidance, psychoeducation, etc.) experience to assist clients/students reach goals.	Career Counseling (N = 3)	33.3%	0.0%	0.0%	66.7%	0.0%
		Mental Health Counseling (N = 26)	38.5%	0.0%	0.0%	15.4%	46.2%
		Career Counseling	33.3%	0.0%	0.0%	33.3%	33.3%

	7.1 Uses assessments and data ethically to determine appropriate interventions.	(N = 3)					
		Mental Health Counseling (N = 26)	7.7%	0.0%	7.7%	46.2%	38.5%
	5.1 Utilizes counseling techniques of active listening, reflection (feeling and meaning), and summarization and paraphrasing skills.	Career Counseling (N = 3)	0.0%	0.0%	0.0%	0.0%	100.0%
		Mental Health Counseling (N = 26)	0.0%	0.0%	0.0%	50.0%	50.0%
	8.1 Utilizes data to support the selection or implementation of a counseling approach.	Career Counseling (N = 3)	66.7%	0.0%	0.0%	33.3%	0.0%
		Mental Health Counseling (N = 26)	3.8%	0.0%	3.8%	53.8%	38.5%
	7.2 Utilizes questions to assess and help clients and students' process.	Career Counseling (N = 3)	0.0%	0.0%	0.0%	33.3%	66.7%
		Mental Health Counseling (N = 26)	0.0%	0.0%	7.7%	42.3%	50.0%
Dispositions	Accepts and makes positive use of constructive criticism	Career Counseling (N = 3)	0.0%	0.0%	0.0%	0.0%	100.0%
		Mental Health Counseling (N = 26)	0.0%	4.0%	4.0%	12.0%	80.0%
	Actively seeks learning opportunities	Career Counseling (N = 3)	0.0%	0.0%	0.0%	0.0%	100.0%
		Mental Health Counseling (N = 26)	0.0%	3.8%	0.0%	26.9%	69.2%

Asks for supervision when needed	Career Counseling (N = 3)	0.0%	0.0%	0.0%	33.3%	66.7%
	Mental Health Counseling (N = 26)	0.0%	3.8%	0.0%	3.8%	92.3%
Completes reports/organizational duties punctually and conscientiously	Career Counseling (N = 3)	33.3%	0.0%	0.0%	33.3%	33.3%
	Mental Health Counseling (N = 26)	0.0%	0.0%	3.8%	26.9%	69.2%
Demonstrates appreciation of contributions and concerns of diverse populations	Career Counseling (N = 3)	0.0%	0.0%	0.0%	66.7%	33.3%
	Mental Health Counseling (N = 26)	0.0%	0.0%	7.7%	30.8%	61.5%
Demonstrates ethical behavior	Career Counseling (N = 3)	0.0%	0.0%	0.0%	0.0%	100.0%
	Mental Health Counseling (N = 26)	0.0%	0.0%	3.8%	11.5%	84.6%
Demonstrates good judgment	Career Counseling (N = 3)	0.0%	0.0%	0.0%	33.3%	66.7%
	Mental Health Counseling (N = 26)	0.0%	0.0%	3.8%	30.8%	65.4%
Demonstrates interest in working with clients from diverse backgrounds	Career Counseling (N = 3)	0.0%	0.0%	0.0%	33.3%	66.7%
	Mental Health Counseling	0.0%	0.0%	0.0%	30.8%	69.2%

		(N = 26)					
	Demonstrates punctuality in arriving to internship site	Career Counseling (N = 3)	0.0%	0.0%	0.0%	33.3%	66.7%
		Mental Health Counseling (N = 26)	0.0%	0.0%	4.0%	4.0%	92.0%
	Demonstrates willingness to advocate for all clients regardless of their culture or background	Career Counseling (N = 3)	33.3%	0.0%	0.0%	33.3%	33.3%
		Mental Health Counseling (N = 26)	0.0%	0.0%	0.0%	30.8%	69.2%
	Demonstrates willingness to perform all assigned tasks	Career Counseling (N = 3)	0.0%	0.0%	0.0%	0.0%	100.0%
		Mental Health Counseling (N = 26)	0.0%	0.0%	3.8%	19.2%	76.9%
	Maintains warm, appropriate professional relationships in all client contact	Career Counseling (N = 3)	0.0%	0.0%	0.0%	0.0%	100.0%
		Mental Health Counseling (N = 26)	0.0%	0.0%	0.0%	19.2%	80.8%
	Works at a level of independence appropriate for an intern	Career Counseling	0.0%	0.0%	0.0%	33.3%	66.7%
		Mental Health Counseling (N = 26)	0.0%	0.0%	3.8%	38.5%	57.7%
Career counseling skills and practices	5.B.1 Assesses career development needs of clients and identifies co-occurring conditions impacting career development	Career Counseling (N = 3)	33.3%	0.0%	0.0%	0.0%	66.7%

	5.B.2 Provides psychoeducation, consultation, and/or coaching to meet clients' professional development needs.	Career Counseling (N = 3)	0.0%	0.0%	0.0%	33.3%	66.7%
Clinical mental health skills practices	5.C.1 Determines the appropriate level of care based on evidence-based theories.	Mental Health Counseling (N = 26)	0.0%	0.0%	0.0%	61.5%	38.5%
	5.C.2 Determines treatment plans for clients based on evidence-based theories	Mental Health Counseling (N = 26)	19.2%	0.0%	0.0%	57.7%	23.1%

Table 2. Spring 2025 School Counseling Practicum Evaluation (N = 17)

Element	Not Observed	Developing 1	Developing 2	Target
Demonstrates effective techniques of personal/social counseling in school setting	0.0%	0.0%	23.5%	76.5%
Demonstrates efficacy of knowledge (history/models/theories), context and practice relevant to major	11.8%	0.0%	17.6%	70.6%
Demonstrates knowledge of school procedures/policies	5.9%	0.0%	11.8%	82.4%
Demonstrates skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement	5.9%	5.9%	11.8%	76.5%
Demonstrates strategies to facilitate school and postsecondary transitions	11.8%	5.9%	23.5%	58.8%
Demonstrates techniques to foster collaboration and teamwork within schools	17.6%	5.9%	11.8%	64.7%
Demonstrates the ability to conceptualize, apply theories/models, discuss tech/other impacts on counseling, manage crises (if applicable), use of intervention plan, address emotions and help students (when appropriate), and discuss personal model/framework of counseling.	11.8%	0.0%	23.5%	64.7%
Demonstrates the ability to design and evaluate school counseling programs	11.8%	5.9%	29.4%	52.9%
Demonstrates the ability to develop school counseling program mission statements and objectives	23.5%	0.0%	17.6%	58.8%

Demonstrates the ability to work with students of diverse background;	5.9%	0.0%	17.6%	76.5%
Develops and implements approaches to increase promotion and graduation rates	29.4%	11.8%	5.9%	52.9%
Develops and implements interventions to promote academic development	11.8%	5.9%	17.6%	64.7%
Develops and implements interventions to promote college readiness	29.4%	0.0%	17.6%	52.9%
Develops and implements strategies to promote equity in student achievement and college access	47.1%	5.9%	11.8%	35.3%
Develops and maintains healthy rapport with students.	0.0%	0.0%	17.6%	82.4%
Develops and/or implements strategies for implementing and coordinating peer intervention program	29.4%	5.9%	11.8%	52.9%
Develops the ability to provide core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.9%	5.9%	23.5%	64.7%
Knows how to receive and respond in a professional manner to feedback and can implement feedback into sessions.	5.9%	0.0%	17.6%	76.5%
Knows how to use accountability data to inform decision making	5.9%	5.9%	11.8%	76.5%
Knows how to use data to advocate for programs and students	5.9%	5.9%	5.9%	82.4%
Maintains student confidentiality and follows ethical standards.	5.9%	0.0%	11.8%	82.4%
Practices ethical and legal behavior.	5.9%	0.0%	5.9%	88.2%
Uses developmentally appropriate career counseling interventions and assessments	35.3%	5.9%	5.9%	52.9%

Appendix C. Formative/Summative Internship Evaluations

Table 1. Fall 2024 and Spring 2025 Career Counseling Formative and Summative Evaluations (N = 2)

Area	Element	Evaluation	Not observed	Developing 2	Target
Core Counseling Skills and Practices	1.1 Applies ethical decision-making and legal considerations to clients/students	Formative		1	1
		Summative		2	
	1.2 Applies knowledge of relevant factors and experiences to connect with all clients/students and facilitate case management.	Formative		1	1
		Summative		1	1
	5.1 Applies theoretical approaches to conceptualize client/student cases or presenting issues.	Formative		1	1
		Summative		2	
	3.1 Considers the development, identities, and context of the client or student when developing goals and interventions.	Formative		1	1
		Summative		1	1
	6.1 Designs and implements group experiences (e.g., group counseling, classroom guidance, psychoeducation, etc.) experience to assist clients/students reach goals.	Formative		2	
		Summative		1	1
	7.1 Uses assessments and data ethically to determine appropriate interventions.	Formative		1	1
		Summative		1	1
	5.2 Utilizes counseling techniques of active listening, reflection (feeling and meaning), and summarization and paraphrasing skills.	Formative			2
		Summative			2
	8.1 Utilizes data to support the selection or implementation of a counseling approach.	Formative	1	1	
		Summative		2	
	7.2 Utilizes questions to assess and help clients and students' process.	Formative		1	1
		Summative			2
Dispositions	Accepts and makes positive use of constructive criticism	Formative			2
		Summative			2

Actively seeks learning opportunities	Formative			1	1
	Summative				2
Asks for supervision when needed	Formative				2
	Summative		2		
Completes reports/organizational duties punctually and conscientiously	Formative		2		
	Summative		2		
Demonstrates appreciation of contributions and concerns of diverse populations	Formative				2
	Summative			1	1
Demonstrates ethical behavior	Formative				2
	Summative				2
Demonstrates good judgment	Formative				2
	Summative			1	1
Demonstrates interest in working with clients from diverse backgrounds	Formative				2
	Summative				2
Demonstrates punctuality in arriving to internship site	Formative			1	1
	Summative			1	1
Demonstrates willingness to advocate for all clients regardless of their culture or background	Formative			1	1
	Summative			1	1
Demonstrates willingness to perform all assigned tasks	Formative				2
	Summative		2		
Maintains warm, appropriate professional relationships in all client contact	Formative				2
	Summative				2
Works at a level of independence appropriate for an intern	Formative		2		
	Summative		2		

Area	Element	Evaluation					
Career Counseling Skills and Practices	Assesses career development needs of clients and identifies co-occurring conditions impacting career development	Formative				1	1
		Summative					2
	Provides psychoeducation, consultation, and/or coaching to meet clients' professional development needs.	Formative					2
		Summative					2

Table 1. 2024-2025 Clinical Mental Health Formative and Summative Evaluations (N = 25)

Area	Element	Evaluation	Not observed	Unsatisfactory	Developing 1	Developing 2	Target
Core Counseling Skills and Practices	Applies ethical decision-making and legal considerations to clients/students	Formative	0.0%	0.0%	0.0%	28.9%	71.1%
		Summative	0.0%	0.0%	0.0%	9.1%	90.9%
	Applies knowledge of relevant cultural factors and experiences to connect with diverse clients/students and facilitate case management.	Formative	0.0%	0.0%	0.0%	31.1%	68.9%
		Summative	0.0%	0.0%	0.0%	6.8%	93.2%
	Applies theoretical approaches to conceptualize client/student cases or presenting issues.	Formative	0.0%	0.0%	4.4%	37.8%	57.8%
		Summative	0.0%	0.0%	2.3%	6.8%	90.9%
	Considers the development, identities, and systemic context (e.g., school system, societal oppression, family dynamics, etc.) of the client or student when developing goals and interventions.	Formative	6.7%	0.0%	0.0%	37.8%	55.6%
		Summative	0.0%	0.0%	0.0%	9.1%	90.9%
	Designs and implements group experiences (e.g., group counseling, classroom guidance, psychoeducation, etc.) experience to assist clients/students reach goals.	Formative	20.0%	0.0%	2.2%	33.3%	44.4%
		Summative	0.0%	0.0%	2.3%	11.4%	86.4%
	Uses assessments and data ethically to determine appropriate interventions.	Formative	6.7%	0.0%	0.0%	37.8%	55.6%
		Summative	0.0%	0.0%	0.0%	13.6%	86.4%

	Utilizes counseling techniques of active listening, reflection (feeling and meaning), and summarization and paraphrasing skills.	Formative	0.0%	0.0%	2.2%	24.4%	73.3%
		Summative	0.0%	0.0%	0.0%	9.1%	90.9%
	Utilizes data to support the selection or implementation of a counseling approach.	Formative	4.4%	0.0%	2.2%	37.8%	55.6%
		Summative	0.0%	0.0%	0.0%	18.2%	81.8%
	Utilizes questions to assess and help clients and students' process.	Formative	0.0%	0.0%	0.0%	26.7%	73.3%
		Summative	0.0%	0.0%	2.3%	6.8%	90.9%
	Applies ethical decision-making and legal considerations to clients/students	Summative	0.0%	0.0%	0.0%	0.0%	100.0%
Dispositions	Accepts and makes positive use of constructive criticism	Formative	0.0%	0.0%	0.0%	13.3%	86.7%
		Summative	0.0%	0.0%	0.0%	4.5%	95.5%
	Actively seeks learning opportunities	Formative	0.0%	0.0%	0.0%	13.3%	86.7%
		Summative	0.0%	0.0%	0.0%	6.8%	93.2%
	Asks for supervision when needed	Formative	0.0%	0.0%	0.0%	13.3%	86.7%
		Summative	0.0%	0.0%	0.0%	0.0%	100.0%
	Completes reports/organizational duties punctually and conscientiously	Formative	0.0%	0.0%	0.0%	8.9%	91.1%
		Summative	0.0%	0.0%	0.0%	0.0%	100.0%
	Demonstrates appreciation of contributions and concerns of diverse populations	Formative	0.0%	0.0%	0.0%	15.6%	84.4%
		Summative	0.0%	0.0%	0.0%	2.3%	97.7%
	Demonstrates ethical behavior	Formative	0.0%	0.0%	0.0%	4.4%	95.6%
		Summative	0.0%	0.0%	0.0%	0.0%	100.0%
	Demonstrates good judgment	Formative	0.0%	0.0%	0.0%	8.9%	91.1%
		Summative	0.0%	0.0%	0.0%	0.0%	100.0%
		Formative	0.0%	0.0%	0.0%	11.1%	88.9%

	Demonstrates interest in working with clients from diverse backgrounds	Summative	0.0%	0.0%	0.0%	0.0%	100.0%
	Demonstrates punctuality in arriving to internship site	Formative	0.0%	0.0%	0.0%	4.4%	95.6%
		Summative	0.0%	0.0%	0.0%	4.5%	95.5%
	Demonstrates willingness to advocate for all clients regardless of their culture or background	Formative	0.0%	2.2%	0.0%	13.3%	84.4%
		Summative	0.0%	0.0%	0.0%	0.0%	100.0%
	Demonstrates willingness to perform all assigned tasks	Formative	0.0%	0.0%	0.0%	4.4%	95.6%
		Summative	0.0%	0.0%	0.0%	6.8%	93.2%
	Maintains warm, appropriate professional relationships in all client contact	Formative	0.0%	0.0%	0.0%	4.4%	95.6%
		Summative	0.0%	0.0%	0.0%	0.0%	100.0%
	Works at a level of independence appropriate for an intern	Formative	0.0%	0.0%	0.0%	4.4%	95.6%
		Summative	0.0%	0.0%	0.0%	6.8%	93.2%
Mental Health Counseling Skills and Practices	Determines the appropriate level of care based on evidence-based theories.	Formative	0.0%	0.0%	4.4%	31.1%	64.4%
		Summative	0.0%	0.0%	0.0%	9.1%	90.9%
	Determines treatment plans for clients based on evidence-based theories	Formative	6.7%	0.0%	4.4%	44.4%	44.4%
		Summative	0.0%	0.0%	0.0%	11.4%	88.6%

Table 2024-2025 School Counseling Formative/Summative Internship Evaluation (N = 15)

Area	Element	Evaluation	Not observed	Developing 1	Developing 2	Target
Core Counseling Skills and Practices	Applies ethical decision-making and legal considerations to clients/students	Formative	0.0%	0.0%	7.1%	92.9%
		Summative	0.0%	0.0%	13.3%	86.7%
	Applies knowledge of relevant factors and experiences to connect with diverse clients/students and facilitate case management.	Formative	0.0%	0.0%	21.4%	78.6%
		Summative	0.0%	0.0%	13.3%	86.7%
	Applies theoretical approaches to conceptualize client/student cases or presenting issues.	Formative	0.0%	0.0%	28.6%	71.4%
		Summative	0.0%	6.7%	20.0%	73.3%
	Considers the development, identities, and context of the client or student when developing goals and interventions.	Formative	7.1%	0.0%	14.3%	78.6%
		Summative	0.0%	0.0%	13.3%	86.7%
	Designs and implements group experiences (e.g., group counseling, classroom guidance, psychoeducation, etc.) experience to assist clients/students reach goals.	Formative	7.1%	0.0%	7.1%	85.7%
		Summative	6.7%	0.0%	6.7%	86.7%
	Uses assessments and data ethically to determine appropriate interventions.	Formative	21.4%	14.3%	7.1%	57.1%
		Summative	13.3%	6.7%	13.3%	66.7%
	Utilizes counseling techniques of active listening, reflection (feeling and meaning), and summarization and paraphrasing skills.	Formative	0.0%	0.0%	28.6%	71.4%
		Summative	0.0%	0.0%	13.3%	86.7%
	Utilizes data to support the selection or implementation of a counseling approach.	Formative	14.3%	14.3%	7.1%	64.3%
		Summative	20.0%	6.7%	6.7%	66.7%
	Utilizes questions to assess and help clients and students' process.	Formative	0.0%	0.0%	28.6%	71.4%
		Summative	0.0%	6.7%	6.7%	86.7%
Dispositions	Accepts and makes positive use of constructive criticism	Formative	0.0%	0.0%	7.1%	92.9%
		Summative	0.0%	0.0%	6.7%	93.3%
	Actively seeks learning opportunities	Formative	0.0%	0.0%	0.0%	100.0%

		Summative	0.0%	0.0%	6.7%	93.3%
Asks for supervision when needed	Formative	0.0%	0.0%	7.1%	92.9%
	Summative	0.0%	0.0%	6.7%	93.3%
Completes reports/organizational duties punctually and conscientiously	Formative	0.0%	0.0%	0.0%	100.0%
	Summative	0.0%	0.0%	13.3%	86.7%
Demonstrates appreciation of contributions and concerns of all populations	Formative	0.0%	0.0%	7.1%	92.9%
	Summative	0.0%	0.0%	6.7%	93.3%
Demonstrates ethical behavior	Formative	0.0%	0.0%	0.0%	100.0%
	Summative	0.0%	0.0%	0.0%	100.0%
Demonstrates good judgment	Formative	0.0%	0.0%	7.1%	92.9%
	Summative	0.0%	0.0%	6.7%	93.3%
Demonstrates interest in working with clients from all backgrounds	Formative	0.0%	0.0%	7.1%	92.9%
	Summative	0.0%	0.0%	6.7%	93.3%
Demonstrates punctuality in arriving to internship site	Formative	0.0%	0.0%	7.1%	92.9%
	Summative	0.0%	0.0%	6.7%	93.3%
Demonstrates willingness to advocate for all clients regardless of their background	Formative	0.0%	0.0%	0.0%	100.0%
	Summative	0.0%	0.0%	0.0%	100.0%
Demonstrates willingness to perform all assigned tasks	Formative	0.0%	0.0%	7.1%	92.9%
	Summative	0.0%	0.0%	6.7%	93.3%
Maintains warm, appropriate professional relationships in all client contact	Formative	0.0%	0.0%	0.0%	100.0%
	Summative	0.0%	0.0%	0.0%	100.0%
Works at a level of independence appropriate for an intern	Formative	0.0%	0.0%	7.1%	92.9%
	Summative	0.0%	0.0%	6.7%	93.3%
	Formative	0.0%	21.4%	7.1%	71.4%

School Counseling Skills and Practices	Applies multiple methods to support students' academic achievement, including creating lesson plans, school wide and community events, interventions, and/or career and postsecondary training.	Summative	0.0%	0.0%	20.0%	80.0%
	Assesses multiple aspects of schools, including curriculum, demographics, completion rates, students' needs, and behavior referrals to determine opportunity gaps and develop ways of addressing opportunity gaps.	Formative	7.1%	7.1%	14.3%	71.4%
		Summative	0.0%	0.0%	14.3%	85.7%

Appendix E. Candidate Feedback Surveys

Table 1. Spring 2025 Counselor Education Candidate Exit Survey

Area	Element	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Please rate your satisfaction with the program's preparation on the following dispositions (N = 27)	Application of constructive feedback	7.4%	3.7%	25.9%	29.6%	33.3%
	Appropriate interpersonal skills	0.0%	3.7%	0.0%	51.9%	44.4%
	Commitment to learning and professional growth	0.0%	3.7%	18.5%	37.0%	40.7%
	Ethical decision making and professional boundaries	0.0%	0.0%	11.1%	37.0%	51.9%
	Professionalism	0.0%	3.7%	14.8%	29.6%	51.9%
	Respect and openness for all experiences	0.0%	11.1%	29.6%	18.5%	40.7%
Please rate your satisfaction with the program's preparation on the knowledge areas (N = 27)	Career development	0.0%	7.4%	11.1%	48.1%	33.3%
	Counseling theories	7.4%	11.1%	7.4%	44.4%	29.6%
	Crisis intervention	7.4%	3.7%	11.1%	55.6%	22.2%
	Experiences to connect with all clients and students	7.7%	3.8%	26.9%	26.9%	34.6%
	Individual and group interventions	0.0%	18.5%	3.7%	44.4%	33.3%
	Mental health	0.0%	0.0%	11.1%	55.6%	33.3%
	Systems that support people reaching their goals	3.7%	7.4%	18.5%	37.0%	33.3%
Please rate your satisfaction with the Career Counseling program's preparation (N = 1)	Apply theories to implement evidence-based techniques	0.0%	0.0%	0.0%	100.0%	0.0%
	Create goals and identify appropriate interventions based on clients' diverse experiences, development, and presenting needs.	0.0%	0.0%	0.0%	100.0%	0.0%
	Provide psychoeducation, consultation, and coaching to meet clients'	0.0%	0.0%	0.0%	100.0%	0.0%

	professional development needs.					
	Utilize data-driven approaches to evaluate their counseling and professional practices	0.0%	0.0%	0.0%	100.0%	0.0%
Please rate your satisfaction with the Clinical Mental Health Counseling program's preparation (N = 18)	Apply theories to implement evidence-based techniques	11.1%	16.7%	16.7%	33.3%	22.2%
	Create goals and identify appropriate interventions based on clients' diverse experiences, development, and presenting needs.	0.0%	5.6%	27.8%	44.4%	22.2%
	Demonstrate an understanding of the biological, neurological, sociocultural, and psychological factors that contribute to a clients' current presentation	0.0%	16.7%	5.6%	50.0%	27.8%
	Utilize data-driven approaches to evaluate their counseling and professional practices	0.0%	5.6%	5.6%	61.1%	27.8%
Please rate your satisfaction with the School Counseling program's preparation on the skills (N = 8)	Apply theories to implement evidence-based techniques	0.0%	0.0%	0.0%	25.0%	75.0%
	Create goals and identify appropriate interventions based on students' diverse experiences, development, and presenting needs.	0.0%	0.0%	0.0%	37.5%	62.5%
	Provide prevention and early interventions that support students' academic achievement, social, personal, and emotional development, and career and postsecondary planning.	0.0%	0.0%	0.0%	25.0%	75.0%

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
	Utilize data-driven approaches to evaluate their counseling and professional practices	0.0%	0.0%	0.0%	37.5%	62.5%

Table 2. Spring 2025/Summer 2025 Practicum Student Satisfaction with Site

Practicum	Program	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Communication from program faculty regarding your practicum placement	Career Counseling	0.0%	0.0%	0.0%	0.0%	100.0%
	Mental Health Counseling	0.0%	3.6%	7.1%	42.9%	46.4%
	School Counseling	8.3%	16.7%	16.7%	16.7%	41.7%
Logistics of the placement process within your program	Career Counseling	0.0%	0.0%	0.0%	0.0%	100.0%
	Mental Health Counseling	3.6%	7.1%	14.3%	42.9%	32.1%
	School Counseling	16.7%	8.3%	16.7%	33.3%	25.0%
What was your overall satisfaction with Site Location?	Career Counseling	0.0%	0.00%	0.00%	0.00%	50.00%
	Mental Health Counseling	3.6%	0.00%	10.71%	3.57%	46.43%
	School Counseling	8.3%	0.00%	16.67%	0.00%	16.67%

Table 3. Site Recommendation

Practicum	Program	No	Yes
Would you recommend the program continues to use this site?	Career Counseling	0.0%	100.0%
	Mental Health Counseling	3.6%	96.4%
	School Counseling	16.7%	83.3%

Table 4. Spring 2025 Internship Student Satisfaction with Site

Internship	Program	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Communication from program faculty regarding your practicum placement	Career Counseling	0.0%	0.0%	0.0%	100.0%	0.0%
	Mental Health Counseling	6.1%	15.2%	24.2%	33.3%	21.2%
	School Counseling	0.0%	8.3%	16.7%	25.0%	50.0%
Logistics of the placement process within your program	Career Counseling	0.0%	0.0%	0.0%	100.0%	0.0%
	Mental Health Counseling	12.1%	33.3%	21.2%	30.3%	3.0%

	School Counseling	0.0%	16.7%	0.0%	33.3%	50.0%
	Career Counseling	0.0%	0.0%	0.0%	100.0%	0.0%
Overall satisfaction with site	Mental Health Counseling	9.1%	3.0%	18.2%	15.2%	54.5%
	School Counseling	0.0%	8.3%	0.0%	8.3%	83.3%

Internship	Program	No	Yes
Would you recommend the program continues to use this site?	Career Counseling	0.0%	100.0%
	Mental Health Counseling	21.2%	78.8%
	School Counseling	8.3%	91.7%

Appendix F. Site Supervisor Feedback Surveys

Table 1. Spring 2025 and Summer 2025 Practicum Site Supervisor Satisfaction Survey
Career Counseling (N = 2)
Mental Health Counseling (N = 9)
School Counseling (N = 13)

Indicator	Element	Program	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
College Support	I received clear communication from the college regarding the candidate's practicum schedule.	Career Counseling	0.0%	0.0%	0.0%	50.0%	50.0%
		Mental Health Counseling	0.0%	11.1%	0.0%	55.6%	33.3%
		School Counseling	7.7%	0.0%	7.7%	53.8%	30.8%
	I received clear communication regarding my role and responsibilities throughout the practicum.	Career Counseling	0.0%	0.0%	0.0%	100.0%	0.0%
		Mental Health Counseling	0.0%	0.0%	0.0%	55.6%	44.4%
		School Counseling	7.7%	0.0%	7.7%	38.5%	46.2%
	I was provided clear communication about course requirements and assignments the practicum student would have to complete in my classroom.	Career Counseling	0.0%	0.0%	0.0%	50.0%	50.0%
		Mental Health Counseling	0.0%	11.1%	0.0%	33.3%	55.6%
		School Counseling	7.7%	0.0%	7.7%	46.2%	38.5%
Experience of Being a Site Supervisor	Based on my experience as a site supervisor this semester, I would accept another practicum student from Florida State University.	Career Counseling	0.0%	0.0%	0.0%	50.0%	50.0%
		Mental Health Counseling	11.1%	0.0%	0.0%	11.1%	77.8%
		School Counseling	0.0%	0.0%	15.4%	23.1%	61.5%
	I felt prepared to effectively mentor the practicum student.	Career Counseling	0.0%	0.0%	0.0%	50.0%	50.0%
		Mental Health Counseling	0.0%	0.0%	0.0%	33.3%	66.7%
		School Counseling	0.0%	0.0%	7.7%	30.8%	61.5%

Area	Element	Program	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	The amount of time necessary to effectively mentor the practicum student in the practicum matched with what I had anticipated.	Career Counseling	0.0%	0.0%	50.0%	0.0%	50.0%
		Mental Health Counseling	0.0%	0.0%	0.0%	55.6%	44.4%
		School Counseling	7.7%	0.0%	0.0%	46.2%	46.2%
Preparedness of Candidate	Overall, the practicum student was well prepared for the field experience.	Career Counseling	0.0%	0.0%	50.0%	0.0%	50.0%
		Mental Health Counseling	0.0%	0.0%	0.0%	11.1%	88.9%
		School Counseling	0.0%	7.7%	0.0%	15.4%	76.9%
	The practicum student understood how to complete the assignments they were given to complete in my class.	Career Counseling	0.0%	0.0%	0.0%	50.0%	50.0%
		Mental Health Counseling	0.0%	0.0%	0.0%	11.1%	88.9%
		School Counseling	0.0%	7.7%	7.7%	15.4%	69.2%
	The practicum student was prepared to demonstrate professional behavior, i.e., being on time, being prepared, professionally dressed.	Career Counseling	0.0%	0.0%	50.0%	0.0%	50.0%
		Mental Health Counseling	0.0%	0.0%	0.0%	11.1%	88.9%
		School Counseling	0.0%	0.0%	7.7%	23.1%	69.2%

Table 2. Spring 2025 Internship Site Supervisor Satisfaction Survey

Career Counseling (N = 1)

Mental Health Counseling (N = 19)

School Counseling (N = 14)

Area	Element	Program	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
College Support	I received clear communication regarding my role and responsibilities throughout the internship.	Career Counseling	0.0%	0.0%	0.0%	100.0%	0.0%
		Mental Health Counseling	5.3%	10.5%	0.0%	31.6%	52.6%
		School Counseling	0.0%	7.1%	0.0%	64.3%	28.6%

	I received sufficient guidance regarding the evaluations and providing feedback to the intern.	Career Counseling	0.0%	0.0%	100.0%	0.0%	0.0%
		Mental Health Counseling	10.5%	0.0%	0.0%	42.1%	47.4%
		School Counseling	0.0%	7.1%	0.0%	50.0%	42.9%
	I received sufficient guidance regarding the internship evaluation schedule.	Career Counseling	0.0%	0.0%	100.0%	0.0%	0.0%
		Mental Health Counseling	0.0%	0.0%	5.3%	52.6%	42.1%
		School Counseling	0.0%	7.1%	7.1%	50.0%	35.7%
	I was provided information about course requirements and assignments the intern would have to complete while under my supervision.	Career Counseling	0.0%	100.0%	0.0%	0.0%	0.0%
		Mental Health Counseling	5.3%	5.3%	10.5%	47.4%	31.6%
		School Counseling	0.0%	7.1%	21.4%	42.9%	28.6%
	I was provided with access to all necessary materials to support my work, including access to forms, handbooks, and other documents.	Career Counseling	0.0%	0.0%	100.0%	0.0%	0.0%
		Mental Health Counseling	5.3%	0.0%	0.0%	52.6%	42.1%
		School Counseling	0.0%	7.1%	7.1%	57.1%	28.6%
Experience of Being a Site Supervisor	The amount of time necessary to effectively mentor the intern matched with what I had anticipated.	Career Counseling	0.0%	0.0%	100.0%	0.0%	0.0%
		Mental Health Counseling	5.3%	5.3%	5.3%	47.4%	36.8%
		School Counseling	0.0%	0.0%	0.0%	28.6%	71.4%
	The Site Supervisor training was helpful in preparing me to give feedback on an intern's counseling practice.	Career Counseling	0.0%	0.0%	100.0%	0.0%	0.0%
		Mental Health Counseling	10.5%	0.0%	26.3%	31.6%	31.6%
		School Counseling	0.0%	7.1%	21.4%	28.6%	42.9%
Preparedness of Candidate		Career Counseling	0.0%	0.0%	100.0%	0.0%	0.0%

	Overall, the intern was well prepared for internship.	Mental Health Counseling	0.0%	3.7%	3.7%	14.8%	77.8%
		School Counseling	0.0%	0.0%	0.0%	14.3%	85.7%
	The intern understood how their counseling practice was being evaluated.	Career Counseling	0.0%	0.0%	100.0%	0.0%	0.0%
		Mental Health Counseling	0.0%	0.0%	0.0%	44.4%	55.6%
		School Counseling	0.0%	0.0%	0.0%	21.4%	78.6%
	The intern understood the feedback I provided in formative and summative evaluations.	Career Counseling	0.0%	0.0%	0.0%	100.0%	0.0%
		Mental Health Counseling	0.0%	0.0%	14.8%	29.6%	55.6%
		School Counseling	0.0%	0.0%	0.0%	14.3%	85.7%
	The intern was prepared to demonstrate professional behavior, i.e., being on time, being prepared, professionally dressed.	Career Counseling	0.0%	100.0%	0.0%	0.0%	0.0%
		Mental Health Counseling	0.0%	3.7%	3.7%	14.8%	77.8%
		School Counseling	0.0%	0.0%	0.0%	21.4%	78.6%
	The intern was prepared to receive feedback to improve their professional growth.	Career Counseling	0.0%	0.0%	0.0%	100.0%	0.0%
		Mental Health Counseling	3.7%	3.7%	0.0%	14.8%	77.8%
		School Counseling	0.0%	0.0%	0.0%	14.3%	85.7%

Table 3. Fall 2025 Site Supervisor Training Feedback Survey

Element	Average Score
The learning objectives were fully addressed.	5
The program content was current.	5
The program content enhanced my supervision knowledge.	4.9
The program content was appropriate for my education and experience.	5
The program content was relevant to my position.	5
The presenter was knowledgeable about the content.	5

The presenter presented the subject matter clearly.	5
The presenter was responsive to the participants.	5
The program advertisement was accurate.	4.9
The instructions for requesting accommodation for a disability were clear.	5
The venue was conducive for learning.	5
My request for accommodations was satisfactorily met.	5
The program material enhanced my learning experience.	5
The program materials were professional in appearance.	5

Appendix G. Completer Feedback Surveys

Table 1. Spring 2025 Counselor Education Alumni Survey (N = 14)

Indicator	Element	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Please rate your satisfaction with the program's preparation on the following dispositions	Application of constructive feedback	0.0%	0.0%	28.6%	28.6%	42.9%
	Appropriate interpersonal skills	0.0%	0.0%	0.0%	42.9%	57.1%
	Commitment to learning and professional growth	0.0%	0.0%	7.1%	35.7%	57.1%
	Ethical decision making and professional boundaries	0.0%	0.0%	0.0%	28.6%	71.4%
	Professionalism	0.0%	0.0%	0.0%	50.0%	50.0%
	Respect and openness for cultural experiences and expressions	0.0%	0.0%	0.0%	28.6%	71.4%
Please rate your satisfaction with the program's preparation on the knowledge areas below	Career development	0.0%	0.0%	28.6%	28.6%	42.9%
	Counseling theories	0.0%	14.3%	14.3%	7.1%	64.3%
	Crisis intervention	0.0%	0.0%	28.6%	28.6%	42.9%
	Different cultural identities and experiences to connect with diverse clients and students	0.0%	0.0%	7.1%	42.9%	50.0%
	Individual and group interventions	0.0%	14.3%	0.0%	28.6%	57.1%
	Mental health	0.0%	0.0%	21.4%	35.7%	42.9%
	Systems that support people reaching their goals	0.0%	0.0%	28.6%	35.7%	35.7%
Please rate your satisfaction with the Career Counseling program's preparation on the skills (N = 1)	Apply theories to implement evidence-based techniques	0.0%	0.0%	0.0%	0.0%	100.0%
	Create goals and identify appropriate interventions based on clients' diverse experiences, development, and presenting needs.	0.0%	0.0%	0.0%	0.0%	100.0%

	Provide psychoeducation, consultation, and coaching to meet clients' professional development needs.	0.0%	0.0%	0.0%	0.0%	100.0%
	Utilize data-driven approaches to evaluate their counseling and professional practices	0.0%	0.0%	0.0%	0.0%	100.0%
Please rate your satisfaction with the Clinical Mental Health Counseling program's preparation on the skills (N = 7)	Apply theories to implement evidence-based techniques	0.0%	42.9%	0.0%	57.1%	0.0%
	Create goals and identify appropriate interventions based on clients' diverse experiences, development, and presenting needs.	0.0%	0.0%	28.6%	57.1%	14.3%
	Demonstrate an understanding of the biological, neurological, sociocultural, and psychological factors that contribute to a clients' current presentation	0.0%	0.0%	28.6%	57.1%	14.3%
	Utilize data-driven approaches to evaluate their counseling and professional practices	0.0%	0.0%	42.9%	42.9%	14.3%
Please rate your satisfaction with the School Counseling program's preparation on the skills (N = 6)	Apply theories to implement evidence-based techniques	0.0%	0.0%	0.0%	16.7%	83.3%
	Create goals and identify appropriate interventions based on students' diverse experiences, development, and presenting needs.	0.0%	0.0%	16.7%	0.0%	83.3%
	Provide prevention and early interventions that support students' academic achievement, social, personal, and emotional development, and career and postsecondary planning.	0.0%	0.0%	0.0%	33.3%	66.7%
	Utilize data-driven approaches to evaluate their counseling and professional practices	0.0%	0.0%	0.0%	33.3%	66.7%

Appendix H. NCES Data

National Counselor Examination			
Examination Cycle: Spring 2024			
Number Tested Nationally:	3960	Number Tested in Program:	3
Number Passed Nationally:	3662	Number Passed in Program:	3
National Pass Rate:	92%	Program Pass Rate:	100%

Work Behaviors and Domains	Items	University Results		National Results	
		Mean	**Std Dev**	**Mean**	**Std Dev**
Professional Practice and Ethics	19	15.7	0.6	12.0	3.2
Intake, Assessment and Diagnosis	19	15.7	2.1	13.8	2.7
Areas of Clinical Focus	47	38.3	1.2	33.9	5.4
Treatment Planning	14	11.0	1.7	10.2	2.0
Counseling Skills and Interventions	48	40.7	0.6	32.5	5.9
Core Counseling Attributes	13	11.7	0.6	9.7	2.0
Score	**160**	**133.0**	**3.6**	**112.5**	**17.1**

CACREP Content Areas	University Results		National Results	
	Mean	**Std Dev**	**Mean**	**Std Dev**
Professional Counseling Orientation and Ethical Practice	8.7	1.5	8.5	2.1
Social and Cultural Diversity	7.3	3.1	6.7	1.9
Human Growth and Development	11.3	1.5	10.6	2.6
Career Development	10.3	1.2	8.0	2.7
Counseling and Helping Relationships	49.3	3.1	40.4	7.5
Group Counseling and Group Work	16.0	1.0	13.2	3.1
Assessment and Testing	26.3	2.5	22.3	4.4
Research and Program Evaluation	3.7	0.6	2.5	1.2
Score	133.0	3.6	112.5	17.1

National Clinical Mental Health Counseling Examination			
Examination Cycle: Spring 2024			
Number Tested Nationally:	211	Number Tested in Program:	2
Number Passed Nationally:	162	Number Passed in Program:	2
National Pass Rate:	77%	Program Pass Rate:	100%

Domain Scores	Items	Program Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	15	10.0	0.0	10.4	2.2
Intake, Assessment, and Diagnosis	25	17.5	0.7	17.4	3.2
Treatment Planning	15	11.5	0.7	10.2	1.9
Counseling Skills and Interventions	30	19.0	1.4	19.0	3.6
Core Counseling Attributes	15	9.0	1.4	10.7	2.1
Score	**100**	**67.0**	**1.4**	**67.7**	**9.5**

Appendix I. Continuous Improvement Plan

Action Items	Evidence Source	2025-2026	2026-2027	2027-2028
Recruit more students for Counselor Education programs	Application and admission data	<u>Fall</u> 1. Complete SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis by end of Fall semester. 2. Review the candidate exit surveys, alumni surveys, employer surveys, site supervisor surveys and program satisfaction surveys to determine areas of strength and areas for improvement. <u>Spring</u> Monitor applications for Fall 2026 based on identified populations.	<u>Spring</u> Monitor applications for Fall 2027 based on identified populations. Program Outreach: 1. Email campaign to undergraduate programs and visit undergraduate classrooms to present on Counselor Education programs. 2. Host in-person and virtual information sessions for the Career Counseling Program and School Counseling Program 3. Reach out to FSU employees regarding the Counselor Education programs and encourage the fee waiver for courses Military/Veteran Outreach: 1. Collaborate with veteran centers and military transition offices. 2. Offer webinars or information sessions on counseling as a second career with individuals in the military/veterans' status Social Media Presence 1. Increase social media presence to maintain contact with alumni to obtain the following: • Employment status	<u>Fall</u> 1. Continue program outreach and military/veteran outreach programs. 2. Work with the Office of Strategic Outreach and Recruitment to develop a digital campaign for Counselor Education Programs based on SWOT analysis. <u>Spring</u> 1. Attend job fairs and career fairs in underserved counties to provide information on the Counselor Education programs. 2. Monitor application data to begin to determine if initiatives are having an impact on the Fall 2027

			• Increase responses on stakeholder feedback surveys This data will be used to assist in the development of a digital campaign for employment rates and testimonials.	
Review and revise curriculum for all programs based on standard changes and best practices.	• Candidate Exit Survey • Alumni survey data • Anecdotal student feedback • Site supervisor feedback (anecdotal and survey) • Faculty feedback	<u>Fall</u> 1. Implement 2024 standards into all program courses. 2. Review course sequences to ensure students are fully prepared for practicum/internship and determine new sequence of courses 3. Create and obtain approval Counselor Education specific research course. <u>Spring</u> 1. Add MHS 6466 Trauma and Crisis Counseling for School Students 2. Review course sequences to ensure students are fully prepared for practicum/internship and determine new sequence of courses. 3. Create climate surveys for advising, curriculum, and field experiences to be sent to students each semester.	<u>Fall</u> 1. Develop a plan for a new course sequence for all programs to implement for Fall 2027 cohorts. 2. Implement new Counselor Education Research course. 3. Send out climate survey. <u>Spring</u> 1. Obtain approval for new courses sequences for department chair and Association Dean of Academic Affairs. 2. Send out climate survey.	<u>Fall</u> 1. Review of data from climate survey and note areas of concern. 2. Implement new course sequences for Fall 2027 admits. 3. Send out climate survey. <u>Spring</u> 1. Implement new course sequences for Fall 2027 admits. 2. Send out climate survey.

Revise processes and procedures for placing practicum/internship for all programs	• Program satisfaction surveys • Anecdotal student feedback • Site supervisor feedback (anecdotal and survey) • Faculty feedback	Fall 1. Find additional placement sites in the region for Clinical Mental Health Students and create a curated list of possible site placements for the application for practicum placements in Summer 2026. 2. Implement application process for practicum for Fall 2025 admits in Career Counseling and Clinical Mental Health Counseling and for Fall 2024 admits in School Counseling 3. Group advising session discussing practicum/internship requirements for 1st year Career Counseling and Clinical Mental Health Counseling, and 2nd year School Counseling students. 4. Begin affiliation agreement process with Office of Field Experiences and Internships for new sites. 5. Revise surveys for site supervisors and students to add questions regarding new site supervision training. Spring 1. Offer revised site supervisor training to new sites.	Fall 1. Continue to find placement sites to add to curated list for practicum placements in Summer 2027. 2. Continue application process for practicum/internship for Fall 2026 admits in Career Counseling and Clinical Mental Health Counseling and for Fall 2025 admits in School Counseling. 3. Group advising session discussing practicum/internship requirements for 1st year Career Counseling and Clinical Mental Health Counseling, and 2nd year School Counseling students 4. Work on affiliation agreements for new sites. 5. Send out site supervisor survey. Spring 1. Offer revised site supervisor training to new sites. 2. Group advising session discussing practicum/internship requirements for 1st year Career Counseling and Clinical Mental Health Counseling, and 2nd year School Counseling students.	Fall 1. Analyze survey data to determine areas of concern. 2. Identify ways to address concerns. 3. Continue to find placement sites to add to curated list for practicum placements in Summer 2027. 4. Continue application process for practicum/internship for Fall 2027 admits in Career Counseling and Clinical Mental Health Counseling and for Fall 2026 admits in School Counseling. 5. Group advising session discussing practicum/internship requirements for 1st year Career Counseling and Clinical Mental Health Counseling, and 2nd year School Counseling students 6. Work on affiliation agreements for new sites. 7. Send out site supervisor survey. Spring

		2. Group advising session discussing practicum/internship requirements for 1st year Career Counseling and Clinical Mental Health Counseling, and 2nd year School Counseling students.		1. Offer revised site supervisor training to new sites. 2. Group advising session discussing practicum/internship requirements for 1st year Career Counseling and Clinical Mental Health Counseling, and 2nd year School Counseling students.

Improve student retention across all programs.	• Cohort reports
	• Stakeholder surveys
		<u>Fall</u>
		Provide clear communication of program requirements to students as they progress through the program:
		
		1. Hold group and individualized advising for all programs.
		
		2. Developing feedback surveys so they can provide feedback on support, advising, and communication in the program.
		
		Provide additional supports to students as they complete the program:
		
		1. Implement program activities to increase engagement and promote culture of the program<u>.</u>
		   • Partner with the Lambda Sigma Mu Chapter of Chi Sigma Iota to provide a
			<u>Fall</u>
			Provide clear communication of program requirements to students as they progress through the program:
			
			1. Analyze data from feedback surveys to identify areas for improvement.
			
			2. Revise group and individualized advising sessions for all programs.
			
			3. Send out feedback surveys.
			
			Provide additional supports to students as they complete the program:
			
			1. Implement program activities to increase engagement and promote culture of the program<u>.</u>
			   • Partner with the Lambda Sigma Mu Chapter of Chi Sigma Iota to provide a
				<u>Fall</u>
				Provide clear communication of program requirements to students as they progress through the program:
				
				1. Continue with program activities to increase engagement and promote culture of the program
				   • Partner with the Lambda Sigma Mu Chapter of Chi Sigma Iota to provide a minimum of 1 social activities per semester
				   • Partner with the Lambda Sigma Mu Chapter of Chi Sigma Iota to provide 1 student focused professional development

		minimum of 1 social activity per semester. • Partner with the Lambda Sigma Mu Chapter of Chi Sigma Iota to provide 1 student focused professional development opportunities per semester. 2. Monitor student progress through Signature Assessments, Practicum/Internship Evaluation, and evaluation of dispositions. Spring Provide clear communication of program requirements to students as they progress through the program: 1. Implement feedback surveys. 2. Provide group and individualized advising sessions in the Career and Clinical Mental Health Counseling programs to provide clarity on program expectations. Provide additional supports to students as they complete the program: 1. Continue with program activities to increase	minimum of 1 social activity per semester. • Partner with the Lambda Sigma Mu Chapter of Chi Sigma Iota to provide 1 student focused professional development opportunities per semester. 2. Monitor student progress through Signature Assessments, Practicum/Internship Evaluation, and evaluation of dispositions. Spring Provide clear communication of program requirements to students as they progress through the program: 1. Provide group and individualized advising session in the Career and Clinical Mental Health Counseling programs to provide clarity on program expectations 2. Send out feedback surveys. Provide additional supports to students as they complete the program: 1. Continue with program activities to increase engagement and promote culture of the program • Host graduation celebration for graduating students. 2. Monitor mentor program and obtain feedback from mentors and students through focus groups.	opportunities per semester. 2. Continue peer support program using students in 2nd year of the program for 1st year students. 3. Monitor student progress through Signature Assessments, Practicum/Internship Evaluation, and evaluation of dispositions Provide additional supports to students as they complete the program: 1. Continue with program activities to increase engagement and promote culture of the program • Partner with the Lambda Sigma Mu Chapter of Chi Sigma Iota to provide a minimum of 1 social activity per semester • Partner with the Lambda Sigma Mu Chapter of Chi Sigma Iota to provide 1 student focused professional development opportunities per semester.

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2. Develop peer support program using students in 2nd year of the program for 1st year students.
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3. Monitor student progress through Signature Assessments, Practicum/Internship Evaluation, and evaluation of dispositions

Spring

Provide clear communication of program requirements to students as they progress through the program:

1. Provide group and individualized advising session in the Career and Clinical Mental Health Counseling programs to provide clarity on program expectations

2. Send out feedback surveys.

Provide additional supports to students as they complete the program:

1. Continue with program activities to increase engagement and promote culture of the program

• Host graduation celebration for graduating students.</td>
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		engagement and promote the culture of the program. 2. Develop peer support program using students in 2nd year of the program for 1st year students. 3. Monitor student progress through Signature Assessments, Practicum/Internship Evaluation, and evaluation of dispositions	3. Monitor student progress through Signature Assessments, Practicum/Internship Evaluation, and evaluation of dispositions.	2. Continue peer support program using students in 2nd year of the program for 1st year students. 3. Monitor student progress through Signature Assessments, Practicum/Internship Evaluation, and evaluation of dispositions Spring Provide clear communication of program requirements to students as they progress through the program: 1. Provide group and individualized advising session in the Career and Clinical Mental Health Counseling programs to provide clarity on program expectations 2. Send out feedback surveys. Provide additional supports to students as they complete the program: 1. Continue with program activities to increase engagement and promote culture of the program • Host graduation celebration for graduating students.

				2. Monitor mentor program and obtain feedback from mentors and students through focus groups. 3. Monitor student progress through Signature Assessments, Practicum/Internship Evaluation, and evaluation of dispositions.

Improve response rates on Alumni Survey and Employer Survey	• Lack of response on Employer Survey for the past two years
	
	• Small number of responses on Alumni survey
		1. Increase social media presence to maintain contact with alumni to obtain the following:
		
		    • Employment status
		
		    • Increase responses on stakeholder feedback surveys
		
		2. Require completion of candidate exit survey in Spring 2026 as part of internship so candidates can provide employment information and contact information.
		
		3. Send alumni and employer survey out in Fall and include most recent graduates in survey.
		
		4. Invite known employers and alumni to be part of advisory board meeting in Fall 2025 and Spring 2026.
			1. Continue to increase social media presence
			
			2. Continue to collect and monitor responses from Candidate Exit Survey to use candidate contact information and employment information.
			
			3. Send out alumni and employer surveys in Fall and include most recent graduates in survey.
			
			4. Continue to invite known employers and alumni to be part of advisory board meeting in Fall 2025 and Spring 2026.
			
			    • Ask employers at Advisory Board meeting to complete Employer survey at meeting.
			
			5. Collect and aggregate alumni and employer survey data in Spring. Faculty will reach out to alumni via email and social media to collect survey responses and employment information.
				1. Continue to increase social media presence
				
				2. Continue to collect and monitor responses from Candidate Exit Survey to use candidate contact information and employment information.
				
				3. Send out alumni and employer surveys in Fall and include most recent graduates in survey.
				
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