University of MOUNT OLIVE

Counseling Department

M.S. in Counseling Program

2024-2025 Annual Report

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Program Enrollment and Graduation Data

AY 2024-2025 Admissions Data

Semester	# Admitted & Enrolled	Avg. Undergrad. GPA
Fall 2024	25	3.18
Spring 2025	14	3.17
Total Avg:	**39**	**3.175**

AY 2024-2025 New Admit Student Demographics

Gender:	#	Ethnicity:	#
Female	34	American Indian or Alaskan Native	3
Male	5	Black or African American	13
		Hispanic	3
		White	19
		Unknown	1

AY 2024-2025 Overall Program Enrollment

Counseling: Clinical Mental Health	
Female	**97**
American Indian or Alaskan Native	5
Black or African American	31
Hispanic	8
White	52
Unknown	1
Male	**12**
American Indian or Alaskan Native	0
Black or African American	3
Hispanic	3
White	6
Grand Total	**109**

2024-2025 Graduation Rate

	Graduation Date		
	2024	2025	Grand Total
	Dec	May	
Clinical Mental Health Counseling	21	14	**35**

Completion Rate:

Program	Percentage
Clinical Mental Health Counseling*	80%

** Students who started and completed the program in Cohorts 6 & 7*

Employment Rate*:

85%

This data is based on the Alumni Survey sent to cohorts 4-7 who graduated between Dec. 2023 – May 2025;* ***N=20.*

NCE Data for 2024-2025 AY

	Fall 2024	Spring 2025
Number Tested	8	12
Number Passed	3	9
Program Pass Rate	38%	75%

Program Evaluation Data

The counseling program uses a variety of assessments to evaluate the program and its effectiveness for preparing counselors-in-training for the profession. These assessments and the results of data collection for the 2024-2025 academic year are reported in this section.

2024-2025 Program Learning Outcomes (PLO)

During the 2024-2025 AY there were no changes to the Program Learning Outcomes (PLO). The Counseling Program faculty reviewed the current PLOs as we realigned the program curriculum to the CACREP 2024 Standards and determined no changes needed to be made to the PLOs at this time.

PLO #	PLO Statement
PLO 1	Demonstrate knowledge of the historical development, current and future trends of the counseling field including professional orientation, ethical, and legal aspects of the counseling profession.
PLO 2	Demonstrate knowledge, skills, and advocacy related to working with diverse populations including recognizing, understanding and responding to social and cultural differences and change in a pluralistic society.
PLO 3	Demonstrate knowledge and skills to design, implement, and evaluate developmentally appropriate counseling interventions and programs informed by an understanding of human growth and development.

PLO 4	Demonstrate knowledge, skills, and the application of a variety of counseling theories and strategies to effectively counsel individuals, groups, and families addressing multiple concerns in diverse settings including the use of technology.
PLO 5	Demonstrate knowledge and skills to identify, critique, and utilize ethical practices in assessment and testing, research, and program evaluation in counseling.
PLO 6	Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling including foundational, contextual, and professional practice skills specific to clinical mental health counseling.

2024-2025 Student Learning Outcomes (SLO) Initiatives

Each year in early August, the Counseling Department core faculty reviews the outcomes of the previous year's SLOs. These SLO outcomes drive the pedagogical initiatives the Counseling Program will institute during the current academic year and are part of the University-wide three-year assessment cycle. The 2023-2024 AY marked the end of the three-year assessment cycle with the 2024-2025 assessment cycle being a "*Year 0 – Closing the Loop*" year. Year 0 is deemed an intentional year to close the gap by acting on program assessment findings from the previous 3-years. Below is the *Closing the Loop Findings Report*.

Closing the Loop Findings

Findings from Year 3 Report ***Our assessment findings revealed . . .***	**Specific Actions to Address Findings (Improvements)** ***As a result, we are taking the following specific actions this year. . .***	**Completion Timeline** ***(prior to May 31) This will be done during the months of . . . and completed by . . .***	**Certification of Completion** ***Indicate completion with the insertion of 'X'***
Our site team report from CACREP provided the following suggestions for Section 2 Professional Counseling Identity: "There are some inconsistencies between where the program reports the standard is covered and where it is functionally covered in coursework. Syllabi should be revised to accurately indicate what assignment, or chapter covers the standard or learning objective."	The syllabi for the 2024-25 AY are currently being revised to align with the CACREP 2024 Standards. Faculty members will ensure that these syllabi consistently identify the integration of standards within coursework, as detailed in the Weekly Schedule. CACREP Standards incorporated into a Key Assessment Assignment (KAA), to measure students' competencies, are identified in the CACREP Standards Table provided at the beginning of each syllabus. Eliminate the identification of standards measured in a KAA due in a particular week from the Weekly Schedule and including only standards functionally covered in coursework each week will streamline and simplify syllabi weekly schedules.	This will be complete during the 2024-2025 academic year and completed by April 2025	X
Our site team report from CACREP provided the following suggestion for Section 4: Evaluation in the Program: "When assessing data, the program is encouraged to focus on analyzing data related to program objective rather than	As the program faculty begin to integrate the 2024 CACREP standards into our program and curriculum during the 2024-2025 academic year, we will revise and combine our current Program Learning Objectives (PLO) and Key Performance Indicators (KPI) into one set of PLO/KPIs that support the 8 CACREP core curriculum areas and the Clinical Mental Health specialty curriculum area. This one set of PLO/KPIs will	This will be complete during the 2024-2025 academic year and completed by April 2025	X

for each specific standard. The content of each standard should be integrated into the curriculum to inform progress on program objectives."	serve the dual purposes of data collection and analysis required of both SACSCOC (Southern Association of Colleges and Schools) university-wide assessment initiatives and CACREP Counseling Program evaluation initiatives. Currently, the content of each CACREP standard is integrated into the curriculum. Linking these to the new PLO/KPIs through the development of comprehensive multi-layered assessment mapping tool provided by Tevera, the system we use for data collection, will tie together Key Assessment Assignment rubrics, Student Learning Outcomes, and Program Learning Outcomes criterion with CACREP standards. This will provide program faculty with a comprehensive holistic overview of all program assessment points and aid in identifying assessment gaps in our program evaluation process.		
PLO 1: Our assessment findings revealed that the target of 80% of students enrolled in the counseling program will score 85% or higher on the *Ethical-Decision Making Application Paper* assignment was not met in Year 2 but was met in Year 3.	As a result, we will continue to monitor students' performance on the *Ethical-Decision Making Application Paper* assignment throughout Year 0 of this assessment cycle.	This will be complete during the 2024-2025 academic year and completed by April 2025	X
PLO 2: Our assessment findings revealed that the target of 80% of students enrolled in the counseling program will score 85% or higher on the *Multicultural Counseling Application Pape*r assignment was met during Year 2 and Year 3 after making adjustments to the target from 90% to 80% to more realistically reflect the diversity of learners enrolled in the Counseling Program during this three year period.	As a result, we will continue to monitor students' performance on the *Multicultural Counseling Application Paper* assignment throughout Year 0 of this assessment cycle. We feel that this additional year of performance monitoring is appropriate because we only had two years of data collection following the curricular changes, we made in preparation for CACREP accreditation.	This will be complete during the 2024-2025 academic year and completed by April 2025	X
PLO 3: Our assessment findings revealed that the target of 80% of students enrolled in the counseling program will score 85% or higher on the *Developmental Application Pape*r assignment was met.	As a result, we will continue to monitor students' performance on the Developmental Application *Paper* assignment throughout Year 0 of this assessment cycle. We feel that this additional year of performance monitoring is appropriate because we only had two years of data collection following the curricular changes, we made in preparation for CACREP accreditation.	This will be complete during the 2024-2025 academic year and completed by April 2025	X
PLO 4: Our assessment findings revealed that the target of 80% of students enrolled in the counseling program will score 85% or higher on the *Recorded Counseling Session, Transcript, & Reflection Paper*	As a result, we will continue to monitor students' performance on the new direct measure for this PLO, the *Live Advanced Skills & Theory Application Assessment* which replaced the *Recorded Counseling Session, Transcript, & Reflection Paper* throughout Year 0 of this assessment cycle. We feel that this additional year of performance monitoring is appropriate because we only had two years of data	This will be complete during the 2024-2025 academic year and completed	X

assignment in the new course COUN 650 that ran during Year 3 was met.	collection following the curricular changes, we made in preparation for CACREP accreditation.	by April 2025	
PLO 5: Our assessment findings revealed that the target of 80% of students enrolled in the counseling program will score 85% or higher on two course direct measures; the *Comprehensive Clinical Assessment* assignment in COUN 630: Psychological and Educational Assessment and the *Research Proposal Project* assignment in COUN 640: Research and Program Evaluation was met.	As a result, we will continue to monitor students' performance on the *Comprehensive Clinical Assessment* assignment in COUN 630; and the *Research Proposal Project* assignment in COUN 640 assignment throughout Year 0 of this assessment cycle. We feel that this additional year of performance monitoring is appropriate because we only had two years of data collection following the curricular changes, we made in preparation for CACREP accreditation.	This will be complete during the 2024-2025 academic year and completed by April 2025	X
PLO 6: Our assessment findings revealed that the target of 80% of students enrolled in the counseling program will score 85% or higher on the *Case Conceptualization & Presentation* assignment was met.	As a result, we will continue to monitor students' performance on the *Case Conceptualization & Presentation* assignment in the newly assigned course measuring this PLO, COUN 692: Counseling Internship II. We feel that this additional year of performance monitoring is appropriate because we only had two years of data collection following the curricular changes, we made in preparation for CACREP accreditation.	This will be complete during the 2024-2025 academic year and completed by April 2025	X

During the 2024-2025 AY all program courses and syllabi were updated to the CACREP 2024 Standards. Course Weekly Schedules were simplified by removing the identification of standards measured in a Key Assessment Assignment (KAA) due in a particular week from the Weekly Schedule. The Weekly Schedule only includes the CACREP standards functionally covered in coursework each week as recommended by the CACREP Site Team during the July 2024 site team visit. In addition, we worked to revise and combine our current Program Learning Objectives (PLO) and Key Performance Indicators (KPI) into one set of PLO/KPIs that support the 8 CACREP core curriculum areas and the Clinical Mental Health specialty curriculum area. This one set of PLO/KPIs will go into effect during the 2025-2026 AY and will serve the dual purposes of data collection and analysis required of both SACSCOC (Southern Association of Colleges and Schools) university-wide assessment initiatives and CACREP Counseling Program evaluation initiatives.

2024-2025 Student Learning Outcome Findings

The matrix below highlights the Student Learning Outcome (SLO) findings for the 2024-2025 AY.

PLO	Course	SLOs	KAA	2024-2025 Results
Demonstrate knowledge of the historical development, current and future trends of the counseling field including professional orientation, ethical, and legal aspects of the counseling profession.	COUN 500: Professional Identity, Ethical, and Legal Issues	SLO 2: Students will demonstrate knowledge, skills, and competencies related to ethical and legal standards, credentialing bodies, and technology's impact in the counseling profession SLO 3: Students will demonstrate knowledge of advocacy and consultation roles, supervision processes, and desired outcomes for diverse clients in the counseling profession SLO 6: Students will analyze personal beliefs and values as best practices in the counseling profession including the role of self-care	Applying Ethical Decision-Making Models Assignment.	The data indicates that **37/40 (92%) students** obtained 85% or higher. The target of 80% of students satisfying this metric was met.
Demonstrate knowledge, skills, and advocacy related to working with diverse populations including recognizing, understanding and responding to social and cultural differences and change in a pluralistic society.	COUN 520: Counseling & Advocacy with Diverse Populations	SLO 1: Demonstrate knowledge and skills related to working with a diverse population which includes understanding help-seeking behaviors and applying theories and models of competent multiculturally informed counseling. SLO 2: Demonstrate knowledge and skills related to working with clients from a perspective that includes addressing the influence of the counselor's heritage, attitudes, beliefs, and acculturative experiences on the counseling relationship and process which includes how the impact of power and privilege may be a factor in the working relationship. SLO 3: Demonstrate knowledge and skills related to advocacy and social justice promotion at multiple systemic levels.	Multicultural Population & Advocacy Group Presentation Assignment	The data indicates that **36/40 (90%) of students** obtained 85% or higher. The target of 80% of students satisfying this metric was met.
Demonstrate knowledge and skills to design, implement,	COUN 560: Human Growth &	SLO 2: Identify and explain theories of individual and family development across the lifespan. SLO 6: Identify and explain biological, neurological, and	Developmental Application Project	The data indicated that **32/37 students (86%)** obtained 85%

and evaluate developmentally appropriate counseling interventions and programs informed by an understanding of human growth and development.	Development	physiological factors that affect human development, functioning, and behavior. SLO 7: Identify and explain systemic and environmental factors that affect human development, functioning, and behavior. SLO 9: Identify and explain a general framework for understanding differing abilities and strategies for differentiated interventions.	Assignment	or higher on the prescribed matrix. The target of 80% of students satisfying this metric was met.
Demonstrate knowledge, skills, and the application of a variety of counseling theories and strategies to effectively counsel individuals, groups, and families addressing multiple concerns in diverse settings including the use of technology.	COUN 650: Advanced Counseling Skills	SLO 1: Students will apply a range of counseling skills, counseling strategies, and theoretical approaches to develop and maintain counseling relationships.	Live Advanced Skills & Theory Application Assessment.	The data indicated that **28/30 (93%) students** obtained 85% or higher on the prescribed matrix. The target of 80% of students satisfying this metric was met.
Demonstrate knowledge and skills to identify, critique, and utilize ethical practices in assessment and testing, research, and program evaluation in counseling.	COUN 630: Psychological and Educational Assessment COUN 640: Research & Program Evaluation in Counseling	COUN 630 SLO 7: Students will demonstrate knowledge of assessments relevant to academic/ educational, career, personal, social development. COUN 640 SLO 7: Identify, utilize, and explain ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	COUN 630: Comprehensive Clinical Assessment Report. COUN 640: Research Proposal Project.	COUN 630: The data indicated **38/41 (93%) of students** obtained a grade of 85% or better on the prescribed matrix. The target of 80% of students meeting this metric was met. COUN 640: The data indicated **28/28 (100%) students** obtained 85% or

				better on the prescribed matrix. The target of 80% of students meeting this metric was met.
Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling including foundational, contextual, and professional practice skills specific to clinical mental health counseling	COUN 691: Counseling Internship I	COUN 691 SLO 9: Clinical Mental Health Counseling students will demonstrate knowledge and skills for the prevention and treatment of mental health issues with diverse populations.	Case Conceptualization & Presentation.	The data indicated that **23/30 (77%) of students** obtained 85% or higher on the prescribed matrix. The target of 80% of students satisfying this metric was not met.

The matrix above indicates that Counseling Program students successfully met the SLOs aligned with the PLOs during the 2024-2025 AY except for PLO #6: *Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling including foundational, contextual, and professional practice skills specific to clinical mental health counseling.* Only 77% of students obtained a score of 85% or higher on the *Case Conceptualization Presentation* assignment indicating the target of 80% of students satisfying this metric was not met. As this was the first time the metric was not met for this SLO, no modifications will be made during the 2025-2026 AY. However, the counseling program faculty will continue to monitor student progress and appropriate modifications will be made if deemed necessary after the 2025-2026 AY.

National Counselor Exam Descriptive Statistics

Exam Cycle: Fall 2024

CACREP Content Areas				
	University Results (N = 8)		National Results (N = 3656)	
	Mean	Std. Dev.	Mean	Std. Dev.
Professional Counseling Orientation & Ethical Practice	5.4	1.6	7.3	1.9
Social & Cultural Diversity	5.6	0.7	6.5	1.9
Human Growth & Development	8.3	2.1	10.4	2.5
Career Development	5.0	2.2	7.3	2.8
Counseling & Helping Relationships	31.4	5.3	40.3	7.7
Group Counseling & Group Work	10.1	1.7	12.4	3.1
Assessment & Testing	16.6	2.4	21.8	4.4
Research & Program Evaluation	1.6	1.2	2.3	1.2
SCORE	**84.0**	**10.6**	**108.4**	**17.2**

Exam Cycle: Spring 2025

CACREP Content Areas				
	University Results (N =12)		National Results (N = 4759)	
	Mean	Std. Dev.	Mean	Std. Dev.
Professional Counseling Orientation & Ethical Practice	6.7	1.8	7.2	1.7
Social & Cultural Diversity	6.2	1.0	6.7	1.9
Human Growth & Development	9.5	2.7	10.5	2.6
Career Development	6.7	2.5	7.4	2.9
Counseling & Helping Relationships	39.2	6.5	41.4	7.6
Group Counseling & Group Work	11.5	3.2	12.6	2.9
Assessment & Testing	21.5	3.7	22.4	4.4
Research & Program Evaluation	2.4	1.1	2.5	1.2
SCORE	**103.6**	**16.8**	**110.8**	**16.9**

During the Fall 2024 and Spring 2025 NCE exam cycles 20 UMO Counseling Program students took the exam with 12 (60%) passing the exam. The data above indicates that UMO Counseling Program students who took the exam performed slightly below the national mean in most CACREP content areas with insignificant differences in the mean scores between UMO mean and National mean scores (ranging from 0.1 – 2.3 points) in all content areas with the exception of Counseling Skills & Helping Relationships during the Fall 2024 exam cycle (8.9 point difference in the mean) and Research & Program Evaluation during the Fall 2024 exam cycle (5.5 point difference in the mean). Clearly, the 12 students who took the exam during the Spring 2025 semester did better (75% pass rate) than the eight students who took the exam during the Fall 2024

semester (38% pass rate). It is important to note that students are not required to take the NCE during their graduate program and many opt to wait and take the exam after graduation. Of the 34 that were eligible to take the NCE during the 2024-2025 AY only 20 (58%) took the exam. Therefore, generalizations about UMO Counseling Program students' ability to pass the exam cannot be made. However, program faculty are continuously monitoring our students' pre-graduation NCE exam score. Starting with cohorts that enroll during the 2025-2026 AY and beyond, students will be required to take and pass the Counselor Preparation Comprehensive Exam (CPCE) as a requirement for graduation. It is projected that this will have a positive impact on graduates' NCE exam scores in the future.

Student Progress Assessment Data

Student Progress Assessment data is gathered from each course instructor at the end of each course term/semester through a rubric in Tevera. Student Progress Assessment data is used to evaluate students' Counselor-In Training Professional Dispositions. These dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The University of Mount Olive's Counseling Program dispositions adhere to the University's mission statement and are derived from the American Counseling Association (ACA) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities that are warranted by counseling students. Students who fail to adhere to or demonstrate these dispositions may be subject to remediation.

The data indicates that overall, students (95%+) are scoring Average to Above Average in all criteria demonstrating appropriate development of professional dispositions expected of a counselor-in-training (See Appendix A on page 14).Please note, when viewing the data in Appendix A, students are assessed in each of the courses they take each semester. Therefore, criteria level counts are significantly higher than the actual number of students (108) being assessed during the assessment period.

Professional Practice

Professional practice, which includes practicum and internship, provides for applying theory and developing counseling skills under supervision. The table below depicts the number of students in professional experiences courses during the 2023-2024 AY. This encompasses students in cohorts 6 through 8.

Students in Professional Experiences 2024-2025 AY				
Semester	**N**	**Practicum**	**Internship I***	**Internship II****
Fall 2024	34	0	9	25***
Spring 2025	28	18	0	10
Summer 2025	30	11	19	0

* Includes students enrolled in COUN 593 & 691

** Includes students enrolled in COUN 594, & 692

*** One student was dual enrolled in COUN 593 & 594

2024-2025 UMO CCS-R Data Analysis

The University of Mount Olive Counseling program uses the Counselor Competencies Scale – Revised (CCS-R) to assess students' progress in their professional experience (practicum/internship) courses. Site Supervisors access and fill out the CCS-R in students' Tevera account twice (mid-term evaluation and final evaluation) during each semester they are enrolled in practicum and internship courses. Data analysis of the aggregate data from the *Counselor Competence Scale – Revised (CCS-R)* for the period between 8/26/2024 – 8/25/2025 indicates that student in their practicum and internship course during the assessment period met or exceed expectations on all critical clinical skills as measured by site supervisors' input on the CCS-R (See Appendix B on page 18).

Program Modifications

Since its inception, the Counseling Program curriculum has been a 60-credit hour program that covered the eight core CACREP competency areas; and the Clinical Mental Health counseling specialty area standards. As the program had just received CACREP accreditation in October of 2024 no major program modifications were made during the 2024-2025 AY apart from updating all course curriculum to the CACREP 2024 Standards and revising syllabi Weekly Schedules for reflect only where the CACREP standards are functionally addressed in the coursework each week.

APPENDIX A – Student Progress Assessment Data

August 26, 2024 – August 25, 2025

Group Rubric Analysis

Class

[XT01-2025] [Summer 2025], [COUN 530 SU XT01] Psychopathology, Diagnosis, & Treatment planning [XT01 2025] [Summer 2025], [COUN 691 SU 2025] Counseling Internship I [XT01-2025] [Summer 2025], [COUN 580] Career Counseling Theories & Development [XF01] [Summer 2025], [COUN 570 SU XT02] Group Counseling Theory & Practice [XT02] [Summer 2025], [COUN 670] Addiction Dx & Tx [SU25], [COUN 610] Coun Techniques & Helping Relationships [SU25], [COUN 550 SU 2025] Trauma & Crisis Intervention Counseling [XS01-2025] [Summer 2025], [660] Foundations of Addictions [XS01] [SU25]

Total Students Being Assessed: **108**

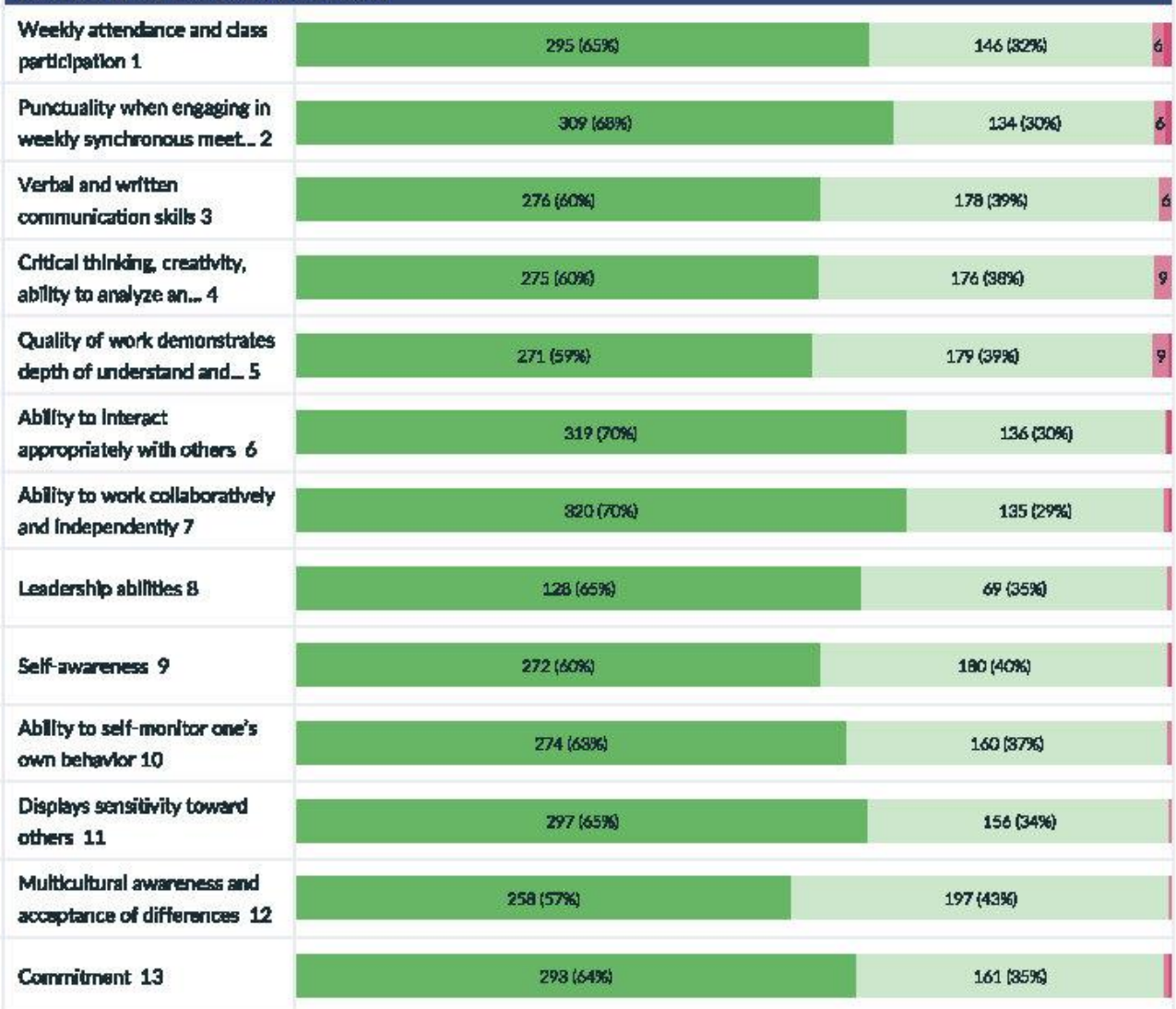
CRITERIA LEVEL COUNTS

Criteria	Above Average 4	Average 3	Below Average 2	Needs Significant Improvement 1	Mean	Mode	Stdev
Weekly attendance and class participation 1	295	146	6	4	3.62	4	0.56
Punctuality when engaging in weekly synchronous meet... 2	309	134	6	3	3.66	4	0.54
Verbal and written communication skills 3	276	178	6	0	3.59	4	0.52
Critical thinking, creativity, ability to analyze an... 4	275	176	9	0	3.58	4	0.53
Quality of work demonstrates depth of understand and... 5	271	179	9	1	3.57	4	0.55
Ability to interact appropriately with others 6	319	136	1	2	3.69	4	0.50
Ability to work collaboratively and independently 7	320	135	3	1	3.69	4	0.49
Leadership abilities 8	128	69	1	0	3.64	4	0.49
Self-awareness 9	272	180	1	1	3.59	4	0.51
Ability to self-monitor one's own behavior 10	274	160	2	0	3.62	4	0.49
Displays sensitivity toward others 11	297	156	1	0	3.65	4	0.48
Multicultural awareness and acceptance of differences 12	258	197	1	0	3.56	4	0.50
Commitment 13	293	161	3	1	3.63	4	0.51
Integrity 14	316	141	3	0	3.68	4	0.48
Ability to maintain appropriate professional boundaries 15	131	35	0	0	3.79	4	0.41

Group Rubric Analysis

CRITERIA LEVEL COUNTS							
Manages personal stress 16	123	41	0	0	3.75	4	0.43
Demonstration of receptivity to clinical supervision 17	121	29	1	0	3.79	4	0.42
Compliance with professional ethical standards 18	129	37	0	0	3.78	4	0.42
Developmentally appropriate demonstration of clinica... 19	98	61	4	1	3.56	4	0.58
Demonstrates engagement in learning & development of... 20	116	49	0	1	3.69	4	0.50

CRITERIA LEVEL DISTRIBUTION CHARTS



Group Rubric Analysis

APPENDIX B - CCS-R Data by Criteria

August 26, 2024 – August 25, 2025

Group Rubric Analysis

University of MOUNT OLIVE

Program	Rubric	Dates
CDS	Counselor Competency Scale - Revised CCS-R	8/26/24-8/25/25

Class

[COUN 692] Internship II [XT02] [Fall 2024], [COUN 692] Internship II [XT01] [Fall 2024], [COUN 691] Internship I [Fall 24], [COUN 692 FA 2024 XT-03] Internship II [XT-03] [Fall 2024], [COUN 591] CMHC Practicum [02] [Spring 2025], [COUN 692] Internship II [Spring 25], [COUN 591] CMHC Practicum [XT-01] [Spring 2025], [COUN 691] Internship I [Spring 2025], [COUN 591] Practicum in Counseling [XT01] [SU 2025], [COUN 691] Counseling Internship I [XT02] [SU 2025], [COUN 691 SU 2025] Counseling Internship I [XT01-2025] [Summer 2025]

Total Students Being Assessed: 62

CRITERIA LEVEL COUNTS

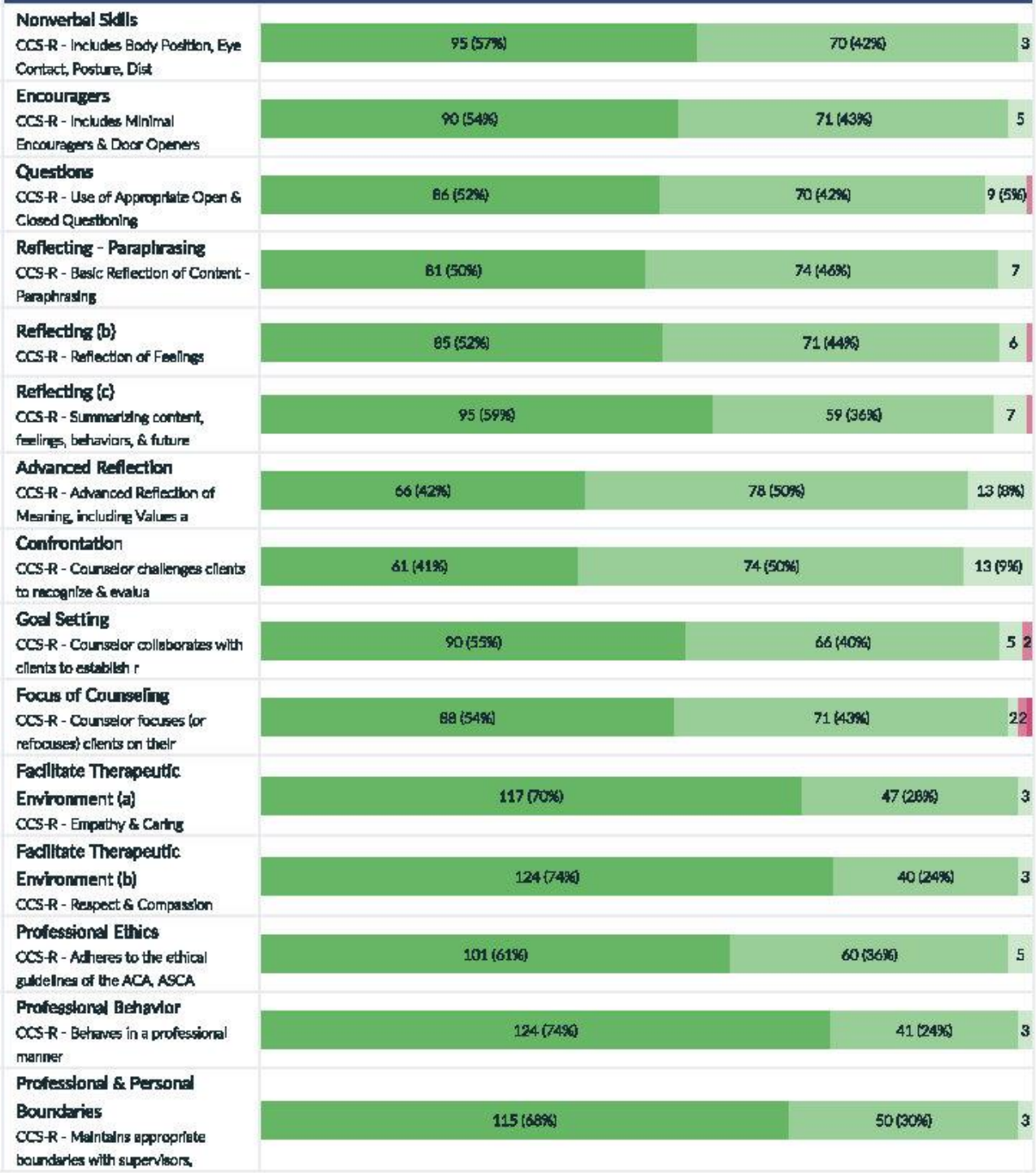
Criteria	Exceeds 5	Meets 4	Near 3	Below 2	Harmful 1	Mean	Mode	Stdev
Nonverbal Skills CCS-R - Includes Body Position, Eye Contact, Posture, Dist	95	70	3	0	0	4.55	5	0.53
Encouragers CCS-R - Includes Minimal Encouragers & Door Openers	90	71	5	0	0	4.51	5	0.56
Questions CCS-R - Use of Appropriate Open & Closed Questioning	86	70	9	1	0	4.45	5	0.63
Reflecting - Paraphrasing CCS-R - Basic Reflection of Content - Paraphrasing	81	74	7	0	0	4.46	5	0.58
Reflecting (b) CCS-R - Reflection of Feelings	85	71	6	1	0	4.47	5	0.60
Reflecting (c) CCS-R - Summarizing content, feelings, behaviors, & future	95	59	7	1	0	4.53	5	0.61
Advanced Reflection CCS-R - Advanced Reflection of Meaning, Including Values a	66	78	13	0	0	4.34	4	0.62
Confrontation CCS-R - Counselor challenges clients to recognize & evalua	61	74	13	0	0	4.32	4	0.63
Goal Setting CCS-R - Counselor collaborates with clients to establish r	90	66	5	2	0	4.50	5	0.62

Group Rubric Analysis

CRITERIA LEVEL COUNTS								
Focus of Counseling CCS-R - Counselor focuses (or refocuses) clients on their	88	71	2	2	1	4.48	5	0.65
Facilitate Therapeutic Environment (a) CCS-R - Empathy & Caring	117	47	3	0	0	4.68	5	0.50
Facilitate Therapeutic Environment (b) CCS-R - Respect & Compassion	124	40	3	0	0	4.72	5	0.49
Professional Ethics CCS-R - Adheres to the ethical guidelines of the ACA, ASCA	101	60	5	0	0	4.58	5	0.55
Professional Behavior CCS-R - Behaves in a professional manner	124	41	3	0	0	4.72	5	0.49
Professional & Personal Boundaries CCS-R - Maintains appropriate boundaries with supervisors,	115	50	3	0	0	4.67	5	0.51
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	118	44	4	1	0	4.67	5	0.55
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	90	60	12	2	1	4.43	5	0.73
Multicultural Competence CCS-R - Demonstrates respect for culture	93	69	2	0	0	4.55	5	0.52
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	108	59	0	1	0	4.63	5	0.52
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	112	50	6	0	0	4.63	5	0.55
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	117	44	6	0	0	4.66	5	0.54
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	96	61	6	1	0	4.54	5	0.60
Congruence & Genuineness CCS-R - Demonstrates ability to be present and "be true to	110	55	2	0	0	4.65	5	0.50

Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS



Group Rubric Analysis

CRITERIA LEVEL DISTRIBUTION CHARTS	
Knowledge & Adherence to Site & Course Policies CCS-R - Demonstrates an understanding & appreciation for a	118 (71%) 44 (26%) 4
Record Keeping & Task Completion CCS-R - Completes all weekly record keeping & tasks correc	90 (55%) 60 (36%) 12 (7%) 2
Multicultural Competence CCS-R - Demonstrates respect for culture	93 (57%) 69 (42%) 2
Emotional Stability & Self-control CCS-R - Demonstrates self-awareness and emotional stabilit	108 (64%) 59 (35%)
Motivated to Learn & Grow/Initiative CCS-R - Demonstrates engagement in learning & development	112 (67%) 50 (30%) 6
Openness to Feedback CCS-R - Responds non-defensively & alters behavior in acco	117 (70%) 44 (26%) 6
Flexibility & Adaptability CCS-R - Demonstrates ability to adapt to changing circumst	96 (59%) 61 (37%) 6
Congruence & Genuineness CCS-R - Demonstrates ability to be present and "be true to	110 (66%) 55 (33%) 2