

William & Mary
School of Education

Counselor Education Comprehensive Assessment Process, Annual Report, and Program Modifications

2024 - 2025

Counselor Education Program

Clinical Mental Health Counseling (MEd)
School Counseling (MEd)
Counselor Education Program (PhD)

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Description of the Program

The Counselor Education program includes CACREP-Accredited master and doctoral programs in Clinical Mental Health Counseling (MEd), Counselor Education Program (PhD), and School Counseling (MEd). Under the umbrella of the Clinical Mental Health Counseling track, Military Counseling and Marriage, Family, and Couples Counseling. We offer both part-time online and full-time on-campus learning options for the master-level programs while the doctoral program is face-to-face.

The curricula for the Counselor Education program has been shaped over the years by former and current Counselor Education faculty. The counseling faculty are tasked with creating, facilitating, and updating program policy and procedures within the operational guidance of the School of Education. The programs are guided by the standards for state and national accreditation organizations and regulatory boards, along with the ethical code of the American Counseling Association. The Counselor Education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling program is approved by the Virginia Department of Education for School Counselor Licensure. The program also houses the Omega Mu Chapter of the Chi Sigma Iota International Honor Society.

Faculty in the Counselor Education program oversee several research and clinical centers within the School of Education.

- **Flanagan Counselor Education Clinic**: The Flanagan Counselor Education Clinic is located within the William & Mary School of Education and is designed for the clinical training of Counselor Education students. The Flanagan Counselor Education Clinic also provides services to the local Williamsburg Community along with various satellite campuses in the Tidewater Area. The Flanagan Counselor Education Clinic is the home for the New Horizons Family Counseling Center (NHFCC) and other community-based partnership initiatives.

- **THRIVE Research and Intervention Center**: The THRIVE Research and Intervention Center seeks to advance the understanding of factors that communities recover from adverse life and social circumstances and promote the use of evidence-based tools that support thriving. The center partners with various agencies locally and abroad to advance research in this area.

Further information about William & Mary, the School of Education, and the Counselor Education programs can be found on the following website: http://education.wm.edu.

The Assessment Process

The goal of the assessment process in the Counselor Education program at William & Mary is to enhance the learning experience for all students across multiple programs and learning modalities. The assessment process helps the learning environment by informing the program curriculum, identifying student learning outcomes, evaluating the impact and success of our students and alumni within the professional community, and directing our program modifications that build on the strengths of the program while addressing any shortcomings.

The assessment process starts with the program mission and provides a vision for the program and the effort of faculty aimed at training counselors and counselor educators. The program objectives specify the specific and measurable elements of the program in action. The assessment process also utilizes key performance indicators of student learning that note markers of success concerning students' knowledge, skills, and professional disposition.

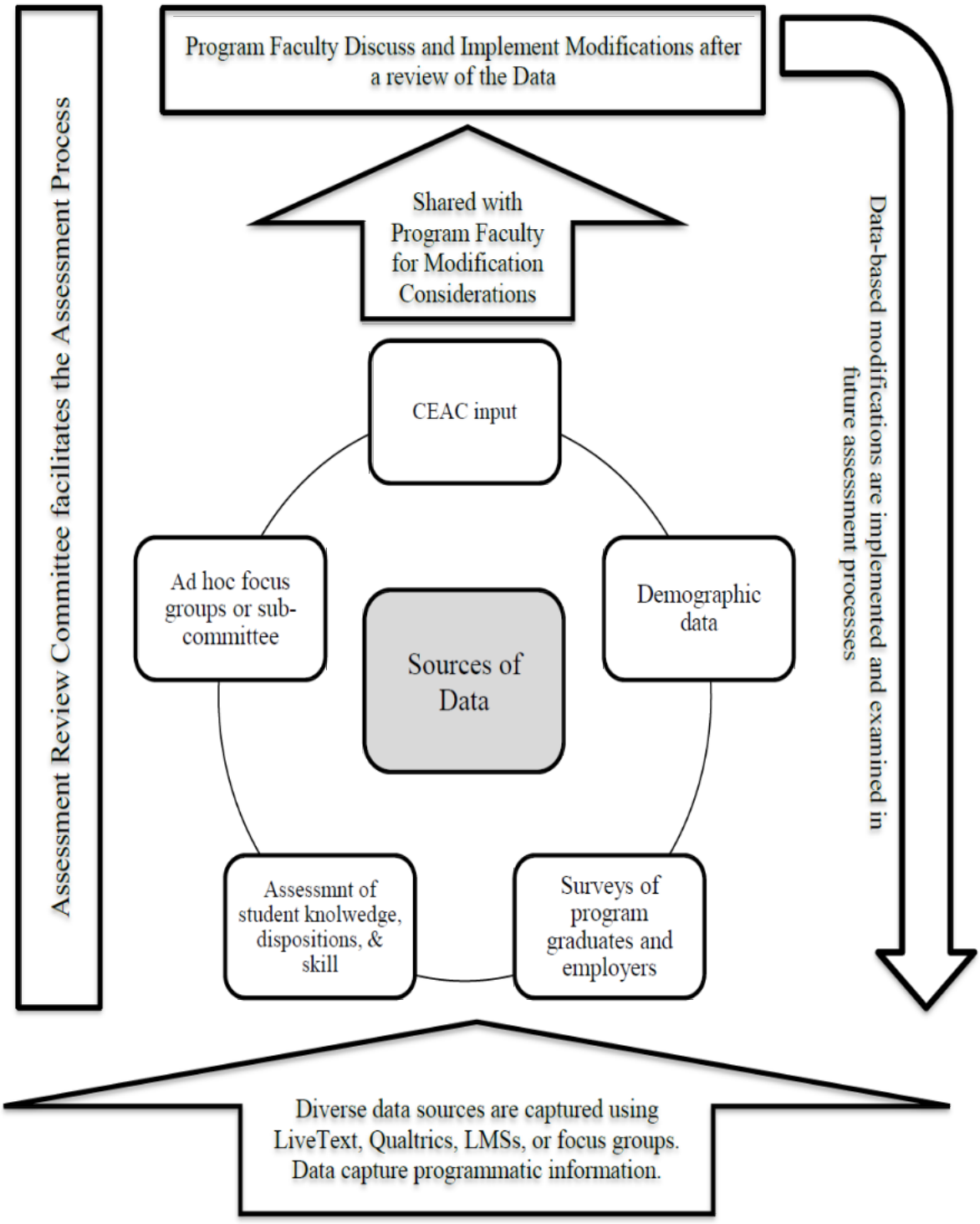
The assessment process utilizes diverse mechanisms to capture and evaluate student, program, and community partner data with the aim of understanding our strengths and areas for growth. The assessments tap into the knowledge, skills, and professional dispositions of our current students. In addition, the assessment process examines the demographic characteristics of the faculty, student, and alumni bodies represented by the program. Additionally, the assessment process engages in surveys from our alumni, employers, and fieldwork site supervisors. Lastly, the assessment process capture data from the Counselor Education Advisory Committee, which includes a diverse group of program stakeholders who advise on modifications to the program curriculum, assessment plan, and other elements to ensure the program stays modern and up to date.

The assessment process includes data collection at different points in time and among different stakeholders. Data is collected through LiveText, Qualtrics, Supervision Asist, and course Learning Management Systems. Current students, course instructors, site supervisors, alumni, community partners, and employers make up the different stakeholder groups that respond to surveys in the data collection process.

The Assessment Review Committee (ARC) members facilitate the data collection, analysis, and dissemination process. The committee is comprised of the Department Chair, the CACREP Liaison, and the Assistant Dean for Assessment, Accreditation, and Accountability. Other faculty may be on the ARC to represent key program elements, such as the online program. The results from the analyses are shared with program Faculty during regularly scheduled program meetings and identify elements of the program to modify based on the results. The ways in which modifications to the program are made include:

- Program-wide faculty discussions are held in which modifications are made based on the review of aggregated data
- Input from sub-communities within the Counselor Education program makes recommendations to the larger program based on aggregated or focus group data
- The Counselor Education Advisory Committee makes program recommendations that are reviewed by the program faculty and implemented.

The Assessment Process



Program Mission and Objectives

Counselor Education Program Mission Statement

The Counselor Education Program at William & Mary prepares professional counselors and counselor educators who represent diverse identities; serve local, national, and global communities; advocate for social justice and antiracist policies; and demonstrate exemplary practices.

Goals of the Counseling Program at William & Mary

1. To facilitate the development of counselors who are clinically skilled, ethical, and committed to the delivery of effective services to clients.
2. To prepare students at the Masters-level for professional counseling positions.
3. To prepare students at the Doctoral level for university faculty positions in counselor education through an individualized course sequence with advanced clinical and administration leadership experiences.
4. To provide opportunities for Doctoral-level researcher skill development, publishing presentations, and funding.
5. To advance to the scope of knowledge and practice within the counseling profession through research and scholarly activity.
6. To provide mentorship and community building experiences within and outside of the classroom.
7. To prepare professional counselors and counselor educators who exemplify a cultural orientation that includes cultural humility and cultural responsiveness.
8. To prepare professional counselors who are social justice advocates and promote antiracist policies and practices.
9. To train students in ethical and effective use of technology within the counseling profession.
10. To respond to societal and professional shifts in training and counseling needs.
11. To promote professional self-care and a wellness orientation.
12. To prepare counselors who are self-reflective and who are committed to continued personal and professional growth.
13. To provide leadership to the counseling profession through faculty and student involvement.
14. To develop future leaders in the counseling profession.
15. To provide service to the local, national, and global community.
16. To promote the mission of William & Mary.

Student Demographic Data

Fall 2024

Overall Program Demographics

Race	***n (%)***
American Indian or Alaska Native	-
Asian	-
Black or African American	-
Native Hawaiian or Other Pacific Islander	-
White	-
More than one race selected	-
Did not report	
Ethnicity	-
Hispanic or Latino	-
Not Hispanic or Latino	-
Gender	
Female	-
Male	-
Military Status	
Active-Duty Military	-
Reserve	-
Veteran	-

-Not required to report

N = 436		
Program Enrollment by Modality	**Campus**	**Online**
	n	**n**
CMHC	54	258
PSC	7	104
PhD	13	n/a
Total	74	362

Summary of the Program Evaluation Results

The following section summarizes the results of the program evaluation for the Counselor Education Program. The data referenced in the summary is available later in the report.

Student Demographics

- A review of our student demographic breakdown highlights that we have a student body that is more diverse than the general counseling population based on research in the field and counseling organization membership demographics. The diversity of the program's student body has been increasing, which is due to our online counseling program (i.e., increased access and more flexible schedule).

Counseling Skills

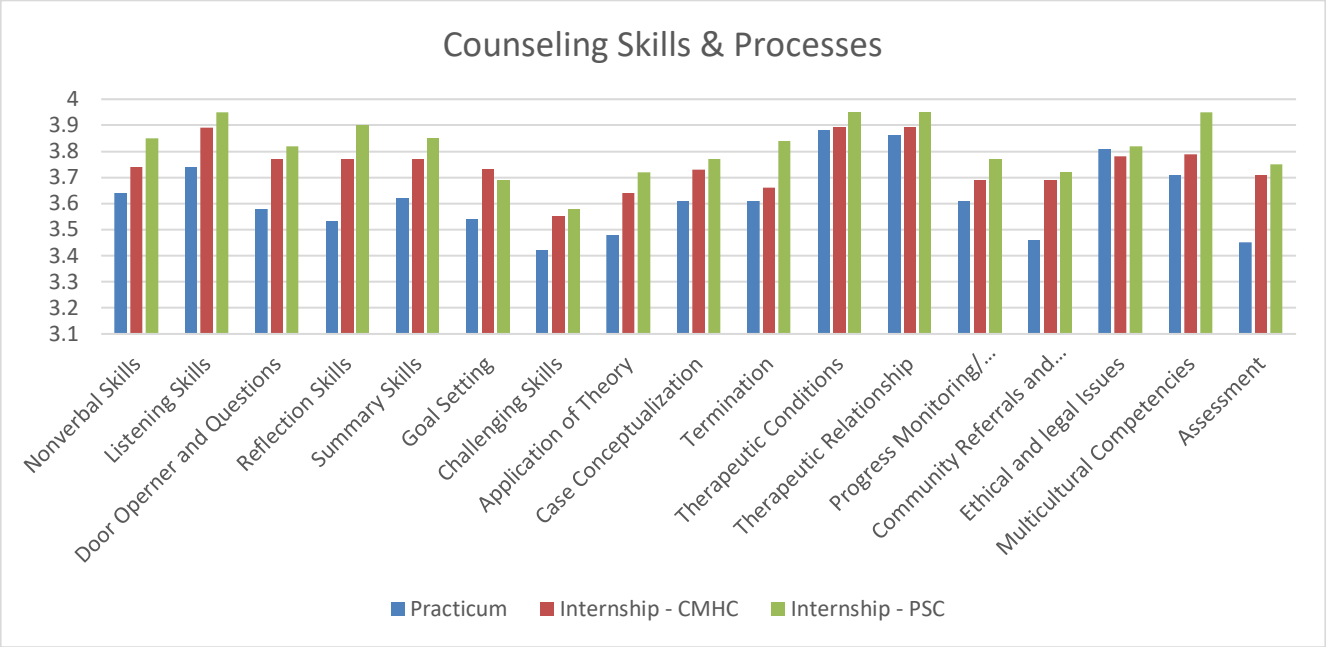
- Student counseling skills are evaluated at the practicum and internship levels using a site supervisor-based evaluation of counseling skills competency. A review of the aggregate student data shows that our students perform, on average, at or above the level of proficiency across all standards assessed. These data come from site supervisors who have firsthand accounts of student performance, and their evaluation of the student's competence.

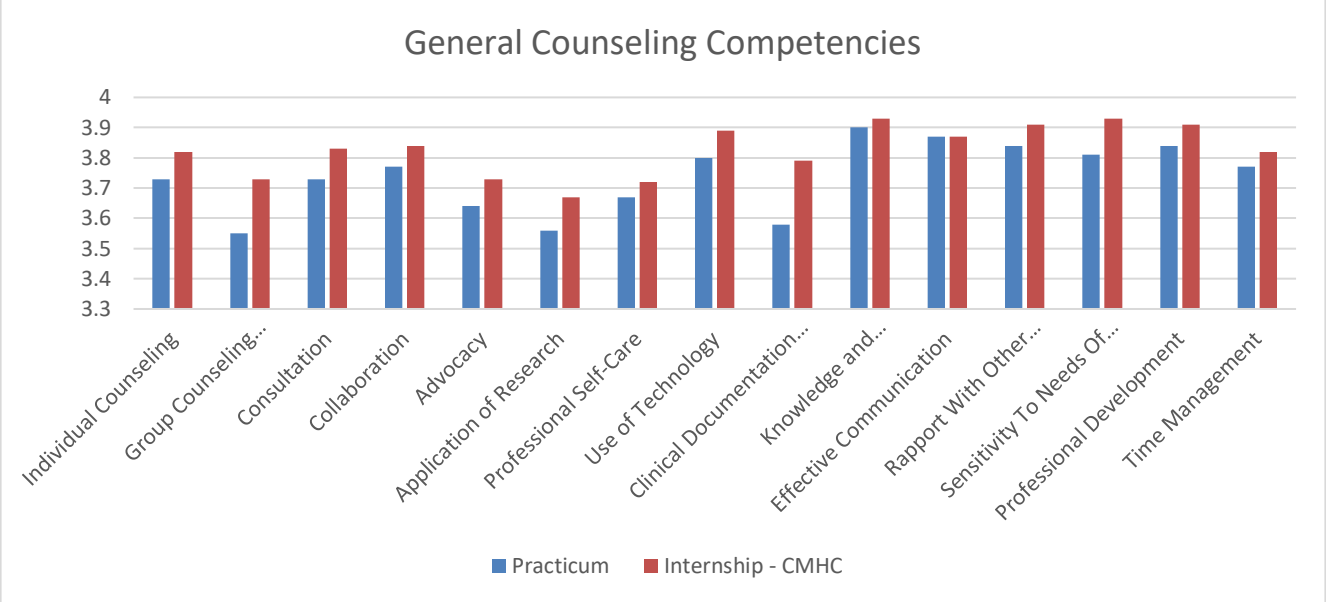
- At the practicum level, students perform the lowest in the areas of Challenging Skills, Assessment, Community Referrals and Collaboration, and Application of Theory. One reason for this may be due to the limited opportunities that sites provide to engage in these activities.

- For the school counseling interns, the lowest scores were in the areas of Classroom Management, Use of Data-Driven Practices, Leadership, and Academic Interventions. However, it should be noted that interns were rated at a proficient or higher level on Classroom Management, Data-Drive Practices, and Leadership. On Academic Intervention one intern (2.63%) earned a rating of developing while the remaining (97.4%) earned a rating of proficient or higher level.

- For the CMHC counseling student interns, their lowest scores were in the areas of Challenging Skills, Application of Theory, Termination, and Application of Research. However, it should be noted that interns were rated at a proficient or higher level on Application of Theory. On Termination one intern (0.75%) earned a rating of developing while the remaining (99.75%) earned a rating of proficient or higher level. On Application of Research two interns (1.42%) earned a rating of developing while the remaining (98.58%) earned a rating of proficient or higher level. On Challenging Skills four interns (2.72%) earned a rating of developing while the remaining (97.28%) earned a rating of proficient or higher level.

The table below presents the total scale average for each experience. It is useful to note that practicum scores are appropriately lower than internship scores given the developmental nature of clinical training.


Counseling Skills & Processes
4
3.9
3.8
3.7
3.6
3.5
3.4
3.3
3.2
3.1
Nonverbal Skills
Listening Skills
Door Openner and Questions
Reflection Skills
Summary Skills
Goal Setting
Challenging Skills
Application of Theory
Case Conceptualization
Termination
Therapeutic Conditions
Therapeutic Relationship
Progress Monitoring/...
Community Referrals and...
Ethical and legal Issues
Multicultural Competencies
Assessment
Practicum
Internship - CMHC
Internship - PSC


General Counseling Competencies
4
3.9
3.8
3.7
3.6
3.5
3.4
3.3
Individual Counseling
Group Counseling...
Consultation
Collaboration
Advocacy
Application of Research
Professional Self-Care
Use of Technology
Clinical Documentation...
Knowledge and...
Effective Communication
Rapport With Other...
Sensitivity To Needs Of...
Professional Development
Time Management
Practicum
Internship - CMHC

Counseling Dispositions

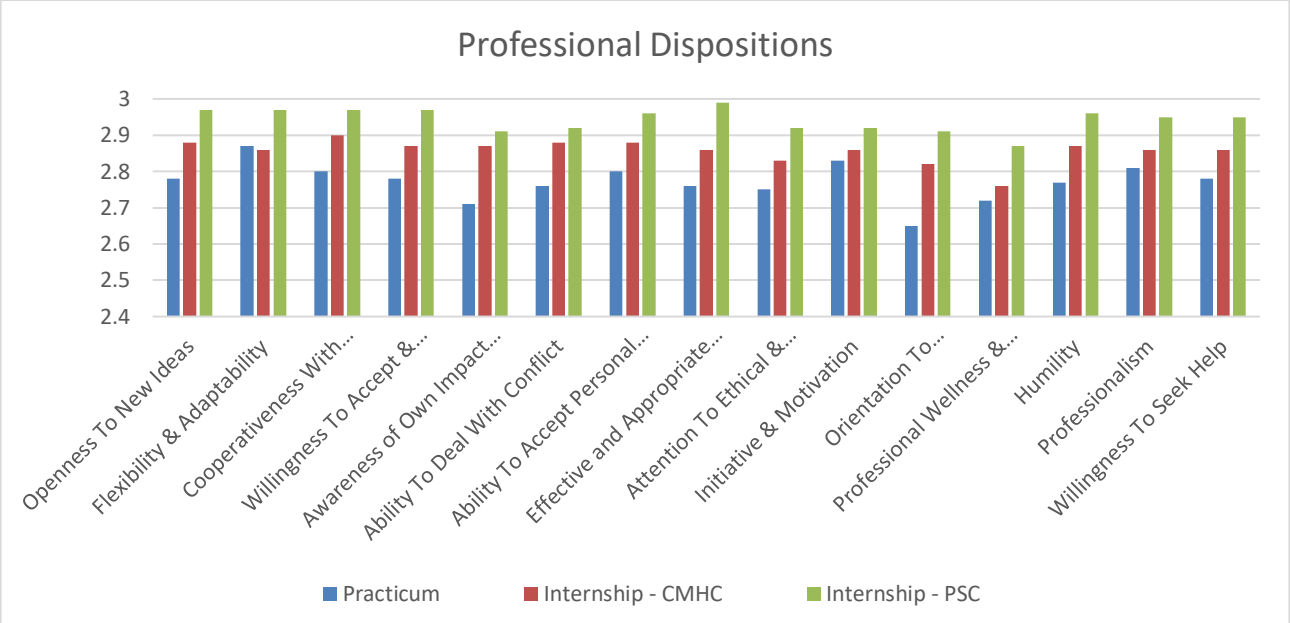
- Students' professional dispositions are evaluated throughout their time in the program. This includes being evaluated in key courses and during clinical experiences. Data for dispositions is gathered using the Assessment of Professional Counseling Dispositions, which includes 15 professional standards for which students are evaluated. The measure was refined in 2021 through a content validity study and revised and piloted in the 2021-2022 academic year. In a review of the data for professional dispositions for students, it is evident that they display acceptable or optional professional dispositions. This is evidence that students are exhibiting the appropriate dispositional behaviors throughout their coursework and at their clinical placement sites.

- At the practicum level, students perform the lowest in the areas of Orientation to Multiculturalism and Social Justice Advocacy, Professional Wellness and Self-Care, and Awareness of Own Impact on Others.

- For school counseling interns, the lowest scores were in the areas of Professional Wellness and Self-Care, Orientation to Multiculturalism and Social Justice Advocacy, and Awareness of Own Impact on Others. However, it should be noted that all interns earned a rating of acceptable or higher across all three areas.

- For the CMHC interns, the lowest scores were in the areas of Professional Wellness and Self-Care, Orientation to Multiculturalism and Social Justice Advocacy, and Attention to Ethical and Legal Considerations. However, it should be noted that all interns earned a rating of acceptable or higher on Professional Wellness and Self-Care. On Orientation of Multiculturalism and Social Justice Advocacy, one intern (0.4%) earned a rating of unacceptable while the remaining 99.6% earned a rating of acceptable or higher. On Attention to Ethical and Legal Considerations, two interns (0.7%) earned a rating of unacceptable while the remaining 99.3% earned a rating of acceptable or higher.

The following figure displays the mean score across the 15 dispositions measured on the pilot version of the dispositional measured used during the 2024-2025 academic year.



Counseling Knowledge

- To evaluate students' counseling knowledge, we used the W&M Comprehensive Counselor Education Exam. A review of these scores shows that the CMHC students performed slightly better than the PSC students.

The figure below presents the scores participating students received (% correct) on the W&M Comprehensive Counselor Education Exam.

Comprehensive Exam	**n = 32**	
	M	**SD**
CMHC	69.10	6.18
PSC	67.75	11.77
Total	68.94	6.84

Exit Surveys

- The counseling program faculty value the perspectives and input of our alumni. To get our graduates' perspectives on the program, we survey them across key program areas and experiences (systematic follow-up studies). These data were collected in the Spring of 2025. The survey results noted that the majority of students were satisfied with their level of preparedness by the W&M Counseling Program. The areas where students felt less prepared included Research and Evaluation, Assessment and Testing, and Use of Discipline Specific Technology. The program's strengths were Counseling and Helping Relationships, Professional Counseling Orientation and Ethical Practice, Group Counseling, and Group Work. Our doctoral graduates felt well-prepared across each of the training areas specific to their studies (counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

The following figure displays the mean scores for graduating students' ratings of preparedness across each of the noted curricular areas.

n = 71				
Area	Extremely Satisfied	Satisfied	Dissatisfied	Extremely Dissatisfied
Professional Counseling Orientation and Ethical Practice	51.43%	47.14%	1.43%	0
Social and Cultural Diversity	32.86%	48.57%	11.43%	7.14%
Human Growth and Development	47.14%	44.29%	7.14%	1.43%
Career Development	31.43%	57.14%	10%	1.43%
Counseling and Helping Relationships	37.14%	60%	2.86%	0
Group Counseling and Group Work	50%	47.14%	2.86%	0
Assessment and Testing	16.90%	61.97%	16.90%	4.23%
Research and Evaluation	17.14%	62.86%	18.57%	1.43%
Use of Discipline Specific Technology	15.94%	60.87%	18.84%	4.35%

Modifications Made Due To Program Evaluation

As a result of the data captured in the 2024-2025 Assessment Process, the following modifications were made by the counseling faculty.

Program Modifications

- Based on the input from an ad hoc committee within the counselor education program and discussions among faculty, the counselor education program decided to change the M.Ed. comprehensive exam.
    - **Modification 1**: Students will no longer complete the comprehensive exam developed by the counselor education program.
    - **Modification 2**: Students will be required to take and pass the CPCE as a graduation requirement.
    - **Modification 3**: The student handbook and the program plan of studies will be updated to reflect this change.
- Based on review of the program data and discussion among faculty, the counselor education program created a new administrative position to help support the program's assessment and evaluation process.
    - **Modification 4**: The faculty who serve as the CACREP Liaison will also serve as the Coordinator of Accreditation, Assessment, and Program Evaluation for Counseling Programs.
- Based on review of the program data and discussion among faculty, the online counselor education program decided to complete the student disposition review during residency.
    - **Modification 5**: During residency, the online faculty will meet on Monday to complete the student disposition review.

Substantial Program Changes

Personnel Changes

In the 2023-2024 academic year, two faculty resigned to pursue new positions. These changes resulted in a few changes in program leadership. In addition, the program is actively pursuing hiring new faculty to replace the resigned faculty.

Faculty Changes

The Counseling Program welcomes four new counseling faculty! Below are the names and bios from the School of Education Website.

- Dr. Brent Henderson – School Counseling (online)
- Dr. Robert Martinez – School Counseling (on campus)
- Dr. Ricardo Phipps – Clinical Mental Health (on campus)
- Dr. Dwayne White – Clinical Mental Health (online)

Leadership Changes

With the personnel changes, the Counseling Program also had changes in leadership structures within the program. Below are a few key leadership changes within the Counseling Program:

- Dr. Biance Augustine-Akogu – Director of the Counselor Education Program
- Dr. Robert Martinez – Co-Program Coordinator
- Dr. Robert Martinez – School Counselor Lead
- Dr. Ricardo Phipps – Co-Program Coordinator
- Dr. Ricardo Phipps – Field Placement Coordinator (campus)
- Dr. Olivia Uwamahoro – CACREP Liaison

Other Program Changes

The counseling program successfully completed its CACREP reaccreditation. This process was being led by Dr. Olivia Uwamahoro, our CACREP liaison.

Aggregate Student Assessment Data

Assessments Used in this Report

In Practicum and Internship, there are several assessments used to evaluate the counseling students' skills and dispositions. These are shared with site supervisors at the start of the semester and later completed at mid-point and end of the semester. Below is a list of these measures with a link to a copy of them to review.

Assessment	Description
Counselor Clinical Competency Scale	Used by the site supervisor mid and end of semester to provide feedback about counseling students' general and specific counseling skills.
Assessment of Professional Counseling Dispositions	Used by the site supervisor mid and end of semester to provide feedback about counseling students' professional dispositions.
Course Instructor Student Evaluation	Used by the course instructor at mid and end of semester to provide feedback about counseling students' general and specific counseling skills.
School Counseling and Competency Skills (School counseling internship only)	Used by the school counseling site supervisor mid and end of semester to provide feedback about counseling students' general and specific school counseling skills.
Counseling Student Exit Survey (MA only)	Used by the faculty to survey students in their graduating semester about their experiences in the counselor education program.
Doctoral Program Exit Survey (PhD only)	Used by the faculty to assess doctoral students in their graduating semester about their experiences in the counselor education program.
Alumni Survey	Used by the faculty to survey alumni about their experiences in the counselor education program.
Alumni Employer Survey	Used by the faculty to survey alumni employers about their quality of graduates from the counselor education program.
Counselor Education Comprehensive Exam	Used to evaluate students' knowledge based on the eight core domains in the 2016 CACREP standards and the CMHC and School Counseling Specialty Areas.

Practicum Professional Dispositions Site Supervisor Final Evaluation
(Fall 2024 - Summer 2025)

Scale Frequency (n = 281)						
Dispositions	***M***	***SD***	**Optimal**	**Acceptable**	**Unacceptable**	**NA**
Openness to new ideas	2.78	0.41	146	41	0	0
Flexibility and adaptability	2.87	0.42	153	32	2	0
Cooperativeness with others	2.80	0.40	147	38	0	0
Willingness to accept and use feedback	2.78	0.43	147	39	1	0
Awareness of own impact on others	2.71	0.46	132	55	0	0
Ability to deal with conflict	2.76	0.43	118	37	0	0
Ability to accept personal responsibility	2.80	0.41	131	30	1	0
Effective and appropriate expression of feelings	2.76	0.43	142	44	0	0
Attention to ethical and legal considerations	2.75	0.43	140	47	0	0
Initiative and motivation	2.83	0.39	154	30	1	0
Orientation to multiculturalism and social justice advocacy	2.65	0.49	122	62	1	0
Professional wellness and self-care	2.72	0.46	135	50	1	0
Humility	2.77	0.42	144	43	0	0
Professionalism	2.81	0.39	151	36	0	0
Willingness to seek help	2.78	0.43	146	39	1	0

CMHC Internship Professional Dispositions Site Supervisor Final Evaluation
(Fall 2024 - Summer 2025)

Scale Frequency (n = 281)						
Dispositions	***M***	***SD***	**Optimal**	**Acceptable**	**Unacceptable**	**NA**
Openness to new ideas	2.88	0.33	246	35	0	0
Flexibility and adaptability	2.86	0.37	243	36	2	0
Cooperativeness with others	2.9	0.30	251	27	0	0
Willingness to accept and use feedback	2.87	0.34	244	37	0	0
Awareness of own impact on others	2.87	0.34	244	37	0	0
Ability to deal with conflict	2.88	0.33	230	33	0	0
Ability to accept personal responsibility	2.88	0.32	245	33	1	0
Effective and appropriate expression of feelings	2.86	0.36	242	38	1	0
Attention to ethical and legal considerations	2.83	0.39	234	46	2	0
Initiative and motivation	2.86	0.37	240	35	0	0
Orientation to multiculturalism and social justice advocacy	2.82	0.39	229	52	1	0
Professional wellness and self-care	2.76	0.44	213	66	0	0
Humility	2.87	0.34	243	38	1	0
Professionalism	2.86	0.36	243	37	1	0
Willingness to seek help	2.86	0.35	243	38	1	0

School Internship Professional Dispositions Site Supervisor Final Evaluation
(Fall 2024 - Summer 2025)

Scale Frequency (n = 78)						
Dispositions	***M***	***SD***	**Optimal**	**Acceptable**	**Unacceptable**	**NA**
Openness to new ideas	2.97	0.16	76	2	0	0
Flexibility and adaptability	2.97	0.16	76	2	0	0
Cooperativeness with others	2.97	0.16	76	2	0	0
Willingness to accept and use feedback	2.97	0.16	76	2	0	0
Awareness of own impact on others	2.91	0.29	71	7	0	0
Ability to deal with conflict	2.92	0.28	66	6	0	0
Ability to accept personal responsibility	2.96	0.19	75	3	0	0
Effective and appropriate expression of feelings	2.99	0.11	76	1	0	0
Attention to ethical and legal considerations	2.92	0.27	72	6	0	0
Initiative and motivation	2.92	0.27	71	6	0	0
Orientation to multiculturalism and social justice advocacy	2.91	0.29	71	7	0	0
Professional wellness and self-care	2.87	0.33	66	10	0	0
Humility	2.96	0.19	75	3	0	0
Professionalism	2.95	0.22	74	4	0	0
Willingness to seek help	2.95	0.22	74	4	0	0

Practicum Skills Assessment Site Supervisor Final Evaluation
(Fall 2024 - Summer 2025)

Scale Frequency (n = 90)							
Clinical Counseling Skills	**M**	**SD**	**Exemplary/ Highly Effective**	**Proficient/ Effective**	**Developing/ Some what Effective**	**Unacceptable/ Ineffective**	**Not Observed**
Nonverbal skills	3.64	0.47	58	32	0	0	0
Listening skills	3.74	0.50	70	17	3	0	0
Door openers and questions	3.58	0.55	55	32	3	0	0
Reflection skills	3.53	0.56	51	36	3	0	0
Summary skills	3.62	0.52	58	30	2	0	0
Goal setting	3.54	0.54	49	36	2	0	0
Challenging skills	3.42	0.66	43	32	8	0	0
Application of theory	3.48	0.63	50	33	7	0	0
Case conceptualization	3.61	0.55	57	29	3	0	0
Termination	3.61	0.51	42	24	1	0	0
Therapeutic conditions	3.88	0.36	80	9	1	0	0
Therapeutic relationship	3.86	0.38	78	11	1	0	0
Progress monitoring/ outcome evaluation	3.61	0.53	51	28	2	0	0
Community referrals and collaboration	3.46	0.60	36	29	4	0	0
Ethical and legal issues	3.81	0.39	72	17	0	0	0
Multicultural competencies	3.71	0.46	63	24	1	0	0
Assessment	3.45	0.56	42	28	4	0	0
General Counseling Competencies							
Individual counseling	3.73	0.47	67	22	1	0	0
Group counseling facilitation	3.55	0.68	40	21	1	2	0
Consultation	3.73	0.49	66	20	2	0	0
Collaboration	3.77	0.47	69	16	2	0	0
Advocacy	3.64	0.48	47	26	0	0	0
Application of research	3.56	0.55	42	28	2	0	0
Professional self-care	3.67	0.51	62	26	2	0	0
Use of technology	3.80	0.42	73	16	1	0	0
Clinical documentation and record keeping	3.58	0.65	57	29	2	2	0
Knowledge and adherence to site policies	3.90	0.30	81	9	0	0	0
Effective communication	3.87	0.34	78	12	0	0	0
Rapport with other professionals	3.84	0.39	77	12	1	0	0
Sensitivity to needs of others	3.81	0.41	74	15	1	0	0
Professional development	3.84	0.36	76	14	0	0	0
Time management	3.77	0.47	71	17	2	0	0

CMHC Internship Skills Assessment Site Supervisor Final Evaluation

(Fall 2024 - Summer 2025)

Scale Frequency (n = 149)							
Clinical Counseling Skills	**M**	**SD**	**Exemplary/ Highly Effective**	**Proficient/ Effective**	**Developing/ Some What Effective**	**Unacceptable/ Ineffective**	**Not Observed**
Nonverbal skills	3.74	0.45	111	37	1	0	0
Listening skills	3.89	0.31	133	16	0	0	0
Door openers and questions	3.77	0.43	116	32	1	0	0
Reflection skills	3.77	0.42	114	35	0	0	0
Summary skills	3.77	0.42	115	34	0	0	0
Goal setting	3.73	0.45	108	37	1	0	0
Challenging skills	3.55	0.54	85	58	4	0	0
Application of theory	3.64	0.47	96	53	0	0	0
Case conceptualization	3.73	0.45	108	37	1	0	0
Termination	3.66	0.48	90	43	1	0	0
Therapeutic conditions	3.89	0.33	134	14	1	0	0
Therapeutic relationship	3.89	0.31	133	17	0	0	0
Progress monitoring/ outcome evaluation	3.69	0.47	101	44	1	0	0
Community referrals and collaboration	3.69	0.49	98	39	2	0	0
Ethical and legal issues	3.78	0.41	117	33	0	0	0
Multicultural competencies	3.79	0.41	118	32	0	0	0
Assessment	3.71	0.48	102	37	2	0	0
General Counseling Competencies							
Individual counseling	3.82	0.39	123	24	1	0	0
Group counseling facilitation	3.73	0.46	79	28	1	0	0
Consultation	3.83	0.39	126	23	1	0	0
Collaboration	3.84	0.36	124	24	0	0	0
Advocacy	3.73	0.46	101	35	1	0	0
Application of research	3.67	0.50	96	43	2	0	0
Professional self-care	3.72	0.45	106	42	0	0	0
Use of technology	3.89	0.30	134	16	0	0	0
Clinical documentation and record keeping	3.79	0.42	118	30	1	0	0
Knowledge and adherence to site policies	3.93	0.26	139	11	0	0	0
Effective communication	3.87	0.33	131	19	0	0	0
Rapport with other professionals	3.91	0.28	137	13	0	0	0
Sensitivity to needs of others	3.93	0.24	140	10	0	0	0
Professional development	3.91	0.30	137	11	1	0	0
Time management	3.82	0.40	124	25	1	0	0

School Counseling Internship Skills Assessment Site Supervisor Final Evaluation

(Fall 2024 - Summer 2025)

Scale Frequency (n = 39)							
Clinical Counseling Skills	**M**	**SD**	**Exemplary/ Highly Effective**	**Proficient/ Effective**	**Developing/ Some What Effective**	**Unacceptable/ Ineffective**	**Not Observed**
Nonverbal skills	3.85	0.36	33	6	0	0	0
Listening skills	3.95	0.22	37	2	0	0	0
Door openers and questions	3.82	0.38	32	7	0	0	0
Reflection skills	3.90	0.30	35	4	0	0	0
Summary skills	3.85	0.36	33	6	0	0	0
Goal setting	3.69	0.46	27	12	0	0	0
Challenging skills	3.58	0.49	22	16	0	0	0
Application of theory	3.72	0.45	28	11	0	0	0
Case conceptualization	3.77	0.42	30	9	0	0	0
Termination	3.84	0.36	31	6	0	0	0
Therapeutic conditions	3.95	0.22	37	2	0	0	0
Therapeutic relationship	3.95	0.22	37	2	0	0	0
Progress monitoring/ outcome evaluation	3.77	0.42	30	9	0	0	0
Community referrals and collaboration	3.72	0.44	26	10	0	0	0
Ethical and legal issues	3.82	0.38	32	7	0	0	0
Multicultural competencies	3.95	0.22	37	2	0	0	0
Assessment	3.75	0.43	27	9	0	0	0
School Counseling Competencies							
Individual counseling	3.92	0.26	36	3	0	0	0
Classroom lesson	3.85	0.36	33	6	0	0	0
Classroom management	3.71	0.45	27	11	0	0	0
Group counseling curriculum	3.81	0.39	29	7	0	0	0
Group counseling facilitation	3.83	0.37	29	6	0	0	0
Consultation	3.82	0.38	32	7	0	0	0
Collaboration	3.97	0.15	38	1	0	0	0
Advocacy	3.92	0.27	34	3	0	0	0
Academic interventions	3.74	0.49	29	8	1	0	0
Career interventions	3.78	0.47	29	6	1	0	0
Social/emotional interventions	3.90	0.30	35	4	0	0	0
Postsecondary transition interventions	3.74	0.50	24	6	1	0	0
Comprehensive school counseling programs	3.87	0.33	34	5	0	0	0
Leadership	3.73	0.44	27	10	0	0	0
Application of research	3.74	0.49	30	8	1	0	0
Use of data-driven practices	3.72	0.45	28	11	0	0	0
Program evaluation	3.81	0.39	30	7	0	0	0
Professional self-care	3.80	0.40	31	8	0	0	0
Use of technology	3.92	0.26	36	3	0	0	0

W&M Counselor Education Comprehensive Exam
(Spring 2025)

n = 32		
	M	**SD**
CMHC	69.10	6.18
PSC	67.75	11.77
Total	68.94	6.84

**On-campus students (N=32, School n = 4, CMHC n =28).*
***Scores reflect the average score out of a possible 100.*

Systematic Follow Up Studies

Exit Survey (Spring 2025)

Listed below are eight domains of professional competency described by CACREP and generally required for any license to practice professional counseling. We also ask about the preparation of the use of technology.

Please rate how well you feel you were prepared by the William & Mary Counseling Program in each of these areas.

n = 71				
Area	Extremely Satisfied	Satisfied	Dissatisfied	Extremely Dissatisfied
Professional Counseling Orientation and Ethical Practice	36 (51.43%)	33 (47.14%)	1 (1.43%)	0
Social and Cultural Diversity	23 (32.86%)	34 (48.57%)	8 (11.43%)	5 (7.14%)
Human Growth and Development	33 (47.14%)	31 (44.29%)	5 (7.14%)	1 (1.43%)
Career Development	22 (31.43%)	40 (57.14%)	7 (10%)	1 (1.43%)
Counseling and Helping Relationships	26 (37.14%)	42 (60%)	2 (2.86%)	0
Group Counseling and Group Work	35 (50%)	33 (47.14%)	2 (2.86%)	0
Assessment and Testing	12 (16.90%)	44 (61.97%)	12 (16.90%)	3 (4.23%)
Research and Evaluation	12 (17.14%)	44 (62.86%)	13 (18.57%)	1 (1.43%)
Use of Discipline Specific Technology	11 (15.94%)	42 ((60.87%)	13 (18.84%)	3 (4.35%)

Listed below are the additional domains of professional competency specific to the preparation of *doctoral graduates*. (Spring 2025)

Please rate how well you feel you were prepared by the William & Counseling Program in each of these areas.

n = 3					
Area	**Very Well Prepared**	**Well Prepared**	**Somewhat Well Prepared**	**Slightly Well Prepared**	**Not Well Prepared**
Counseling	0	3 (100%)	0	0	0
Supervision	0	3 (100%)	0	0	0
Teaching	0	3 (100%)	0	0	0
Research and Scholarship	0	3 (100%)	0	0	0
Leadership and Advocacy	0	3 (100%)	0	0	0