



William & Mary
School of Education

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

2021-2022

COUNSELOR EDUCATION PROGRAM

Clinical Mental Health Counseling (MEd)

School Counseling (MEd)

Counselor Education and Supervision (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 and Supervision (PhD), and School Counseling (MEd). Under the umbrella of the Clinical Mental Health Counseling track, the program offers specializations in Addictions Counseling; 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 oversees 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.
- **Project Empower:** Project Empower is a W&M mentoring program focused on helping students thrive and preventing substance use. Graduate students are trained in evidence-based approaches and assigned to local schools identified as being at-risk or in need. Students receive supervision from faculty and doctoral students in the counselor education program at W&M.

Further information about William & Mary, the School of Education, and the Counselor Education programs can be found at 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 the 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, and employers. 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, 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 Program Coordinator, 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:

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

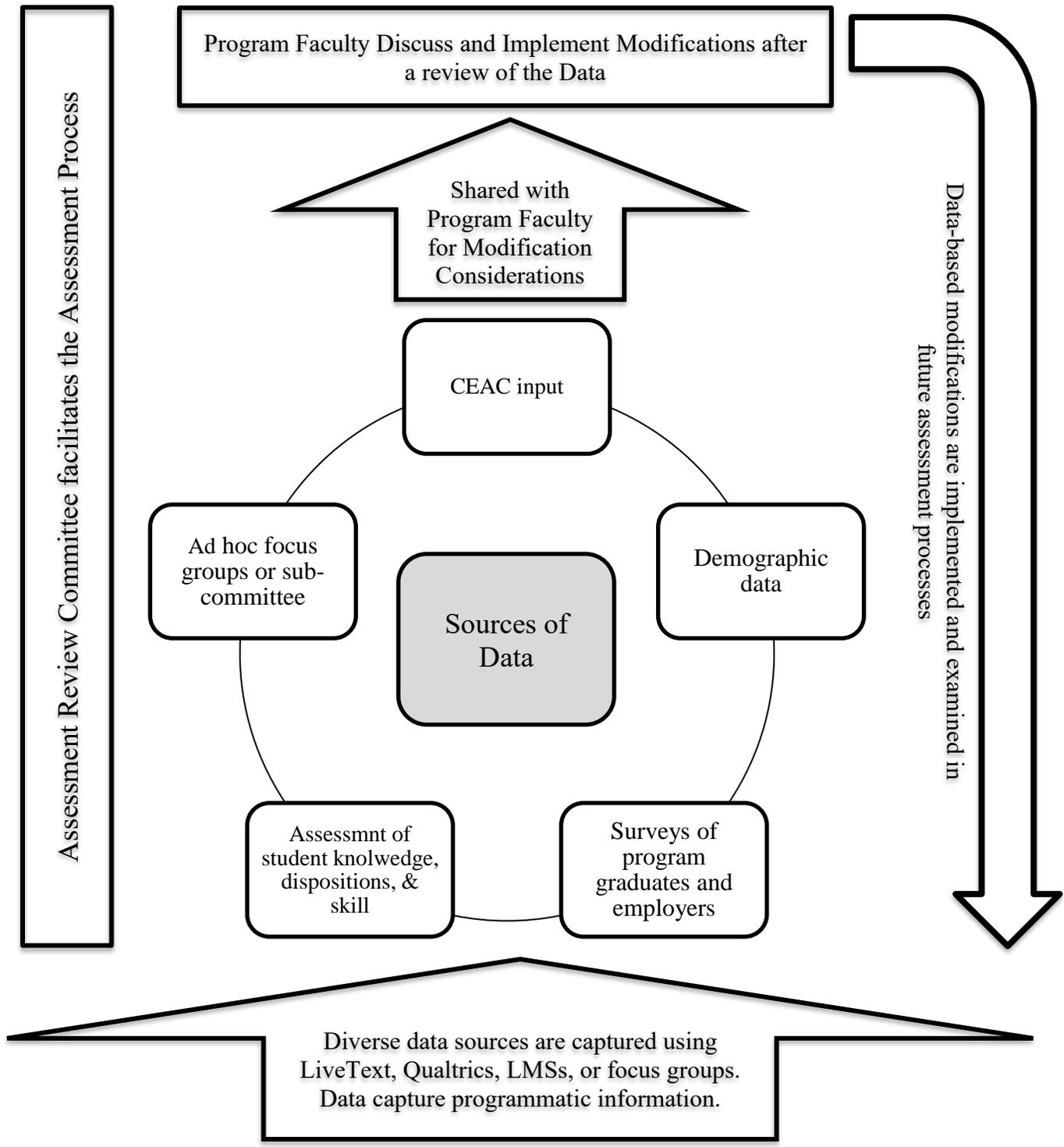


Figure 1. The Assessment Process

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

Overall Program Demographics (Fall 2021)

Race	<i>n</i> (%)
American Indian or Alaska Native	1 (.3%)
Asian	17 (4.3%)
Black or African American	43 (10.8%)
Native Hawaiian or Other Pacific Islander	2 (.5%)
White	304 (76%)
More than one race selected	22 (5.5%)
Did not report	11 (2.8%)
Ethnicity	
Hispanic or Latino	41 (10.3%)
Not Hispanic or Latino	359 (87.8%)
Gender	
Female	335 (83.8%)
Male	65 (16.3%)

* Program includes 400 total students

Demographics by Modality

	Campus <i>(n = 89)</i>	Online <i>(n = 311)</i>
Race	<i>n</i> (%)	<i>n</i> (%)
American Indian or Alaska Native	0 (0%)	1 (.3%)
Asian	2 (4%)	13 (4.2%)
Black or African American	12 (13%)	31 (10%)
Native Hawaiian or Other Pacific Islander	1 (1%)	1 (.3%)
White	64 (72%)	240 (77.2%)
More than one race selected	7 (8%)	15 (4.8%)
Did not report	1 (1%)	10 (3.2%)
Ethnicity		
Hispanic or Latino	11 (12.4%)	30 (9.6%)
Not Hispanic or Latino	78 (87.6%)	281 (90.4%)
Gender		
Female	74 (83.2%)	261 (83.9%)
Male	15 (16.8%)	50 (16.1%)

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

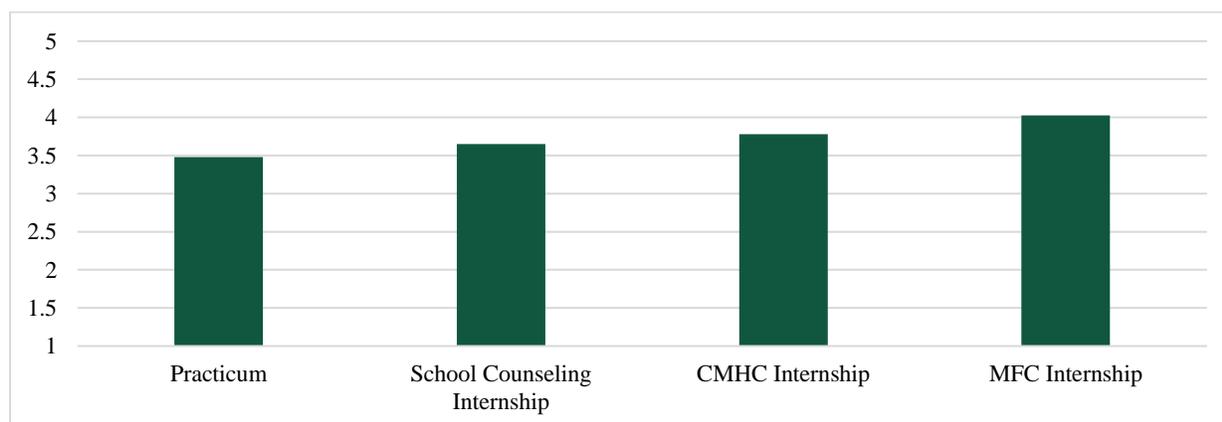
A review of our student demographic breakdown highlights that we have a student body that is more diverse than the general counseling population based on research in the field and counseling organization membership demographics. The diversity of the program's student body has been increasing, which is like do to our online counseling program (i.e., increased access and more flexible schedule), the temporary removal of the GRE as an admission requirement, and other program initiatives.

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 Community Referrals and Collaboration, Group Counseling Facilitation, Advocacy, and Termination Skills. One reason for this may be due to the limited opportunities that sites provide to engage in these activities. Some additional areas that were rated lower than other aspects of their skill development include Challenging Skills, Assessment, and Application of Research. Among the school counseling interns, the lowest areas included Classroom Management, Application of Counseling Theory, and Group Counseling. However, it should be noted that these were all rated at the proficient or higher level. The couples, marriage, and family counseling interns scored lowest in the area of using measurement outcomes, multicultural counseling, and use of data. For the CMHC counseling student interns, their lowest scores were in the areas of group counseling skills, confidence when with clients, understanding power dynamics in the counseling relationships, and knowing when to refer clients to community resources.

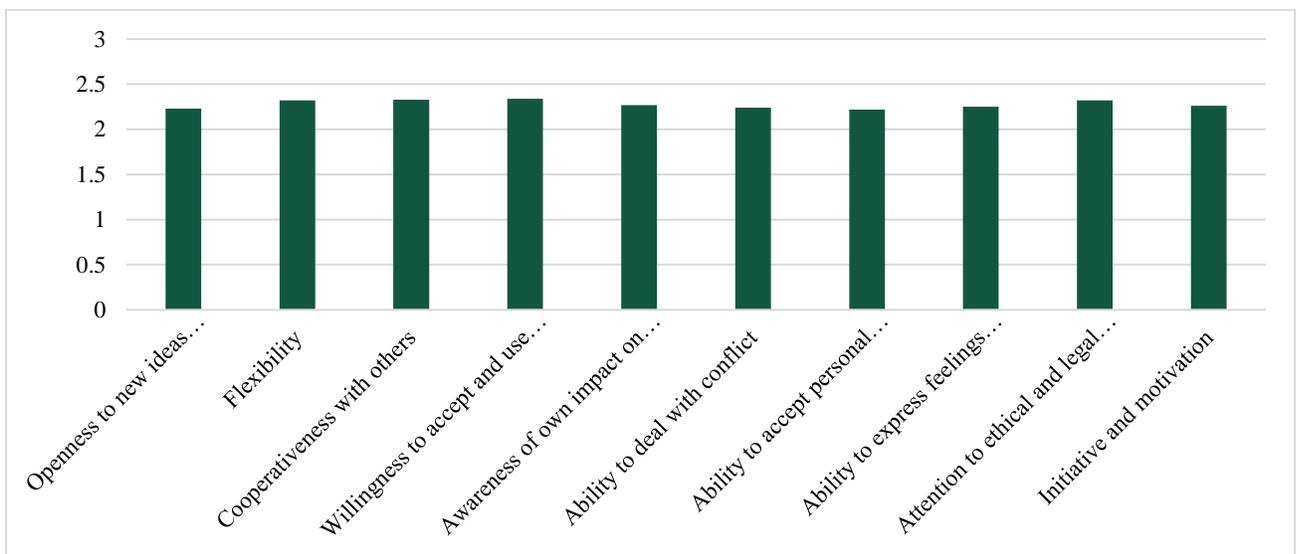
The figure below presents the total scale average for each experience. It is useful to note that practicum scores are appropriately lower than internship scores given the developmental nature of clinical training.



Counseling Dispositions

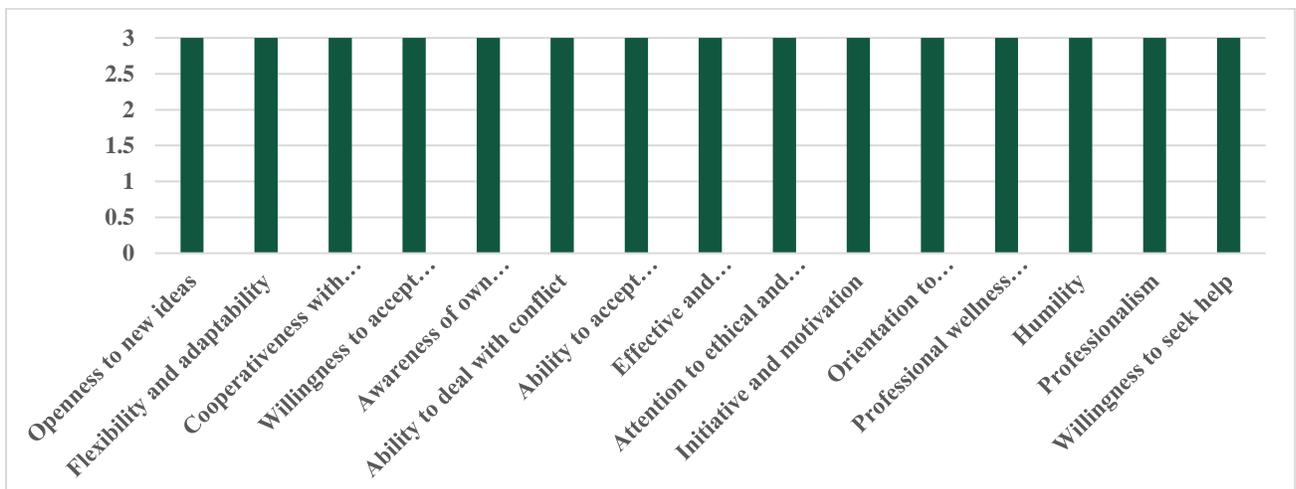
Students' professional dispositions are evaluated throughout their time in the program. This includes being evaluated in key courses and during clinical experiences. Data for dispositions is gathered using the Assessment of Professional Counseling Dispositions, which includes 10 (older version) or 15 (newer, revised version) 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.

The following figure displays the mean score across all the 10 dispositions measured on the original version of the dispositional measured used during the 2021-2022 academic year.



* Prior version of the dispositional evaluation tool.

The following figure displays the mean score across all the 15 dispositions measured on the pilot version of the dispositional measured used during the 2021-2022 academic year.

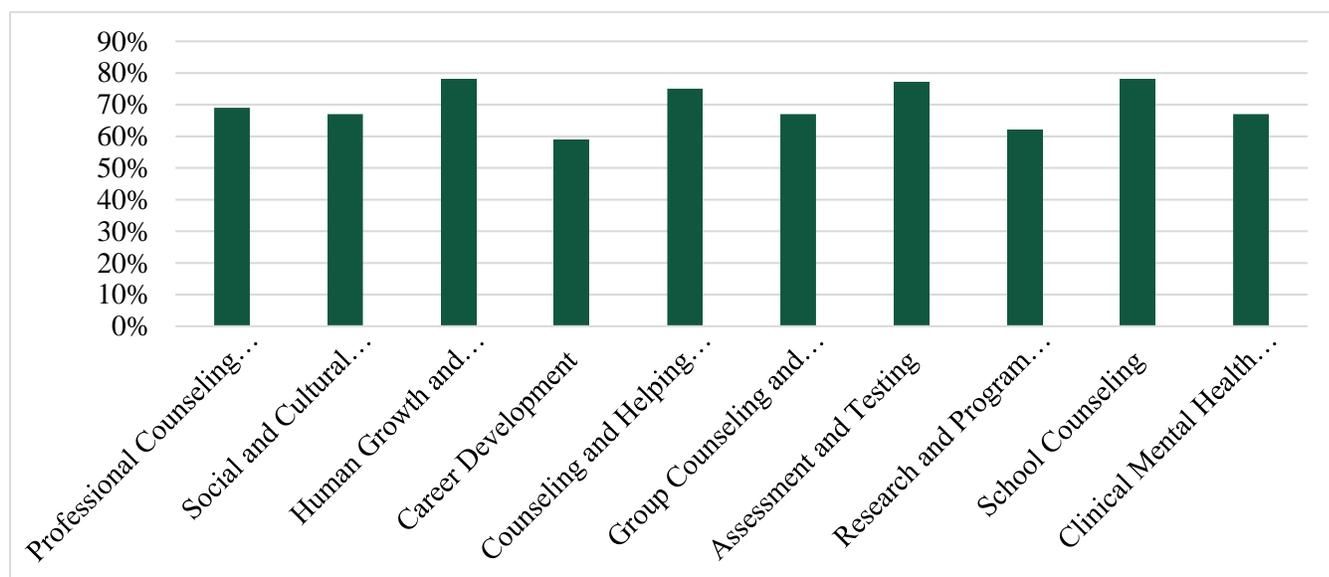


*Revised version of the dispositional evaluation tool.

Counseling Knowledge

To evaluate students' counseling knowledge, we used the W&M Comprehensive Counselor Education Exam. This is the second year of piloting the exam as the program faculty work to create a sound measure to understand the content knowledge the students acquire in our program. A review of these scores shows that the areas where students performed the best included Human Growth and Development, Assessment and Testing, and School Counseling (specialty area only). The areas where students performed the lowest included Career Development and Research and Program Evaluation. While these results are useful, it is important to contextualize that the test is in its second pilot year and this more evaluation of the test is needed to establish evidence for the reliability and validity of the exam.

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

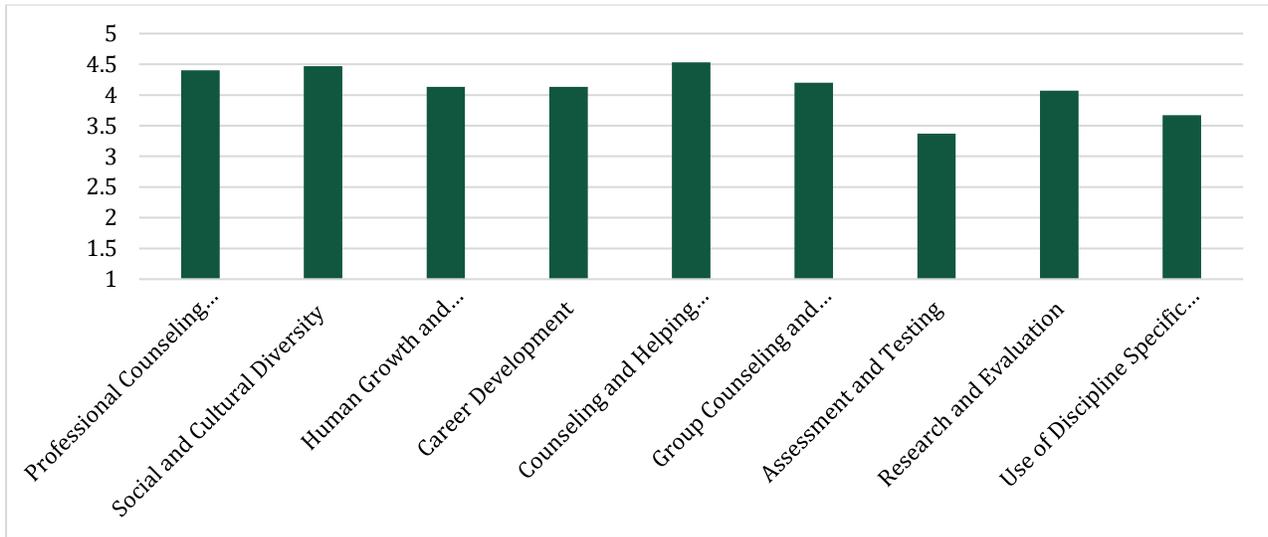


Alumni Surveys

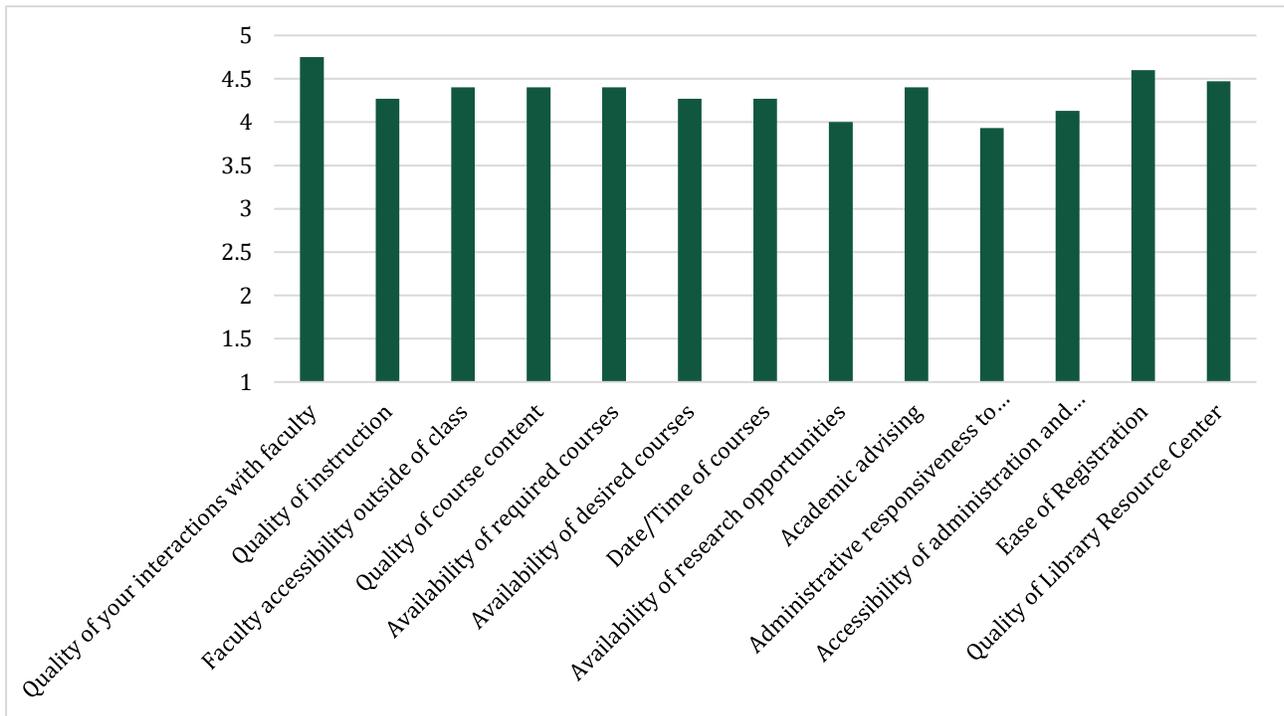
The counseling program faculty value the perspectives and input of our alumni. To get our graduates' perspectives on the program, we survey them across key program areas and experiences (systematic follow-up studies). These data were collected in the Spring of 2022 for graduates in the 2020-2021 academic year. The survey results noted that the majority of students felt well-prepared across all of the areas of the program curriculum. The areas where students felt less prepared included Group Counseling and Group Work, Assessment and Testing, and Use of Discipline Specific Technology. The program's strengths were Counseling and Helping Relationships, Professional Counseling Orientation and Ethical Practice, and Social and Cultural Diversity. 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). Overall, graduates were either extremely satisfied (53.3%) or satisfied (46.7%) and felt either the training was highly effective (86.7) or moderately effective (13.3%) in preparing them for the knowledge and skills needed to be effective counselors or counselor educators. The program alumni felt the curriculum and training experiences left them highly effective (53.3%) or moderately effective (46.7%) are managing the challenges faced in their positions. When examining aspects of the Counselor Education program and the School of Education, the alumni

noted high levels of satisfaction across most areas. The areas where they reported the lowest satisfaction included (a) administrative responsiveness to student concerns, (b) availability of research opportunities, and (c) accessibility of administration and student services. The highest areas included (a) quality of interactions with faculty and (b) ease of registration.

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



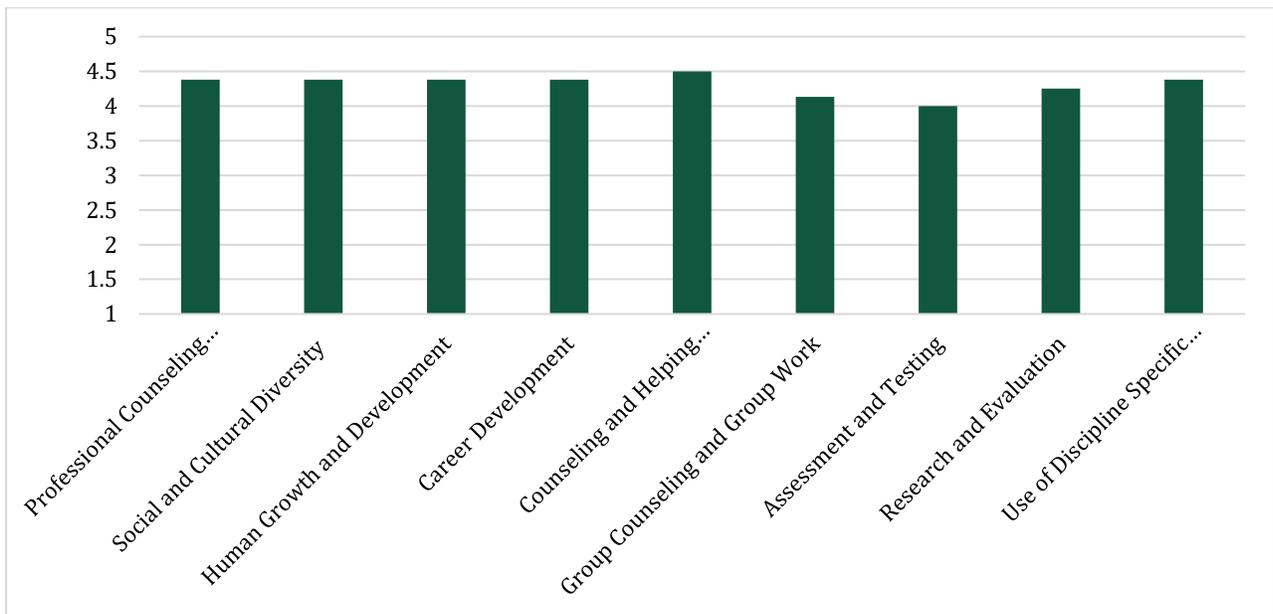
The following figure displays the mean scores for alumni ratings of satisfaction with various aspects of the Counselor Education program and the School of Education across each of the noted curricular areas.



Employer Survey

To help understand our graduates' contribution and performance in their places of employment after graduation, we survey employers and supervisors (systematic follow-up studies). These data were collected in the Spring of 2022 for graduates in the 2020-2021 academic year. The alumni employer surveys highlight the overall fact that our graduates enter the workplace well-prepared as counselors and counselor educators. The two areas that performed the lowest included Group Counseling and Group Work along with Assessment and Testing. However, even within these categories, the ratings were positive. In addition, the alumni employer data indicated that the employers are extremely satisfied (87.5%) or satisfied (12.5%) with our graduates and view them as either highly effective (87.5%) or moderately effective (12.5%). Similarly, the alumni employers note our graduates are highly effective (75%) or moderately effective (25%) are managing the challenges faced in their positions. Overall, this data complements our other data and highlights that our graduates are well-prepared to enter the profession.

The following figure displays the mean scores for alumni's employer ratings of preparedness across each of the noted curricular areas.



Modifications made due to Program Evaluation

As a result of the data captured in the 2021-2022 Assessment Process, the following modifications were made by the counseling faculty.

Program Modifications

- Based on input from the Counselor Education Advisory Committee, the faculty sought to pursue new, diverse approaches to engage with the local and broader counseling committee.
 - **Modification 1:** Creation of Social Media Accounts to engage new and diverse stakeholders within the local and broader communities. The social media accounts also promote a stronger connection with alumni.

- Based on the input from an ad hoc committee within the counselor education program and alumni surveys that has a focus on the Ph.D. in Counselor Education curriculum scope and sequence:
 - **Modification 2:** Creation of a dedicated course for faculty andragogy.
 - **Modification 3:** Modified our advising process for Ph.D. students to include a temporary advisor to support students in their first semester/year while they are putting together their committee (will be implemented in 22-23 academic year).

- Based on reviews of the data systems and discussions among faculty (including the Assessment Review Committee), the counselor education program decided to remove the Portfolio Evaluation from the internship courses.
 - **Modification 4:** Removed the Portfolio evaluation in internship courses and replaced it with a comprehensive knowledge exam.

- Based on a review and study of the Professional Dispositions measured in the program, the program faculty piloted a move from 10 to 15 dispositional standards measured on the Assessment of Professional Counseling Dispositions. The 2021-2022 academic year was a pilot year for the measure.
 - **Modification 5:** Faculty revised the professional disposition measured by the program and included additional time points to capture this data.

- Based on historical data on the demographics in the Counseling Program and the increased diversity of students due to the removal of the GRE during the pandemic (2019-2022), the faculty elected to permanently remove the GRE as an admission requirement.
 - **Modification 6:** Faculty voted to remove the GRE as an entry requirement for the program with the intent to diversify the student body.

Substantial Program Changes

Personnel Changes

In the 2021-2022 academic year, five faculty resigned to pursue new positions or retire from the field. These changes resulted in a few changes in program leadership. In addition, the program is actively pursuing hiring new faculty to replace the resigning faculty. During the Spring 2023 semester, Dr. Patrick Mullen will be taking a research sabbatical with the anticipated that he would return at the start of the 2023-2024 academic year.

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

- **Dr. Bianca Augustine**, Clinical Assistant Professor
Bianca Augustine is a clinical assistant professor in the Counselor Education program at W&M. Dr. Augustine is a Resident in Counseling for the Commonwealth of Virginia, a Certified Clinical Trauma Professional (CCTP), and a Life Member of Chi Sigma Iota International, the honor society for professional counselors.

Dr. Augustine's clinical interests include mental health counseling with minoritized ethnic groups and those with affectional and gender-expansive identities, as well as counseling concerns related to sexuality, trauma, and grief. Dr. Augustine works from an integrative, trauma-informed approach, often with Acceptance and Commitment Therapy at its foundation. Her research interests include the aforementioned areas, as well as Acceptance and Commitment Therapy for the treatment of racialized trauma, creative interventions in counseling, and the experiences of minoritized groups in counselor education and supervision programs and the profession.

Dr. Augustine is very passionate about counseling and teaching through social justice and anti-racist lens and an intersectionality-oriented perspective, in which she also integrates the principles of Acceptance and Commitment Therapy. In alignment with her values of advocacy, service, and education, she is actively involved in and holds leadership roles in multiple professional organizations. She is an Emerging Leader for the Southern Association of Counselor Education and Supervision (SACES), Secretary-Elect of the Hampton Roads Counseling Association, and holds leadership positions within the Association for Counseling Sexology and Sexual Wellness (ACSSW), Association for Contextual and Behavioral Sciences (ACBS), and the Society for Sexual, Affectional, Intersex, and Gender-Expansive Identities (SAIGE).

- **Dr. Stephanie Dorais**, Clinical Assistant Professor
Stephanie Dorais is a Clinical Assistant Professor in Counselor Education at William & Mary. She is a licensed professional counselor (LPC) in Virginia and a licensed mental health counselor (LMHC) in New York. She is an approved clinical supervisor and supervises counselors in both states. In addition, she is a National Board Certified Counselor and an EMDR trained counselor. She teaches graduate students in both the master's and doctoral counselor education programs.

Her areas of specialization include trauma counseling, positive psychology, contemplative practices, spiritual issues, and intensive longitudinal methodology. A

developing area of interest for Stephanie is behavioral economics and its connection to mental health. As a researcher, she works in the intersection of contemplative science and intensive longitudinal methodology to examine outcomes related to counseling and thriving. Her research focuses on how contemplative practices lead people to experience hope, compassion, transcendence, and other areas related to human thriving.

She serves on the editorial boards for the Counselor Education & Supervision journal and the Counseling & Values journal. She is an active member of the Association of Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), Association for Assessment and Research in Counseling (AARC), Association for Counselor Education and Supervision (ACES), and the American Counseling Association (ACA).

- **Dr. Jaimie Stickl Haugen**, Clinical Assistant Professor

Dr. Jaimie Stickl Haugen is a clinical assistant professor in the Counselor Education program at William & Mary. She is a licensed Professional School Counselor in New York and Colorado, a Licensed Professional Counselor (Colorado), a National Certified Counselor, and an Approved Clinical Supervisor.

Dr. Stickl Haugen is passionate about bridging the research to practice gap through community-engaged research and intentional research dissemination. Her research interests connect with the common thread of school counselor development as it relates to (a) anti-racism and equity in education, (b) cultural considerations in student belonging, and (c) youth suicide. Dr. Stickl Haugen also focuses on integrating best practices in instrument development to support the creation and refinement of high-quality, culturally responsive assessments and counseling outcome research. She has published in peer-reviewed journals such as Professional School Counselor, Journal of Counseling & Development, Counselor Education and Supervision, and the Counseling Outcome Research and Evaluation.

Dr. Stickl Haugen is actively involved and holds leadership roles in a number of state and national professional counseling organizations including the American School Counselor Association, the Colorado School Counselor Association, and the Association for Assessment and Research in Counseling. She has also served on the editorial board for the Counseling Outcome Research and Evaluation journal and the official journal of the Southern Association for Counselor Education and Supervision.

- **Dr. Amber Pope**, Assistant Professor

Dr. Pope is an Assistant Professor in the Counselor Education program at William & Mary and coordinates the Couples, Marriage, and Family concentration. She is a Licensed Professional Counselor in Virginia, a Licensed Mental Health Counselor in Florida, and an approved supervisor for counselors seeking LPC and LMFT licensure in both states.

Dr. Pope specializes in the areas of couples counseling, sexuality concerns, gender and sexuality development, LGBTQ-affirmative counseling, and culturally responsive counselor preparation. She is trained in Emotionally Focused Couples Therapy and Dialectical Behavior Therapy and utilizes third wave cognitive behavioral and interpersonal process techniques in therapy. An area of developing interest for Dr. Pope is the use of technology and virtual reality in counselor training.

Dr. Pope has 20+ publications in the areas of LGBTQ-affirming counseling, same gender intimate relationships, mental health counselor training, and clinical supervision. She is an active member of professional organizations, including the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE); Association of Counseling Sexology & Sexual Wellness (ACSSW); and Association of Counselor Education & Supervision (ACES).

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. Jessica Martin took over the role of Coordinator for the Online Counseling Program.
- Dr. Becky Sheffield's departure resulted in Dr. Patrick Mullen taking on an Interim Clinic Director Role for the Flanagan Counselor Education Clinic with the hope to secure a new faculty member for this position.
- Dr. Amber Pope, a new faculty member, has taken on the role of Coordinator for the Marriage and Family Counseling Program.
- The Clinic Director will serve as the Placement Coordinator for on-campus Clinical Mental Health Counseling placements.
- Dr. April Lawrence, the Director of Field & Clinical Experiences in the School of Education, is now handling the placement of School Counseling students who are placed in school divisions near Williamsburg.

Other Program Changes

The Counseling Program is in the process of completing its self-study for CACREP. This process is being led by Dr. Craig Cashwell, 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 (Click to view)	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 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.
Couples, Marriage, and Family Counseling Competency and Skills Assessment (Couples, Marriage, and Family Counseling students only; Revised for future years)	Used by Couples, Marriage, and Family Counseling site supervisors to provide feedback about counseling students' general and specific skills.
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.

Professional Dispositions

(Fall 21 - Sum 22)

Dispositions	M	SD	Scale Frequency (n = 216)			
			Optimal	Acceptable	Unacceptable	NA
Openness to new ideas (including Bias, Power and Privilege)	2.23	0.42	49	167	0	0
Flexibility	2.32	0.47	70	146	0	0
Cooperativeness with others	2.33	0.47	72	144	0	0
Willingness to accept and use feedback	2.34	0.48	74	142	0	0
Awareness of own impact on others	2.27	0.44	58	158	0	0
Ability to deal with conflict	2.24	0.43	48	154	0	0
Ability to accept personal responsibility	2.22	0.41	47	169	0	0
Ability to express feelings effectively and appropriately	2.25	0.43	53	163	0	0
Attention to ethical and legal considerations	2.32	0.47	70	146	0	0
Initiative and motivation	2.26	0.44	57	159	0	0

***Data in this table is based on earlier version of the dispositions measure.*

Dispositions	M	SD	Scale Frequency (n = 36)			
			Optimal	Acceptable	Unacceptable	NA
Openness to new ideas	3	0	36	0	0	0
Flexibility and adaptability	3	0	36	0	0	0
Cooperativeness with others	3	0	36	0	0	0
Willingness to accept and use feedback	3	0	36	0	0	0
Awareness of own impact on others	3	0	36	0	0	0
Ability to deal with conflict	3	0	36	0	0	0
Ability to accept personal responsibility	3	0	36	0	0	0
Effective and appropriate expression of feelings	3	0	36	0	0	0
Attention to ethical and legal considerations	3	0	36	0	0	0
Initiative and motivation	3	0	36	0	0	0

Orientation to multiculturalism and social justice advocacy	3	0	36	0	0	0
Professional wellness and self-care	3	0	36	0	0	0
Humility	3	0	36	0	0	0
Professionalism	3	0	36	0	0	0
Willingness to seek help	3	0	36	0	0	0

***Data in this table is based on the newer, revised version of the dispositions measure.*

Practicum Site Supervisor Evaluation

(Fall 21 – Sum 22)

Clinical Skill	Scale Frequency (<i>n</i> = 96)							
	<i>M</i>	<i>SD</i>	Exemplary/ Highly Effective	Proficient/ Effective	Developing/Some what Effective	Unacceptable/ Ineffective	Not Observed	N/A
Nonverbal Skills	3.49	0.56	50	43	3	0	1	0
Listening Skills	3.66	0.56	66	28	1	1	0	0
Door Openers & Questions	3.44	0.69	49	43	2	1	0	0
Reflection Skills	3.50	0.56	50	42	3	0	0	0
Summary Skills	3.47	0.58	48	45	1	1	0	0
Goal Setting Skills	3.54	0.54	54	40	2	0	1	0
Challenging Skills	3.09	0.94	30	53	5	1	7	0
Application of Counseling Theory	3.34	0.56	36	55	4	0	3	0
Case Conceptualization	3.38	0.64	41	50	2	0	3	0
Termination	3.05	1.13	36	46	4	0	5	0
Therapeutic Conditions	3.71	0.56	72	21	2	1	0	0
Therapeutic Relationships	3.67	0.53	67	26	3	0	0	0
Progress Monitoring/Outcome Evaluation	3.35	0.66	40	50	4	0	3	0
Community Referrals & Collaboration	2.75	1.44	31	37	2	0	9	0
Ethical & Legal Issues	3.44	0.81	53	38	2	0	1	0
Multicultural Competencies	3.57	0.61	59	32	3	1	1	0
Assessment	3.10	1.02	32	52	2	0	8	0
General Counseling Competencies								
Individual Counseling	3.59	0.57	61	31	4	0	0	0
Group Counseling Facilitation	2.46	1.64	29	28	2	0	24	0
Consultation	3.55	0.61	58	31	6	0	0	0
Collaboration	3.60	0.69	65	24	5	0	1	0
Advocacy	2.78	1.44	35	36	2	1	17	0
Application of Research	3.08	1.06	32	45	4	0	7	0
Professional Self-Care	3.47	0.68	52	38	4	0	1	0
Use of Technology	3.59	0.64	62	31	2	0	1	0
Clinical Documentation and Record keeping	3.44	0.78	52	35	5	0	2	0
Knowledge and Adherence to Site/School Policies	3.63	0.67	67	24	4	0	1	0
Effective Communication	3.72	0.51	72	21	3	0	0	0
Rapport with Other Professionals	3.75	0.46	73	22	1	0	0	0
Sensitivity to Needs of Others:	3.70	0.60	71	23	1	0	1	0
Professional development	3.64	0.65	67	24	3	0	1	0
Time Management	3.49	0.75	57	33	3	2	1	0

Professional Qualities								
Dependability	3.72	0.53	73	19	4	0	0	0
Punctuality	3.72	0.59	75	16	4	1	0	0
Initiative	3.76	0.50	76	17	3	0	0	0
Flexibility	3.73	0.53	73	21	1	1	0	0
Enthusiasm	3.81	0.51	82	11	2	1	0	0
Self-Confidence	3.57	0.54	57	37	2	0	0	0
Cooperation	3.79	0.46	78	16	2	0	0	0
Tolerance of Ambiguity	3.60	0.59	61	31	2	1	0	0
Professionalism	3.84	0.42	83	11	2	0	0	0

School Counseling Internship Site Supervisor Final Evaluation (Fall 21 - Sum 22)

Clinical Skill			Scale Frequency (<i>n</i> = 44)					
	<i>M</i>	<i>SD</i>	Exemplary/ Highly Effective	Proficient/ Effective	Developing/Some what Effective	Unacceptable/ Ineffective	Not Observed	N/A
Nonverbal Skills	3.82	0.44	37	6	1	0	0	0
Listening Skills	3.91	0.29	40	4	0	0	0	0
Door Openers & Questions	3.77	0.42	34	10	0	0	0	0
Reflection Skills	3.82	0.48	38	4	2	0	0	0
Summary Skills	3.82	0.44	37	6	1	0	0	0
Goal Setting Skills	3.68	0.70	33	10	0	0	1	0
Challenging Skills	3.45	0.62	23	18	3	0	0	0
App. of Counseling Theory	3.59	0.88	32	10	0	0	2	0
Case Conceptualization	3.77	0.67	37	6	0	0	1	0
Termination	3.51	0.91	29	11	1	0	2	0
Therapeutic Conditions	3.91	0.29	40	4	0	0	0	0
Therapeutic Relationships	3.93	0.25	41	3	0	0	0	0
Progress Monitoring/Outcome Evaluation	3.77	0.47	35	8	1	0	0	0
Community Referrals & Collaboration	3.53	1.04	32	8	0	0	3	0
Ethical & Legal Issues	3.80	0.66	38	5	0	0	1	0
Multicultural Competencies	3.86	0.34	38	6	0	0	0	0
Assessment	3.44	1.14	31	8	0	0	4	0
SC Competencies								
Individual Counseling	3.84	0.42	38	5	1	0	0	0
Classroom Lessons	3.51	0.93	29	8	2	0	2	0
Classroom Management	3.33	1.08	24	11	2	0	3	0
Group Counseling Curriculum	3.38	1.19	29	8	1	0	4	0
Group Counseling Facilitation	3.40	1.20	30	7	1	0	4	0
Consultation	3.73	0.71	36	6	1	0	1	0
Collaboration	3.75	0.66	36	7	0	0	1	0
Advocacy	3.47	1.23	35	3	0	0	5	0
Academic Interventions	3.60	1.04	34	5	0	0	3	0
Career Interventions	3.38	1.31	30	4	0	0	5	0
Personal/Social Interventions	3.84	0.36	37	7	0	0	0	0
Postsecondary Transition Interventions	3.47	1.13	30	4	0	0	4	0
Comprehensive School Counseling Program	3.53	1.04	32	8	0	0	3	0
Leadership	3.58	0.92	32	8	1	0	2	0
Application of Research	3.40	1.25	32	5	0	0	5	0

Use of Data-Driven Practices	3.52	1.03	32	9	0	0	3	0
Program Evaluation	3.58	1.03	34	6	0	0	3	0
Professional Self-Care	3.89	0.32	39	5	0	0	0	0
Use of Technology	3.82	0.44	37	6	1	0	0	0

Marriage & Family Internship Site Supervisor Evaluation

(Fall 20 - Sum 21)

Counseling Process & Skills			Scale Frequency (<i>n</i> = 14)						
	<i>M</i>	<i>SD</i>	Resistant	Deficient	Acceptable	Proficient	Exceptional	Not Observed	N/A
Integrates counseling theory and practice.	4.14	0.52	0	0	1	10	3	0	0
Demonstrates knowledge and use of nonverbal techniques and behavior.	4.21	0.77	0	1	0	8	5	0	0
Shows sensitivity to client concerns and refrains from being judgmental.	4.43	0.5	0	0	0	8	6	0	0
Demonstrates listening skills.	4.36	0.72	0	0	2	5	7	0	0
Demonstrates appropriate use of open-ended questions/responses.	4.14	0.64	0	0	2	8	4	0	0
Demonstrates appropriate use of questions and clarification.	4.21	0.67	0	0	2	7	5	0	0
Demonstrates appropriate challenge and confrontation skills.	4.00	0.54	0	0	2	10	2	0	0
Uses conceptualizations to set appropriate, specific, concrete counseling goals.	4.07	0.59	0	0	2	9	3	0	0
Makes progress toward completion of counseling goals.	4.14	0.35	0	0	0	12	2	0	0
Demonstrates the ability to provide effective services to clients in a multicultural society.	3.64	1.11	0	0	2	10	1	1	0
Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.	3.67	1.18	0	0	1	9	1	1	0
Maintains information regarding community resources to make appropriate referrals.	3.93	1.16	0	0	0	10	3	1	0
Shows appropriate self-confidence in interactions with clients.	4.07	0.59	0	0	2	9	3	0	0
Demonstrates the ability to recognize his or her own limitations as a marriage, couple and family counselor and to seek supervision or refer clients when appropriate.	4.07	0.59	0	0	2	9	3	0	0
Uses systems assessment models and procedures to	3.93	1.22	0	0	1	8	4	1	0

evaluation family functioning.									
Determines which members of a family system should be involved in treatment.	4.00	0	0	0	0	14	0	0	0
Applies skills in interviewing, assessment, and case management when working with individuals, couples, and families from a systems' perspective.	4.08	0.28	0	0	0	11	1	0	0
Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.	3.93	0.46	0	0	2	11	1	0	0
Uses preventative, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.	3.93	0.46	0	0	2	11	1	0	0
Marriage, Couples & Family Counseling Competencies									
Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relations to other helping professionals.	4.29	0.45	0	0	0	10	4	0	0
Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couples, and family counseling.	3.79	1.21	0	0	2	8	3	1	0
Demonstrates the ability to select models or techniques appropriate to couples or families' presenting problems.	4.14	0.52	0	0	1	10	3	0	0
Uses systems theory to conceptualize issues in marriage, couples and family counseling.	4.21	0.56	0	0	1	9	4	0	0
Uses systems theories to implement treatment, planning, and intervention strategies.	4.14	0.52	0	0	1	10	3	0	0
Demonstrates the ability to use procedures for	4.00	0.38	0	0	1	12	1	0	0

assessment and managing suicide risk.									
Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.	4.29	0.59	0	0	1	8	5	0	0
Develops measurement outcomes for marriage, couple, and family counseling programs, interventions, and treatments.	2.92	1.71	0	0	1	8	0	3	0

CMHC Internship Site Supervisor Final Evaluation

(Fall 20 - Sum 21)

Counseling Process & Skills	Scale Frequency (<i>n</i> = 48)								
	<i>M</i>	<i>SD</i>	Resistant	Deficient	Acceptable	Proficient	Exceptional	Not Observed	N/A
Integrates counseling theory and practice.	3.94	0.99	51	43	18	0	0	0	0
Demonstrates knowledge and use of nonverbal techniques and behavior.	3.77	1.14	51	46	15	0	0	0	0
Shows sensitivity to client concerns and refrains from being judgmental.	4.23	0.85	69	38	5	0	0	0	0
Demonstrates listening skills.	4.25	0.85	66	40	5	1	0	0	0
Demonstrates appropriate use of open-ended questions/responses.	4.08	0.84	59	38	12	1	0	2	0
Demonstrates appropriate use of questions and clarification.	4.02	0.88	59	38	12	1	0	2	0
Demonstrates appropriate challenge and confrontation skills.	3.44	1.35	41	42	26	0	0	3	0
Uses conceptualizations to set appropriate, specific, concrete counseling goals.	3.90	0.90	52	38	19	0	1	2	0
Makes progress toward completion of counseling goals.	3.92	0.81	56	41	13	1	0	1	0
Ends counseling sessions effectively.	3.81	1.15	52	38	17	0	0	5	0
Demonstrates the ability to establish and maintain a helpful counseling relationship.	4.29	0.79	67	33	11	1	0	0	0
Knows when and to whom to refer clients. Works to locate resources in the community that can be used to help students/families.	3.50	1.37	48	34	25	1	0	4	0
Shows appropriate self-confidence in interactions with clients.	3.88	0.90	42	49	21	0	0	0	0
Demonstrates group facilitation skills.	2.39	2.01	35	31	13	0	0	33	0
Understands the role of power dynamics in counseling relationships.	3.92	1.00	53	39	20	0	0	0	0
Understands boundary issues in counseling relationships.	4.06	0.83	63	33	15	1	0	0	0
Maintains appropriate client confidentiality.	4.27	0.84	78	26	6	0	1	1	0
Demonstrates appropriate use of culturally responsive	4.06	0.94	56	31	21	0	0	4	0

individual, couple, family, group and systems modalities for initiating, maintaining, and terminating counseling.									
Applies multicultural competencies to case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders	4.04	1.01	56	32	23	0	0	1	0
CMHC Competencies									
Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	4.35	0.70	45	40	18	2	0	2	0
Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	4.35	0.69	48	39	21	0	0	3	0
Applies effective strategies to promote client understanding of and access to a variety of community resources.	4.20	0.81	46	42	21	1	0	3	0
Applies current record-keeping standards related to clinical mental health counseling.	4.35	0.79	52	36	17	2	0	2	0
Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	4.24	0.74	45	44	15	0	0	23	0
Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	4.45	0.69	23	18	7	1	0	0	0
Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	4.23	0.77	17	18	14	0	0	1	0
Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	4.21	0.81	15	18	10	1	0	10	0

Demonstrates ability to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	4.23	0.78	17	20	10	0	0	5	0
Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychosocial assessment for treatment planning and caseload management	4.35	0.69	21	21	6	0	0	2	0
Demonstrates the ability to screen for addiction, aggression, and danger to self/or others as well as co-occurring mental disorders	4.25	0.72	14	25	8	0	0	6	0
Demonstrates the ability to develop measurable outcomes for counseling programs, interventions and programs.	4.30	0.74	18	16	10	1	0	7	0

W&M Counselor Education Comprehensive Exam (Spring 2022)

Core Area	<i>M</i>	<i>SD</i>	<i>Mdn</i>	Range
Professional Counseling Orientation and Ethical Practice	69%	14%	70%	50-90%
Social and Cultural Diversity	67%	14%	70%	30-90%
Human Growth and Development	78%	14%	80%	50-100%
Career Development	59%	15%	60%	20-80%
Counseling and Helping Relationships	75%	14%	80%	40-100%
Group Counseling and Group Work	67%	17%	70%	30-90%
Assessment and Testing	77%	13%	80%	50-100%
Research and Program Evaluation	62%	12%	60%	30-80%
School Counseling	78%	16%	80%	50-100%
Clinical Mental Health Counseling	67%	26%	60%	30-90%

**Pilot tested in spring of 2022 with graduating on-campus students (N=28, School n = 6, CMHC n = 22).*

***Scores reflect % correct across each of the content areas.*

Systematic Follow Up Studies

Alumni Survey

(Collected in Spring 2022, N = 17)

Listed below are eight domains of professional competency described by CACREP and required generally for any license to practice professional counseling. We also ask about preparation for use of technology. Please rate how well you feel you were prepared by the William & Mary Counseling Program in each of these areas.

Area	Very Well Prepared	Well Prepared	Somewhat Well Prepared	Slightly Well Prepared	Not Well Prepared
Professional Counseling Orientation and Ethical Practice	47.1	47.1	5.9	0	0
Social and Cultural Diversity	59.2	41.2	5.9	0	0
Human Growth and Development	29.4	52.9	17.6	0	0
Career Development	23.5	52.9	17.6	5.9	0
Counseling and Helping Relationships	58.8	41.2	0	0	0
Group Counseling and Group Work	47.1	35.3	17.6	0	6.7
Assessment and Testing	29.4	41.2	11.8	17.6	0
Research and Evaluation	29.4	47.1	17.6	5.9	0
Use of Discipline Specific Technology	23.5	35.3	23.5	17.6	0

Note. Values are % endorsing each item by categorical descriptor.

Listed below are the additional domains of professional competency specific to the preparation of *doctoral graduates*. Please rate how well you feel you were prepared by the William & Counseling Program in each of these areas.

Area	Very Well Prepared	Well Prepared	Somewhat Well Prepared	Slightly Well Prepared	Not Well Prepared
Counseling	0	100	0	0	0
Supervision	0	100	0	0	0
Teaching	0	100	0	0	0
Research and Scholarship	0	100	0	0	0
Leadership and Advocacy	0	100	0	0	0

Note. Values are % endorsing each item by categorical descriptor.

Please rate your general level of satisfaction with the preparation that you received in the School of Education

Extremely Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Extremely Dissatisfied
53.3	46.7	0	0	0

Note. Values are % endorsing each item by categorical descriptor.

Compared to your professional peers, how well do you feel that your academic training at William & Mary has provided you with the *knowledge* needed for practices a professional counselor (M.Ed./Ph.D.) or counselor educator (Ph.D. only)?

Highly Effective	Moderately Effective	Minimally Effective	Not Effective	Does Not Apply
86.7	13.3	0	0	0

Note. Values are % endorsing each item by categorical descriptor.

Compared to your professional peers, how well do you feel that your academic training at William & Mary has provided you with the *technical/clinical skills* needed for practice as a professional counselor (M.Ed./Ph.D.) or counselor educator (Ph.D. only)?

Highly Effective	Moderately Effective	Minimally Effective	Not Effective	Does Not Apply
86.7	13.3	0	0	0

Note. Values are % endorsing each item by categorical descriptor.

How well do you feel that your academic training at William & Mary has enabled you to anticipate and cope effectively with the often ambiguous and multi-tasking abilities needed for practice as a professional counselor (M.Ed./Ph.D.) or counselor educator (Ph.D. only)?

Highly Effective	Moderately Effective	Minimally Effective	Not Effective	Does Not Apply
53.3	46.7	0	0	0

Note. Values are % endorsing each item by categorical descriptor.

Listed below are 13 items related to different elements of the Counselor Education program at William & Mary. Please rate your level of satisfaction with each.

Area	Extremely Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Extremely Dissatisfied
Quality of your interactions with faculty	80	13.3	6.7	0	0
Quality of instruction	46.7	40	6.7	6.7	0
Faculty accessibility outside of class	73.3	6.7	13.3	0	6.7
Quality of course content	53.3	40	0	6.7	0
Availability of required courses	66.7	20	0	6.7	0
Availability of desired courses	66.7	13.3	0	20	0
Date/Time of courses	60	20	6.7	13.3	0
Availability of research opportunities	40	26.7	26.7	6.7	0
Academic advising	66.7	20	0	13.3	0
Administrative responsiveness to student concerns	46.7	26.7	6.7	13.3	6.7
Accessibility of administration and student services	53.3	20	13.3	13.3	0
Ease of Registration	80	6.7	6.7	6.7	0
Quality of Library Resource Center	60	26.7	13.3	0	0

Note. Values are % endorsing each item by categorical descriptor.

Alumni Employer Survey

(Collected in Spring 2022, $N = 8$)

Listed below are 10 domains of professional competency described by CACREP and required generally for any license to practice professional counseling. Please rate how well you feel your employee was prepared by the William & Mary Counseling Program in each of these areas.

Area	Very Well Prepared	Well Prepared	Somewhat Well Prepared	Slightly Well Prepared	Not Well Prepared
Professional Counseling Orientation and Ethical Practice	37.5	62.5	0	0	0
Social and Cultural Diversity	50	37.5	12.5	0	0
Human Growth and Development	37.5	62.5	0	0	0
Career Development	37.5	62.5	0	0	0
Counseling and Helping Relationships	50	50	0	0	0
Group Counseling and Group Work	37.5	37.5	25	0	0
Assessment and Testing	25	50	25	0	0
Research and Evaluation	25	75	0	0	0
Use of Discipline Specific Technology	37.5	62.5	0	0	0

Note. Values are % endorsing each item by categorical descriptor.

Listed below are the 5 additional domains of professional competency specific to the preparation of *doctoral* graduates. If your employee received a doctoral degree from W&M Please rate how well you feel he or she was prepared by the William & Mary Counseling Program in each of these areas.

Area	Very Well Prepared	Well Prepared	Somewhat Well Prepared	Slightly Well Prepared	Not Well Prepared
Counseling	66.7	33.3	0	0	0
Supervision	33.3	33.3	33.3	0	0
Teaching	33.3	66.7	0	0	0
Research and Scholarship	33.3	66.7	0	0	0
Leadership and Advocacy	33.3	33.3	33.3	0	0

Note. Values are % endorsing each item by categorical descriptor.

Compared to your other employees, how well do you feel that the academic training at William & Mary has provided your employee with the *knowledge* needed for practice as a professional counselor (M.Ed./Ph.D.) or counselor educator (Ph.D. only)?

Extremely Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Extremely Dissatisfied
87.5	12.5	0	0	0

Note. Values are % endorsing each item by categorical descriptor.

Compared to your other employees, how well do you feel that the academic training at William & Mary has provided your employee with the *technical/clinical skills* needed for practice as a professional counselor (M.Ed./Ph.D.) or counselor educator (Ph.D. only)?

Highly Effective	Moderately Effective	Minimally Effective	Not Effective	Does Not Apply
87.5	12.5	0	0	0

How well do you feel that the academic training at William & Mary has enabled your employee to anticipate and cope effectively with the often ambiguous and multi-tasking abilities needed for practice as a professional counselor (M.Ed./Ph.D.) or counselor educator (Ph.D. only)?

Highly Effective	Moderately Effective	Minimally Effective	Not Effective	Does Not Apply
75	25	0	0	0

Note. Values are % endorsing each item by categorical descriptor.