

## CMHC Specialization Comprehensive Assessment Report 2024-2025

Student learning outcomes for SLOs 1-8 are evidenced by: CPCE sub-scores, Exit Survey, Core KPIs, and Disposition data.

Student learning outcomes for SLO 9 are evidenced by: CMHC-Specific Courses' KPI's, Disposition data, Site Supervisor Survey, NCE Scores, Exit Survey, Employer Survey.

SCALE used across KPIs, Dispositions, and Site Supervisor, Employer & Exit Surveys:

- 4 = Advanced - Beyond expectation; functioning at a level of a new counseling professional
- 3 = Developmentally Appropriate - Meets expectation; consistently shows mastery in this area/concept
- 2 = Focus for Growth - Needs support or assistance to grow in this area; department review recommended
- 1 = Improvement Definitely Needed - Significant concern to be addressed by faculty advisor/department

### Program Goals and Corresponding Student Learning Objectives (SLOs).

***Students are committed to the values and ethical principles of the counseling profession.***

1. *Students understand the ethics of our professional counseling organizations and credentialing bodies and demonstrate how to self-evaluate their own wellness and performance in relation to these ethical standards.*

This is measured by: Core KPIs; CPCE Sub-score; Disposition Data PD9

### Key Performance Indicators (KPIs) by course.

Course	Key Performance Indicators (KPIs)	Mean Rating: 24-25	Percent met or exceeded expectation
600	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (CORE 3.a.10)	3.02	100%
	Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (CORE 3.a.11)	3.11	100%
	The purpose of and roles within counseling supervision in the profession (CORE 3.a.12)	3.02	100%
740	Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities (CORE 3.f.9)	3.0	100%
797	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas [797] (CORE 3.a.10)	3.06	97%

### CPCE Common Knowledge or Skills – Sub-scores at or above mean.

Academic Year	24-25	23-24	22-23
Total # of Students (N)	N=29	N=30	N=37
G.1. Professional Orientation and Practice	79%	67%	70%

**Disposition Data: % of [per student] ratings at or above developmentally appropriate.**

Academic Year		24-25	23-24	22-23
Total # of Students (N)		N=161	N=160	N=151
<b>PD9</b>	<i>Professional Ethics:</i> Adheres to the ethical guidelines of the ACA, ASCA, & CRCC; including practices within competencies and exhibits ethical decision-making	96%	98%	99%

***Students develop advocacy and leadership skills, integrity, and a deep sense of social justice.***

2. *Students know theories and models of multicultural counseling, social justice, and advocacy; the influence of social-cultural identities and acculturative experiences on individuals' worldviews, help-seeking and coping behaviors; and the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups. (Core 2)*

This is measured by: Assessment using advocacy assignment KPI's or grade from 610, 700, 630, 720, 785

**Key Performance Indicators (KPIs) by course.**

Course	Key Performance Indicators (KPIs)	Mean Rating: 24-25	Percent met or exceeded expectations
<b>610</b>	Theories and models of multicultural counseling, social justice, and advocacy (CORE 3.b.1)	<b>3.0</b>	100%
	Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions (CMHC 5.c.8)	<b>3.0</b>	100%
<b>700</b>	Theories and models of multicultural counseling, social justice, and advocacy (CORE 3.b.1)	<b>2.97</b>	97%
	the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally (CORE 3.b.4)	<b>2.97</b>	97%
	Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities (CORE 3.b.7)	<b>3.00</b>	97%
<b>630</b>	Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy (CORE 3.h.8)	<b>3.00</b>	100%
<b>720</b>	Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy (CORE 3.h.8)		
<b>785</b>	Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions (CMHC 5.c.8)		

**Students become multiculturally conscious trauma responsive practitioners.**

2. *Students know theories and models of multicultural counseling, social justice, and advocacy; the influence of social-cultural identities and acculturative experiences on individuals' worldviews, help-seeking and coping behaviors; and the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups.*

This is measured by: CORE KPI; CPCE Sub-score; Disposition data PD1

**Key Performance Indicators (KPIs) by course.**

Course	Key Performance Indicators (KPIs)	Mean Rating 24-25	Percent met or exceeded expectations
610	Theories and models of multicultural counseling, social justice, and advocacy (CORE 3.b.1)	3.0	100%
	Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions (CMHC 5.c.8)	3.0	100%
611	Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities (CORE 3.b.7)		
622	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CORE 3.g.7)		
700	Theories and models of multicultural counseling, social justice, and advocacy (CORE 3.b.1)	2.97	97%
	the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally (CORE 3.b.4)	2.97	97%
	Disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities (CORE 3.b.7)	3.00	97%
650	The effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally (CORE 3.b.4)		
720	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CORE 3.g.7)		
770	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CORE 3.g.7)		

**CPCE Common Knowledge or Skills – Sub-scores at or above mean.**

Academic Year	24-25	23-24	22-23
Total # of Students (N)	N=29	N=30	N=37
<b>G.2.</b> Social and Cultural Diversity	62%	67%	70%

**Disposition Data: % of [per student] ratings at or above developmentally appropriate.**

Academic Year	24-25	23-24	22-23
Total # of Students (N)	N=161	N=160	N=151
<b>PD1</b> <i>Multicultural Competencies: Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.).</i>	99%	92%	97%

3. *Students know the models of resilience, optimal development, and wellness in individuals and families, as well as the effects of crises, disasters, stress, grief, trauma and other factors that affect lifespan development.*

This is measured by: CORE KPIs; CPCE Sub-score; Disposition data PD1

**Key Performance Indicators (KPIs) by course.**

Course	Key Performance Indicators (KPIs)	Mean Rating 24-25	Percent met or exceeded expectations
650	Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (CORE 3.c.10)	3.03	98%
741	Theories of individual and family development across the lifespan (CORE 3.c.1)	3.03	97%
750	Theories of individual and family development across the lifespan (CORE 3.c.1)	3.15	97%
	Models of resilience, optimal development, and wellness in individuals and families across the lifespan (CORE 3.c.7)		
	Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (CORE 3.c.10)	3.09	97%

**CPCE Common Knowledge or Skills – Sub-scores at or above mean.**

Academic Year	24-25	23-24	22-23
Total # of Students (N)	N=29	N=30	N=37
G.3. Human Growth and Development	59%	77%	76%

**Disposition Data: % of [per student] ratings at or above developmentally appropriate.**

Academic Year	24-25	23-24	22-23
Total # of Students (N)	N=161	N=160	N=151
PD1 <i>Multicultural Competencies: Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.).</i>	99%	92%	97%

**Students are prepared students for professional practice through the development of self-awareness, knowledge, and a strong counselor identity.**

4. *Students know and apply theories and models of advocacy, career development and decision-making to their counseling and assessment to foster consumers' skill development for career, educational, and life-work planning and management*
5. *Students demonstrate basic and advanced interviewing and counseling skills, including developing goals, counseling preventions/interventions, and consultation.*
6. *Students know the theoretical foundations and dynamics of group counseling and demonstrate culturally sustaining and developmentally responsive strategies for designing and facilitating groups.*

7. *Students apply culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, as well as for diagnostic and intervention planning purposes.*
8. *Students acquire knowledge of research methods, statistical analyses, needs assessment, and counseling program evaluation, and apply evaluation results and research to inform evidence-based counseling practice.*

These are measured by: KPIs; CPCE Sub-scores; Disposition data PD5-PD8

### Key Performance Indicators (KPIs) by course

Course	Key Performance Indicators (KPIs)	Mean Rating: 24-25	Percent met or exceeded expectations
611	Approaches for assessing the conditions of the work environment on clients' life experiences (CORE 3.d.4)	3.03	98%
612	Interviewing, attending, and listening skills in the counseling process (CORE 3.e.9)	3.08	100%
	Counseling strategies and techniques used to facilitate the client change process (CORE 3.e.10)	3.0	100%
740	Application of technology related to group counseling and group work (CORE 3.f.6)	3.00	100%
720	Approaches for assessing the conditions of the work environment on clients' life experiences (CORE 3.d.4)		
	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CORE 3.g.7)		
	Statistical tests used in conducting research and program evaluation (CORE 3.h.5)	3.03	100%
	Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy (CORE 3.h.8)		
630	Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy (CORE 3.h.8)	3.00	100%

### CPCE Common Knowledge or Skills – Sub-scores at or above mean.

Academic Year	24-25	23-24	22-23
Total # of Students (N)	N=29	N=30	N=37
G.4. Career Development	62%	80%	73%
G.5. Helping Relationships	68%	57%	72%
G.6. Group Work	66%	73%	84%
G.7. Assessment	72%	80%	89%
G.8. Research and Program Evaluations	69%	50%	86%

**Disposition Data: % of [per student] ratings at or above developmentally appropriate.**

Academic Year		24-25	23-24	22-23
Total # of Students (N)		N=161	N=160	N=151
<b>PD5</b>	<i>Emotional Stability &amp; Self-control:</i> Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with faculty, supervisor, peers, & consumers.	93%	94%	95%
<b>PD6</b>	<i>Professional Behavior:</i> Able to work collaboratively with others.	96%	98%	97%
<b>PD7</b>	<i>Professional Behavior &amp; Task Completion:</i> Behaves in a professional manner regarding attendance, punctuality and meeting deadlines.	83%	90%	89%
<b>PD8</b>	<i>Professional Behavior:</i> Behaves in a professional manner towards faculty, supervisors, peers, & consumers; includes appropriate dress & attitudes.	94%	97%	99%

**Students use culturally inclusive practices to work with individuals, groups, and families in mental health, rehabilitation, and school settings.**

9. *Students demonstrate the advanced knowledge and skill necessary to practice in chosen counseling specialization (e.g., clinical mental health, school, clinical rehabilitation) through coursework and clinical experience.*

This is measured by: CMHC-Specific Courses' KPI's; Disposition data PD2-PD4, PD10; Site Supervisor Survey; NCE Scores; Exit Survey; Employer Survey

**NCE Scores**

Academic Year	24-25	23-24	22-23
Total # of Students (N)	N=37	N=29	N=28
<b>Passed 1st Attempt</b>	95%	93%	100%

**Disposition Data: % of [per student] ratings at or above developmentally appropriate.**

Academic Year		24-25	23-24	22-23
Total # of Students (N)		N=161	N=160	N=151
<b>PD2</b>	<i>Professional &amp; Personal Boundaries:</i> Maintains appropriate boundaries with faculty, supervisors, peers, & consumers.	97%	96%	97%
<b>PD3</b>	<i>Professional &amp; Personal Boundaries:</i> Appropriately uses self-disclosure.	96%	96%	97%
<b>PD4</b>	<i>Openness to Feedback:</i> Responds non-defensively & alters behavior in accordance with supervisory feedback.	94%	95%	96%
<b>PD10</b>	<i>Congruence &amp; Genuineness:</i> Demonstrates warmth, ability to be present and genuineness	94%	97%	99%

**Key Performance Indicators (KPIs) by course.**

Course	Key Performance Indicators (KPIs)	Mean Rating: 24-25	percent met or exceeded expectations
622	Interviewing, attending, and listening skills in the counseling process (CORE 3.e.9)	3.08	98%
	Application of technology related to group counseling and group work (CORE 3.f.6)		%
	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CORE 3.g.7)		%

	Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems (CORE 3.g.11)		%
	Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders (CMHC 5.c.1)		%
	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC 5.C.4) for people with disabilities (CLRC 5.D.9)	<b>3.00</b>	94%
	Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.c.5)	<b>3.04</b>	98%
<b>650</b>	The effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally (CORE 3.b.4)		%
	Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (CORE 3.c.10)	<b>3.03</b>	98%
	Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.c.5)		%
<b>714</b>	Counseling strategies and techniques used to facilitate the client change process (CORE 3.e.10)		%
	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CORE 3.g.7)		%
	Techniques and interventions for prevention and treatment of a broad range of mental health issues (CORE 5.c.5)		%
<b>770</b>	Evidence-based counseling strategies and techniques for prevention and intervention (CORE 3.e.15)		%
	Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CORE 3.g.7)		%
	Diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems (CORE 3.g.11)		%
	Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders (CMHC 5.c.1)	<b>3.04</b>	100%
	Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.c.5)		%
<b>785</b>	The purpose of and roles within counseling supervision in the profession (CORE 3.a.12)	<b>3.03</b>	100%
	Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions (CMHC 5.c.8)		%
<b>795</b>	Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (CORE 3.a.11)		%
	Evidence-based counseling strategies and techniques for prevention and intervention (CORE 3.e.15)		%
	Processes for developing a personal model of counseling grounded in theory and research (CORE 3.e.21)		%
<b>796/ 797</b>	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas [797] (CORE 3.a.10)	<b>3.06</b>	97%
	Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders (CMHC 5.c.1)		%

	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC 5.c.4) for people with disabilities (CLRC 5.d.9)	<b>3.06</b>	97%
	Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 5.c.5)	<b>3.05</b>	97%

### Site Supervisor Survey for November 2025 for 2023-2025 Interns

In regards to the practicum/internship experience, how prepared was our student to start this aspect of their training in comparison to practicum/internship students from other counselor education programs?		
More prepared	63%	12
As prepared	37%	7
Less prepared	0%	0
	<b>Answered</b>	<b>19</b>

Please rate the student's DISPOSITION in the following areas: N=19	Advanced (4)	Developmentally Appropriate (3)	A Focus for Growth (2)	Improvement Definitely Needed (1)	Insufficient Information	Weighted Average
Demonstrates awareness, appreciation, & respect of cultural differences	79%	21%	0%	0%	0%	3.79
Maintains appropriate professional boundaries	68%	32%	0%	0%	0%	3.68
Appropriately uses self-disclosure	37%	58%	5%	0%	0%	3.32
Being open and responsive to clinical feedback by supervisor	84%	16%	0%	0%	0%	3.84
Demonstrates emotional stability & self-control	58%	37%	5%	0%	0%	3.53
Able to work collaboratively with colleagues	68%	32%	0%	0%	0%	3.68
Demonstrates professional behavior regarding attendance, punctuality and meeting deadlines	68%	32%	0%	0%	0%	3.68
Adheres to the ethical guidelines of the ACA	58%	42%	0%	0%	0%	3.58
Demonstrates warmth, ability to be present and genuine	79%	21%	0%	0%	0%	3.79

Please rate the student's KNOWLEDGE in the following areas: N=19	Advanced (4)	Developmentally Appropriate (3)	A Focus for Growth (2)	Improvement Definitely Needed (1)	Insufficient Information	Weighted Average
Career Development	5%	68%	5%	0%	21%	3
Counseling Theories	47%	42%	5%	0%	5%	3.44
Developmental Needs of Clients Across the Lifespan	16%	79%	0%	0%	5%	3.17
Ethical & Legal Standards	47%	53%	0%	0%	0%	3.47
Prevention Services	11%	79%	5%	0%	5%	3.06
Intervention Services	32%	58%	11%	0%	0%	3.21
Program Evaluation	21%	37%	16%	0%	26%	3.07
Resource & Referral Process	11%	79%	0%	0%	11%	3.12
Counseling Couples and Families	5%	37%	21%	0%	37%	2.75
Social & Cultural Considerations	47%	53%	0%	0%	0%	3.47

Please rate the student's DELIVERY of the following N=19	Advanced (4)	Developmentally Appropriate (3)	A Focus for Growth (2)	Improvement Definitely Needed (1)	Insufficient Information	Weighted Average
Individual Counseling	32%	68%	0%	0%	0%	3.32
Group Counseling	0%	47%	16%	0%	37%	2.75
Psychoeducation	21%	79%	0%	0%	0%	3.21
Addiction & Co-occurring Disorder Interventions	5%	63%	0%	0%	32%	3.08
Trauma Counseling	32%	63%	5%	0%	0%	3.26

Please rate the student's SKILL in the following areas: N=19	Advanced (4)	Developmentally Appropriate (3)	A Focus for Growth (2)	Improvement Definitely Needed (1)	Insufficient Information	Weighted Average
Establish rapport with diverse populations	79%	21%	0%	0%	0%	3.79
Developing appropriate case conceptualizations	47%	53%	0%	0%	0%	3.47
Administering screening and assessment instruments	26%	74%	0%	0%	0%	3.26
Effectively implementing a variety of evidence-based therapeutic interventions	32%	58%	11%	0%	0%	3.21
Treatment planning and goal setting	17%	72%	11%	0%	0%	3.06
Writing progress/case notes	16%	68%	16%	0%	0%	3
Diagnosing	5%	84%	11%	0%	0%	2.95
Acting as a social justice advocate on behalf of clients	53%	42%	0%	0%	5%	3.56

### Employer Survey for November 2025 for 2023-2025 Graduates

In regards to the employment experience, how prepared was our student(s) to start their LPC-IT career at your agency in comparison to employees from other counselor education programs?		
More prepared	91%	10
As prepared	9%	1
Less prepared	0%	0
	<b>Answered</b>	<b>11</b>

Please rate the employees' DISPOSITION in the following areas: N=13	Advanced (4)	Developmentally Appropriate (3)	A Focus for Growth (2)	Improvement Definitely Needed (1)	Insufficient Information	Weighted Average
Demonstrates awareness, appreciation, & respect of cultural differences	92%	8%	0%	0%	0%	3.92
Maintains appropriate professional boundaries	85%	15%	0%	0%	0%	3.85
Appropriately uses self-disclosure	54%	46%	0%	0%	0%	3.54
Being open and responsive to clinical feedback by supervisor	77%	23%	0%	0%	0%	3.77
Demonstrates emotional stability & self-control	69%	31%	0%	0%	0%	3.69
Able to work collaboratively with colleagues	85%	15%	0%	0%	0%	3.85

Demonstrates professional behavior regarding attendance, punctuality and meeting deadlines	77%	23%	0%	0%	0%	3.77
Adheres to the ethical guidelines of the ACA	62%	38%	0%	0%	0%	3.62
Demonstrates warmth, ability to be present and genuine	77%	23%	0%	0%	0%	3.77

Please rate the employees' KNOWLEDGE in the following areas: N=10	Advanced (4)	Developmentally Appropriate (3)	A Focus for Growth (2)	Improvement Definitely Needed (1)	Insufficient Information	Weighted Average
Career Development	20%	60%	0%	0%	20%	3.25
Counseling Theories	60%	30%	10%	0%	0%	3.5
Developmental Needs of Clients Across the Lifespan	50%	50%	0%	0%	0%	3.5
Ethical & Legal Standards	60%	40%	0%	0%	0%	3.6
Prevention Services	50%	50%	0%	0%	0%	3.5
Intervention Services	30%	60%	10%	0%	0%	3.2
Program Evaluation	20%	70%	0%	0%	10%	3.22
Resource & Referral Process	40%	60%	0%	0%	0%	3.4
Counseling Couples and Families	20%	40%	20%	0%	20%	3
Social & Cultural Considerations	70%	30%	0%	0%	0%	3.7

Please rate the employees' DELIVERY of the following N=10	Advanced (4)	Developmentally Appropriate (3)	A Focus for Growth (2)	Improvement Definitely Needed (1)	Insufficient Information	Weighted Average
Individual Counseling	60%	40%	0%	0%	0%	3.6
Group Counseling	20%	40%	10%	0%	30%	3.14
Psychoeducation	50%	50%	0%	0%	0%	3.5
Addiction & Co-occurring Disorder Interventions	20%	40%	0%	0%	40%	3.33
Trauma Counseling	50%	50%	0%	0%	0%	3.5

Please rate the employees' SKILL in the following areas: N=14	Advanced (4)	Developmentally Appropriate (3)	A Focus for Growth (2)	Improvement Definitely Needed (1)	Insufficient Information	Weighted Average
Establish rapport with diverse populations	86%	7%	0%	0%	7%	3.92
Developing appropriate case conceptualizations	50%	43%	0%	0%	7%	3.54
Administering screening and assessment instruments	43%	36%	7%	0%	14%	3.42
Effectively implementing a variety of evidence-based therapeutic interventions	50%	36%	7%	0%	7%	3.46
Treatment planning and goal setting	50%	43%	0%	0%	7%	3.54
Writing progress/case notes	57%	29%	7%	0%	7%	3.54
Diagnosing	43%	43%	0%	0%	14%	3.5
Acting as a social justice advocate on behalf of clients	71%	21%	0%	0%	7%	3.77

## CMHC Exit Interviews 2024-2025

### Performance at exit

How satisfied are you with your ability to deliver the following services: (N=35)	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Individual Counseling	69%	26%	6%	0%	0%
Group Counseling	19%	54%	14%	3%	0%
Psychoeducation Groups	66%	31%	29%	0%	0%
Crisis Counseling	31%	40%	29%	0%	0%

How satisfied are you with your KNOWLEDGE in the following areas: (N=37)	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Counseling Theories	49%	49%	3%	0%	0%
Assessment & Evaluation	35%	59%	5%	0%	0%
Ethical & Legal Standards	70%	24%	5%	0%	0%
Diversity Issues	76%	19%	3%	0%	3%
Client Advocacy	62%	32%	0%	5%	0%
Professional Development	46%	38%	14%	3%	0%
Social Justice	62%	30%	5%	3%	0%
Professional Role & Identity	49%	43%	3%	3%	0%
Developmental needs of clients across lifespan	49%	27%	16%	8%	0%
Career development	16%	59%	16%	5%	3%

How satisfied are you with your SKILL in the following areas: (N=37)	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Use of assessments/evaluations	22%	70%	8%	0%	0%
Applying counseling interventions	35%	49%	14%	3%	0%
Case Conceptualization	57%	35%	8%	0%	0%
Treatment planning/goal setting	38%	46%	16%	3%	0%
Writing progress/case notes	46%	41%	11%	3%	0%
Collaborating with client's support systems	24%	68%	8%	0%	0%
Seeking assistance from supervisors	73%	22%	3%	3%	0%
Receiving feedback from supervisor	73%	22%	3%	0%	0%
Using evidence-based practices	38%	57%	0%	3%	0%
Working within client's belief systems	73%	24%	3%	0%	0%
Abiding by ethical /legal standards	84%	16%	0%	0%	0%

How would you rate your DISPOSITION in the following areas: (N=37)	Always	Often	Some times	Rarely	Never
Awareness, appreciation, & respect of cultural difference	100%	0%	0%	0%	0%
Recognize the importance of client advocacy & serving as a change agent	76%	22%	3%	0%	0%
Open and responsive to clinical feedback by supervisor	81%	16%	3%	0%	0%