



2015 CEU ANNUAL REPORT
**COUNSELOR EDUCATION AND SUPERVISION
MARRIAGE AND FAMILY COUNSELING/THERAPY
MENTAL HEALTH COUNSELING
SCHOOL COUNSELING**

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INTRODUCTION

This report contains highlights of recent activities, changes, and initiatives that affect Capella University's Counselor Education Unit (CEU). The CEU continues to focus on academic excellence through our curriculum, residency experiences, practicum and internship, and learner advising. A comprehensive assessment process has been guiding program improvements at the course, program, and unit levels.

COUNSELOR EDUCATION UNIT (CEU)

The Counselor Education Unit at Capella University offers six advanced degree programs. Four of them are CACREP-accredited and one is also COAMFTE accredited. They are the MS in Marriage and Family Counseling/Therapy (CACREP and COAMFTE), MS in Mental Health Counseling (CACREP), and MS in School Counseling (CACREP), and the PhD in Counselor Education and Supervision (CACREP). These four programs are the subject of this report.

The CEU has primary responsibility and authority for preparing professional counselors and counselor educators. One of its major responsibilities is to ensure that graduate degree programs that are part of the CEU adhere to best practices and the national accreditation standards, and prepare learners to become competent clinicians and educators in their field. A leadership change during 2015 was placing Dr. Neil Duchac as the Interim Faculty Chair for the School Counseling, Addictions and Career Counseling programs following the previous Faculty Chair, Dr. Courtney Gulbro transitioning to a core faculty role.

THE COUNSELOR EDUCATION UNIT MISSION STATEMENT

The Counselor Education Unit prepares adult learners committed to leadership, advocacy, and service to become professional counselors and counselor educators. Through our competency based curriculum and comprehensive assessment program we ensure all learners have the knowledge and skills necessary to become practitioner-scholars. Our graduates are then prepared to serve a diverse population of clients across a variety of therapeutic settings and situations. We prepare our doctoral learners to serve as scholar-practitioners committed to the ethical practice of administration, teaching, supervision, and leadership in the counseling profession.

PROFESSIONAL STAFF

- **Dr. Anna Hultquist** - *Dean for the Counseling Programs*
- **Dr. Lisa McKenna** – *Faculty Chair for the MS in Mental Health Counseling and PhD in Counselor Education and Supervision programs*
- **Dr. Neil Duchac**- *Interim Faculty Chair for the MS in School Counseling, MS in Addictions Counseling and MS in Career Counseling programs*
- **Dr. Lucinda West** – *Program Director and Faculty Chair for the MS in Marriage and Family Counseling/Therapy Program*
- **Dr. Debra White** - *Faculty Chair for Counselor Education Fieldwork and Licensure*
- **Kelley Anderson** - *Senior Academic Associate for program support*
- **Eric Nelson** - *Senior Academic Associate for fieldwork*

- **Nan Kalke** – *Senior Academic Associate for FAF, Admissions and program support*

INNOVATIVE PROCESSES SUPPORTING THE CEU

Action Analytics and CEU Assessment System

The Counselor Education Unit's Assessment System provides a framework for the quarterly faculty-led review of curriculum, program procedures and policy, and learner development for the Counselor Education and Supervision Program, Marriage and Family Counseling/Therapy Program, Mental Health Counseling Program, and School Counseling Program. The Assessment Plan establishes the guidelines for the Action Analytics process. Within this comprehensive assessment plan, each program's Action Analytics team reviews quarterly data to identify the program's strengths and areas of opportunity, and to assess the program's effectiveness in meeting its outcomes and professional standards.

Faculty Advising Forum

The Faculty Advising Forum (FAF) is an online courseroom in which all fully admitted CEU learners are registered. The FAF is available to learners throughout their programs to provide important program information, including academic, residency, and internship topics, and to support the learners' personal and professional development. Each FAF courseroom is aligned by program area and is co-facilitated by the learner's faculty advisor and academic advisor, providing learners with advising resources of counselor education faculty from their program, along with the support of an academic advisor trained to work with learners in that program. The Annual Learner Review that takes place within the FAF provides an opportunity for learners to receive an annual consultation from their program faculty advisor. In the Annual Learner Review, the faculty advisor and learner discuss the learner's professional and personal development in order to develop goals, address opportunities for development, and call out the learner's strengths. For learners who do not attend the meeting, faculty advisors complete an Annual Learner Review based on the learners' advising reports.

FIELDWORK, RESIDENCY AND LICENSURE

Fieldwork

Resources and information about fieldwork located on the Counseling Department's Counselor Fieldwork Resources page on Capella's internal web site include the following:

- The CEU Clinical Handbook provides current information about fieldwork requirements and processes and is updated on an annual basis;
- Frequently Asked Questions documents are revised regularly to provide current fieldwork information specific to each program.
- A copy of the current Fieldwork Application with instructions about the application process
- Self-paced modules that provide information, resources and processes that assist learners preparing for their fieldwork experience and locating potential sites in their communities

- Manuals and Forms for the Counseling Department fieldwork programs and courses
- Informational materials that learners can provide to potential sites and supervisors

Designated faculty serve as Clinical Coordinators for each counseling education program that has a fieldwork component. Our expert Clinical Coordinators review and approve all fieldwork sites and site supervisors.

Residency

MS in School Counseling

The MS in School Counseling residency consists of:

- **A 3 week facilitated pre-residency courseroom** that has a variety of school counseling materials preparing learners for the in-person residency experience. This courseroom counts for **10%** of their final course grade.
- **An intensive in-person residency** experience that begins with an opening session on Saturday morning at 8am and lasts until closing at 11am on Thursday morning. Track one groups are approximately 16 learners and track two groups never exceed 12 learners. Each residency group is facilitated by one of our highly trained and certified school counseling faculty members.
 - Track one focuses on relationship building skills, assessment skills, counseling theories, goal setting, treatment planning and crisis intervention. These skills are taught through a variety of integrated lectures and clinical role playing in which the Capella learner has the opportunity to integrate their knowledge by role playing the roles of client and therapist so they have the opportunity to ascertain how their knowledge base is actually integrated in clinical practice.
 - Track two of the residency focuses on role playing and demonstration of school counseling skills, facilitated discussions with their course instructor and peers, ten hours of group counseling facilitation, assessment, classroom management and treatment planning, as well as integration of school counseling theories that they have learned about in their prior courseroom experiences with Capella University.
 - This in-person residency counts for **40%** of their total grade for the three-part experience.
- **A 10-week post-residency companion course.** This counts for a total of 50% of their final course grade.

MS in Marriage and Family Counseling/Therapy and MS in Mental Health Counseling

A residency redesign to offer residency experiences as courses for credit for the Mental Health Counseling and Marriage and Family Counseling/Therapy programs was launched in 2015. The first residency for credit took place in Chicago in August, 2015. The residency now consists of a 6-week "hybrid" course for credit, which involves:

- **6 weeks of online coursework**
- **An intensive 5.5 day in-person residency** experience beginning with an opening session on Saturday morning of week 3 at 8am and lasting until closing at 11am on Thursday morning of week 4. Track one groups are approximately 16 learners and track two groups never exceed 12 learners. Each residency group is facilitated by one of our highly trained and skilled Capella Counselor Education faculty members with expertise in their specific area of counseling.
 - Track one focuses on relationship building skills, counseling assessment skills, counseling theories, counseling goal setting, treatment planning and crisis intervention. These skills are taught through a variety of integrated lectures and clinical role playing in which the Capella learner has the opportunity to integrate their knowledge by role playing the roles of client and therapist so they have the opportunity to ascertain how their knowledge base is actually integrated in clinical practice.
 - Track two of the clinical residency focuses on role playing and demonstration of clinical skills, facilitated discussions with their course instructor and peers, ten hours of group counseling facilitation, assessment, diagnosis and treatment planning, as well as integration of clinical theories that they have learned about in their prior courseroom experiences with Capella University.

Value of the residency for our learners

The MS residency is of high value to our learners with emphasis being placed on the small number of learners for each track. The track 1 learners are in sections with a maximum of sixteen learners and the track 2 learners are in sections with no more than twelve learners. The small class sizes provide a variety of unique and valuable learning opportunities such as skills, collegial interactions, and group experiences.

Chi Sigma Iota

Capella's CSI chapter, Chi Upsilon Chi, led by faculty member, Amber Lange, and inducts new members during the residency events. Capella has had the world's largest chapter for the past three years, and 550 learners were inducted into Chi Upsilon Chi during 2015. The total number of learners who have been initiated since the start of the chapter in 2009 is 2,593.

Licensure

The Licensure Specialists and the Chair for Counselor Education Fieldwork and Licensure maintain communications with State Licensure Boards to verify curriculum and fieldwork alignments to state licensure requirements. Current information about licensure requirements, curriculum/fieldwork alignments, and recommendations about meeting additional state licensure requirements are maintained on a Capella SharePoint site; this information is available to faculty

and advisors and the wording can be provided to learners who have questions about aligning their Capella coursework with their state licensure requirements.

An interactive licensure tool is also available for learners who wish to research requirements for licensure by state and type of license sought. The site maintains current information regarding alignment of program coursework with licensure requirements as well as links to state licensure board websites. Learners can submit a webform requesting assistance with state licensure concerns or questions and one of the Licensure Specialists will provide the information that is needed.

The Counselor Education Licensure Team meets weekly to address licensure-related issues. Faculty Chairs work with the Licensure Specialist to develop Curriculum Alignments for their programs that demonstrate recommended course/fieldwork alignments for meeting state licensure requirements. Course Alignment forms are submitted to State Licensure Boards for review and verification, as needed; formal approval is sought from Boards who provide this type of written confirmation.

Licensure information and support at Master's Residencies has included workshops and individual consultation with a licensure specialist.

NATIONAL COUNSELOR EXAM

Through the Graduate Student Application for the National Certified Counselor (GSA-NCC) program, Capella facilitates the application process for learners seeking this voluntary professional credential (the NCC). One requirement for attaining the credential is passing the National Counselor Exam (NCE). Though this is not an application for state licensure, the NCE is one of two exams that many states use for evidence that a practitioner is ready to practice independently. Students enrolled in a CACREP accredited program are permitted to apply for the NCC and take the NCE in the final year of their program or up to one year after graduating as a student applicant.

The NCE is offered twice each year (April and October). Eric Nelson, Capella's campus coordinator for the NCE, works with qualified graduate learners in the CEU to register for and take the NCE during the final stages of their counselor education program. Pass rates for the Capella University counselor education learners taking the exam are:

- 2014:** All three programs: 75.8%
- 2015:** MS Marriage and Family Therapy: 76%
- MS Mental Health Counseling: 85%
- MS School Counseling: 100%

CEU ADVISORY COUNCILS

The Marriage and Family Counseling Therapy, Mental Health Counseling/ Counselor Education and Supervision, and School Counseling Advisory councils are each comprised of faculty members, practitioners/site supervisors, learners, and graduates. The councils meet quarterly to

review program and accreditation updates, and to explore topics that are relevant to the enhancement and further development of the programs. Reports from the Advisory Council meetings are presented at CEU Governance Board meetings.

ACADEMIC STANDARDS AND PROFESSIONAL FITNESS COMMITTEES

The Counseling Programs Professional Standards – and Academic Faculty Review Panels committee continues to serve as the university's commitment to support a growth based review of learner needs, strengths, and professional requirements, and academic honesty issues. The committee is comprised of faculty members from the Harold Abel School of Social and Behavioral Sciences.

PROGRAM HIGHLIGHTS

MS Mental Health Counseling (MHC)

The mission of the CACREP-accredited Mental Health Counseling program is to prepare master's level clinicians to work effectively with a diverse population of clients across diverse therapeutic settings and situations. Learners receive academic preparation and clinical training designed to instill high standards for professional practice based upon established ethical standards for counselors and sensitivity to the complex mental health needs of a multicultural society.

Key Program Modifications/Highlights

Learner Demographics:

- Analysis of trends for active learners enrolled between 2010 & 2015 was conducted. Trends remain steady except for the following-- Females: trending down slightly – 2.44%; Military,: trending up - 3.53%; Race - Black/African Americans trending up 4.19%; Hispanics of any race: Trending up 2.8%; Whites: Trending down 5.46%; Married: Trending down 6.91%; Single: Trending up 5.04%; Adjusted Gross Income - highest % of learners in \$25,000-\$75,000 range: 48% (trending down 3.18% since 2011; Percentage in highest income brackets down slightly, 2.5%). The current year data highlights a shift toward learners being from increasingly lower income brackets. In contrast, fewer new 2015 learners (19%) are from the over \$50,000 income range compared to 25.44% for the overall program.
RECOMMENDATION: Continue to monitor year over year trends to identify shifts.

Curriculum Modifications:

- Two credit-bearing residency courses were developed to replace the non-credit bearing residency experiences. Additionally, two pre-practicum didactic courses were retired from the program and replaced with two pre-residency didactic courses. Data following the new residency format reflect very high learner satisfaction on the survey items for overall quality of residency and overall quality of faculty.
- In 2015, curriculum revisions were conducted to strengthen alignment with accreditation standards, update materials, and/or clarify language in instructions/rubrics as follows: Minor course revision = 12 courses; partial revision = 1 course; new course development revision – 4 courses. Quality Matters recognition was earned on 1 course that underwent a recent full revision.

- Results of the revisions indicate positive results, as evidenced by end of course evaluation performance ratings from learners and an analysis of pre-post revision performance on assessments.

Fieldwork:

- The total number of MHC learners registered in their fieldwork experience increased each quarter over the past 4 quarters.
- Data collected from MHC learners registered in fieldwork courses, fieldwork Site Supervisors, and fieldwork faculty instructors indicate strong performance of learners on key learning outcomes evaluated during the fieldwork experience.
 - Students reported a high degree of satisfaction with their fieldwork experience and noted significant growth in their performance at their sites. Over 40% of students were offered employment at their fieldwork sites upon graduation.
 - Site Supervisors reported that fieldwork students were well prepared to apply their knowledge, demonstrate a range of skills, and work competently and ethically with clients. Over 80% indicated interest in working with another Capella student.
- Learner, supervisor and faculty feedback about the fieldwork experience was incorporated in making minor revisions to fieldwork courses, the learner Clinical Manual, and the Fieldwork Faculty Handbook.

All fieldwork courses, processes and requirements maintain alignment with CACREP Standards.

NCE Results:

Exam results for the April and October exams reflect that MHC learners passed at a rate similar to other CACREP programs. In April 89% (47 of 53) of Capella MHC learners who took the exam passed and 89.8% of the 3318 graduate students of other CACREP programs. In October, 81% (39 of 48) of Capella MHC learners who took the exam passed.

Marriage and Family Counseling/Therapy (MFCT)

The mission of the COAMFTE and CACREP-accredited Marriage and Family Counseling/Therapy program is to prepare master's learners to assume positions as couple and family therapists in agency, community, and private practice settings. Our focus is to prepare learners in systemic case conceptualization and theories, family developmental dynamics, and clinical training. This promotes high standards for professional practice based on established counselor ethical standards and sensitivity to the complex family systems needs of a multicultural and ethnically diverse society. This program also empowers the learner with the ability to apply systemically oriented theory to clinical services, integrating wellness approaches and relevant research through assessment and intervention with individuals, couples, and families. Learners enroll in this program after a rigorous faculty driven admission process. Learners are required to complete three quarters of fieldwork to include a minimum of 100 practicum hours and 600 internship hours, including direct contact with couples and families. The MFCT program also requires successful completion of two intensive skills-based M.S.

residencies to prepare learners for clinical practice. The curriculum is aligned to meet COAMFTE outcome-driven standards as well as CACREP standards.

Key Program Modifications/Highlights

Curriculum:

- The program went through a rigorous Academic Program Review (APR) in Q4 of 2015, identifying strengths and growth opportunities. Recommendations were made to be completed by the end of 2016.
- COUN 5220, COUN5270, and COUN5275 achieved QM approval
- Launched Credit-for-Residency in Q3 2015. This involved removing four courses from the program (COUN5279, COUN5241, COUN5920 and COUN5921), and turning both residencies into four-credit bearing courses (COUNR-5821 and COUNR-5823). Created COUN5820 and COUN5822 as prequel courses to the residencies. Program remains at 92 credits total for completion.
- Eleven major revisions were completed, and one high-impact revision was completed in 2015.

Enrollment and Persistence:

- Total enrollment continues to increase year over year since 2013, which correlates with the COAMFTE accreditation period.
- The program demonstrated a consistently high persistence rate for MFCT learners in 2015; however it decreased from Q1 through Q3 and then increased in Q4. The Q1 persistence of learners in their first quarter was 95.12 %, and Q4 persistence of learners in their first quarter was 94.67 %.
- In 2015, MFCT learners were 89% female and 11% male. The ethnicity of MFCT learners in 2015 was:

Ethnicity	% of total learners
American Indian or Alaska Native	.5%
Asian	1.6%
Black or African American	35%
Hispanics of any race	9%
Native Hawaiian or Other Pacific Islander	.5%
Nonresident Alien	.5%
Race Unspecified	9%
Two or more races	3%
White	41%

Faculty:

- Faculty diversity in 2015:

Ethnicity	Female	Male	Grand Total
American Indian or Alaska Native	2	0	2
Asian	2	0	2
Black or African American	4	1	5
Hispanics of any race	1	1	2
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	0	0	0
Race Unspecified	2	0	2
Two or more races	0	0	0
Non Hispanic		1	1
White	24	17	41
Grand Total	35	20	55

Fieldwork:

- Total fieldwork learners increased in 2015 over 2014. MFCT Faculty advisors have concentrated efforts to reach out to learners who have yet to enter fieldwork to support the retention and completion rates for the program.
- Data collected from MFCT students registered in fieldwork courses, fieldwork Site Supervisors, and fieldwork faculty instructors indicates strong performance of learners on key learning outcomes evaluated during the fieldwork experience.
 - Students reported a high degree of satisfaction with their fieldwork experience and noted significant growth in their performance at their sites.
 - Site supervisors reported that fieldwork students were well prepared to apply their knowledge, demonstrate a range of skills, and work competently and ethically with clients. In the fourth quarter, 100% of the supervisors reported that they would hire the Capella intern upon graduation if they had an open position; 93% reported being interested in working with another Capella intern.
 - Client surveys were overall positive. 100% of respondents in Q4 reported the intern created a supportive, respectful and comfortable interaction, said they experienced positive changes as a result of therapy, and indicated they would work with this same therapist again.
- All MFCT fieldwork faculty instructors are credentialed as AAMFT Approved Supervisors or Candidates. The intensive requirements for this credential ensure the faculty commitment to education and clinical training as well as maintaining professional development and competency standards.

- All but one (99%) Internship II learners passed the 200-question AMFTRB practice exam offered by Family Solutions, Inc. Achieving a score of 70% or greater is a requirement for learners to pass the Internship II Capstone course.
- All fieldwork courses, processes and requirements maintain alignment with CACREP and COAMFTE Standards.
- Supervisor diversity in 2015:

Ethnicity	Female	Male	Unspecified	Grand Total
American Indian or Alaska Native	1	2		3
Asian	0	0		0
Black or African American	9	3		12
Hispanics of any race	2	1		3
Native Hawaiian or Other Pacific Islander	0	0		0
Nonresident Alien	0	0		0
Race Unspecified/unknown	10	7	11	28
Two or more races	1	0		1
White	69	42		111
Grand Total	92	55	11	158

School Counseling (SC)

The mission of the CACREP-accredited School Counseling program is to prepare master's learners to work competently and ethically as school counselor practitioners serving diverse student populations. The combination of academic and clinical training prepares learners to utilize various counseling approaches when working with P-12 children and adolescents. Built on the nationally recognized standards and model of the American School Counselor Association, the School Counseling specialization offers a comprehensive approach for effective development, delivery, management, and evaluation of contemporary school counseling programs.

Key Program Modifications/Highlights

Faculty:

- Dr. Neil Duchac was appointed to the Interim Faculty Chair position for the School, Addictions and Career Counseling programs in July 2015

Curriculum:

The following noted curriculum changes have occurred in the School Counseling program since 2011.

- July 2011
 - Removed COUN5003 from core courses; added new course, COUN5004.
 - Removed COUN5915 from core courses; added new course, COUN6915.

- January 2012
 - Updated course titles for the following courses: COUN5910 School Pre-Practicum Course 1, COUN-R5910 School Residential Colloquium Track 1, COUN5911 School Pre-Practicum Course 2, COUN-R5911 School Residential Colloquium Track 2, COUN6131 School Clinical Internship 1, COUN6132 School Counseling Clinical Internship 2
 - Removed ED5700 from program requirements.
 - Revised course title for COUN5240 Theories of Counseling and Guidance for Children and Adolescents.
 - Added new specialization course: COUN5246* Contemporary Issues in School Counseling (4 quarter credits).
- July 2012
 - Updated course title of COUN5282 – Developmental School Counseling and Student Services
- January 2013
 - Removed “clinical” from the titles of COUN6102, COUN6131, and COUN6232.
- July 2013
 - COUN6131– Internship 1 changed to S/NS with In Progress grading.
- October 2013
 - COUN6132– Internship 2 changed to S/NS with In Progress grading.
- May 2016
 - COUN5279 – undergoing a full revision.

Enrollment:

- Total SC enrollment increased 6.39 % in 2015.
- The program demonstrated a slight downward trend in persistence rates for SC learners in 2014. Re-sequencing COUN 5280, Intro to School Counseling course to come after First Course is hoped to generate program interest and increase persistence.
- Military enrollment is 15.85 in the SC program%
- Average age of learners in the SC program has decreased 5.4% since 2012
- Married learners account for 43.55% of learners in the SC program

Fieldwork:

- Total School Counseling fieldwork learners decreased 18.5% in 2014. Faculty advisors continue to both support and encourage learners to find strategies for completing fieldwork experience during the school day while maintaining employment. Many of the SC learners hold full-time jobs which conflicts with the operating hours at school district sites.
- All fieldwork courses maintain close alignment with CACREP, NCATE (CAEP), and ASCA standards.

Counselor Education and Supervision (CES)

The Counselor Education and Supervision (CES) program is a doctoral program in the Counselor Education Unit at Capella University. The mission of the PhD in Counselor Education and Supervision program is to prepare scholar-practitioners for ethical practice of counseling, teaching, supervision, and research. Our program utilizes the highest professional standards of counselor educator and supervisor training, in a climate of collaborative scholarly inquiry, to ensure all learners have the knowledge and skills necessary to fully participate and enhance the counseling profession. We prepare our learners and graduates to assume counseling leadership positions at a regional, state and national level.

Learners enroll in this program after a rigorous faculty driven admission process. Learners are required to complete three quarters of fieldwork to include a minimum of 100 practicum hours and 600 internship hours. The CES program also requires successful completion of three Ph.D. colloquia to ready learners for the dissertation process.

Key Program Modifications/Highlights

Program Update:

- In July 2015, the CES program earned full accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Curriculum:

- In 2015, curriculum revisions were conducted to strengthen alignment with accreditation standards, update materials, and/or clarify language in instructions/rubrics as follows: Minor course revision = 29 courses; partial revision = 1 course; full revision = 1 course. Quality Matters recognition was earned on 1 course that underwent a recent full revision.
- Results of the revisions indicate positive results, as evidenced by end of course evaluation performance ratings from learners and an analysis of pre-post revision performance on assessments.

Comprehensive Exams:

- 100% (N=15) of learners passed the comprehensive examination in 2015.

Dissertation:

- 21 CES learners were in the dissertation phase of the program in 2015. 76% (N=16) completion at least one dissertation milestone during the year.

Learner Evaluation of Fieldwork:

- Doctoral fieldwork is comprised of one quarter of Practicum focused on supervised practice of advanced counseling skills. This is followed by two quarters of internship focused on supervised practice of teaching and supervision, along with a courseroom project focused on preparation to make a scholarly contribution to the field. Learner satisfaction with the experience is tracked against numerous criteria. Average satisfaction ratings in 2015 indicate overall learner satisfaction. There were learners enrolled in Practicum 3 out of 4 quarters in 2015, and 10 learners completed

evaluations on a 5 point Likert-scale (0=Strongly disagree – 5=strongly agree). Practicum learners rated course relevance and value a 4.51; group supervision climate and value a 4.41; overall quality of fieldwork instructor a 4.6, preparation for practicum a 4.67, overall satisfaction with site supervisor experience a 3.9, and an overall satisfaction with site supervisor a 4.01. For Internship, there were 17 evaluations completed across all 4 quarters in 2015. Scores reflect learner satisfaction as evidenced on their ratings on the 5 point Likert-scale (0=Strongly disagree – 5=strongly agree). Internship Learners rated course relevance and value a 4.44; group supervision climate and value a 4.57; overall quality of fieldwork instructors a 4.57; preparation for supervised experiences across didactic teaching, residency, and counselor supervision a 4.85; overall satisfaction with supervised experiences a 4.85; and overall quality of faculty supervisors across supervised experienced a 4.94.

Site Supervisor Evaluation of Fieldwork:

- Site supervisor evaluations of interns and communication with the program were reviewed on a quarterly basis, for a total of 11 responses in 2015. Caution must be applied in interpreting the results of such a small number of respondents, so trends will be continually monitored. In 2015, 75% of site supervisor stated they would hire the intern, and 86% were interested in another intern. 88% of the site supervisors were satisfied/very satisfied with fieldwork instructor communications.

Alumni Feedback:

- Alumni survey data was reported twice in 2015 for graduates during 2014 (n=4) with a 100% response rate. Results must be interpreted with caution given the small overall N. Anecdotal data indicates longevity of mentor and alumni collaboration in making scholarly contributions to the field, and external validation of the quality of scholarship as exemplified with one alumni being awarded the 2015 ASERVIC Research Award for her dissertation. 100% of alumni report feeling prepared for the field and obtaining new employment. 50% reported engaging in scholarship and holding a leadership position.