

Annual CACREP Report

Piedmont University

Academic Year 2025-2026

Program Overview

Our Mission

The mission of the Piedmont University Department of Counseling is to offer a high-quality graduate education program to students, helping them develop the skills and knowledge necessary to be highly competent and committed professional counselors in a variety of careers in the field of clinical mental health service. Our curriculum is culturally inclusive, focusing on the development of competencies necessary to address developmental, emotional, psychological, social, and environmental barriers to educational achievement and personal development. We are dedicated to training our students with the skills, knowledge, and awareness to work within a diverse society, including engagement in social justice and advocacy.

Department Philosophy

The Department of Counseling is housed in the College of Arts and Sciences at Piedmont University. The purpose of the program is to provide graduate training at the master's level for a career in professional clinical mental health counseling. Our counseling program prepares counseling professionals for one or more of a variety of work settings, such as the school, university, community agency, private practice and business and industry.

As such, the department's philosophy includes a commitment to developing a clear professional identity as professional counselors through oversight of curriculum and field experience. The department continually works to enhance the counseling curriculum to provide a counselor education and supervision experience that promotes social justice and advocacy. The program curriculum is aligned with the State of Georgia's educational requirements, the Commission on Accreditation of Counseling and Related Educational Programs (CACREP), national professional standards, and the American Counseling Association (ACA) Ethical Code.

Program Objectives

The Department of Counseling will:

Develop Student's Clinical Competence: Students will acquire and demonstrate the necessary clinical skills and competencies required for effective counseling practice, including assessment, diagnosis, treatment planning, and therapeutic intervention.

Direct Students in Applying Ethical and Legal Standards: Students will be able to apply ethical and legal standards in their counseling practice, adhering to codes of ethics and legal regulations governing the profession.

Foster an Environment of Multicultural Competence: Students will develop cultural competence, demonstrating an understanding of diverse worldviews, cultures, and lifestyles, and providing counseling services that are sensitive to the unique needs of diverse client populations.

Educate on Wellness and Prevention Strategies: Students will promote mental health and wellness through prevention and intervention strategies, working with individuals, families, and communities to enhance overall well-being.

Develop Student's Abilities for Strong Counseling Relationships: Students will develop the skills necessary to establish and maintain strong therapeutic relationships, fostering trust, empathy, and rapport with clients.

Educate on Practice Evidence-Based Counseling: Students will be knowledgeable about evidence-based practices in the field and integrate research findings into their counseling approaches.

Enhance Counselor Competence in both Individual and Group Counseling: Students will be proficient in providing individual and group counseling to clients with a wide range of mental health concerns.

Stress the Importance of Engaging in Lifelong Learning: Students will commit to lifelong learning, regularly engaging in professional development, continuing education, and self-improvement as counselors.

Emphasize Advocacy for Mental Health: Students will engage in advocacy efforts to promote mental health awareness and work towards destigmatizing mental health concerns in society.

Ensure Licensure and Certification Requirements are Met: Students will be prepared to meet the requirements for professional licensure and certification in their specific region or country.

Counseling Faculty

During the 2025–2026 academic year, the Counseling Department consisted of six faculty members, including four core faculty and two affiliate faculty. Demographic information for the counseling faculty is presented in the table below.

	College of Arts and Science Counseling Faculty					
	Core Faculty		Affiliate Faculty		Total	Percent
	Male	Female	Male	Female		
Race/Ethnicity	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0
Unknown	0	0	0	0	0	0%
White	1	3	1	1	1	6
Total	1	3	1	1	1	6
	Total Male: 2		Total Female: 4			
Percent	33%		67%			

Clinical Mental Health Counseling Program

Piedmont University offers a Master of Science in Clinical Mental Health Counseling designed to prepare students to become competent, ethical, and culturally responsive professional counselors. The program provides a rigorous graduate education that equips students with the knowledge, skills, and professional dispositions necessary for practice in a variety of clinical mental health settings.

The curriculum emphasizes culturally inclusive counseling practices and the development of competencies needed to address developmental, emotional, psychological, social, and environmental factors that influence client well-being. Consistent with the program's mission and CACREP standards, students are prepared to serve diverse populations while engaging in advocacy, social justice, and ethical professional practice.

Enrollment Data

During the 2025–2026 academic year, the Clinical Mental Health Counseling program enrolled a total of 60 students. Student demographic information is presented in the table below and reflects the diversity of the current student population.

Clinical Mental Health Counseling Students				
Race/Ethnicity	Male	Female	Total	Percent
Asian	0	1	1	2%
Black or African American	3	17	20	33%
Hispanic/Latino	1	0	1	2%
Native Hawaiian or Other Pacific Islander	0	0	0	0%
Two or more races	0	2	2	3%
Unknown	0	2	2	3%
White	6	28	34	57%
Total	10	50	60	
Percent	17%	83%		
Age				
< 25	0	13	13	22%
25-29	3	17	20	33%
30-34	3	4	7	12%
35-39	1	5	6	10%
40-44	1	5	6	10%
45-49	2	1	3	5%
50 and over	0	5	5	8%
Total	10	50	60	
Percent	17%	83%		

Acceptance Rates

During the 2025–2026 academic year, the Clinical Mental Health Counseling program admitted approximately 45% of applicants. A semester-by-semester breakdown of admissions data is presented in the table below.

Semester	Applied	Accepted	Enrolled	Acceptance Rate
Fall 2025	61	27	22	36%
Spring 2026	24	19	16	66%
Total	85	46	38	45%

Graduation and Completion Rates

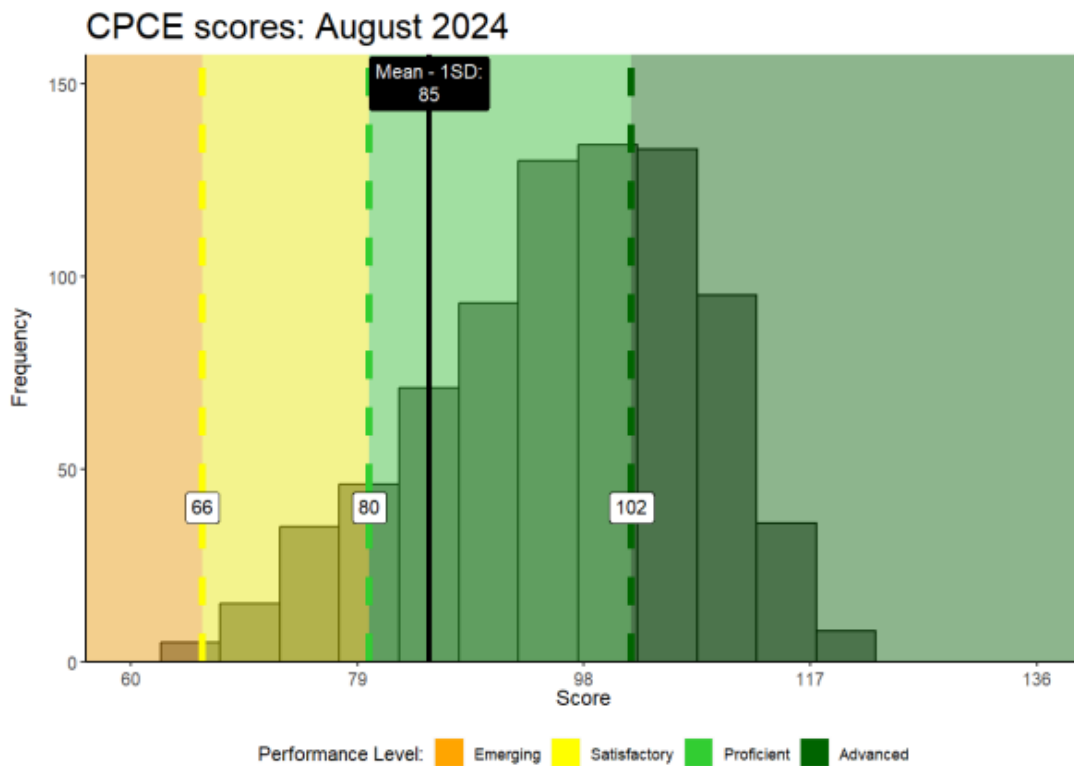
During the 2025–2026 academic year, two students graduated from the Clinical Mental Health Counseling program. Based on the cohort of eight students who entered the program together, the current completion rate is 25%. This completion rate reflects the percentage of students who completed the program during the expected timeframe and does not include students who remain actively enrolled and are progressing through the program at a different pace. The program will continue to monitor student progression and completion rates to identify opportunities to support student completion and graduation.

Exit Exam

Candidates for the Master of Science in Clinical Mental Health Counseling are required to successfully complete the Counselor Preparation Comprehensive Examination (CPCE) prior to degree conferral. Students are encouraged to complete the examination during their final semester in the program to assess mastery of the eight CACREP core curricular areas.

CPCE performance levels are established annually by the examination publisher based on national benchmark score ranges and are classified as **Emerging, Satisfactory, Proficient, or Advanced**. To satisfy the program's graduation requirement, students must achieve a performance level of **Satisfactory, Proficient, or Advanced**. Students who do not meet the required performance level may be required to complete remediation and retesting in accordance with program policies. A summary of the CPCE performance level classifications is provided in the table below.

CPCE REPORT: VERSION 100B24



During the 2025–2026 academic year, two students completed the CPCE, resulting in a 100% first-time passing rate. Both students achieved performance levels within the Proficient category, successfully meeting the program's graduation requirement. Although only two students completed the examination during this reporting cycle, these results indicate that all graduating students met the program's established competency expectations for comprehensive knowledge in counselor education. A breakdown of student performance across the eight CACREP content areas is presented in the table below.

Student	Total Score	Performance Category
1	78	Proficient
2	76	Proficient

General Info		PIEDMONT UNIVERSITY					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Co	17	2	9.5	3.5	7	12	1,571	11.4	2	0	16
C2: Social and Cultu	17	2	8	0	8	8	1,571	10.4	2.4	0	17
C3: Human Growth	17	2	11.5	0.7	11	12	1,571	11.7	2.6	0	17
C4: Career Develop	17	2	10	0	10	10	1,571	10.9	2.5	0	17
C5: Counseling and	17	2	9.5	0.7	9	10	1,571	11.2	2.6	0	17
C6: Group Counseli	17	2	9.5	0.7	9	10	1,571	11.6	2.6	0	17
C7: Assessment anc	17	2	9.5	2.1	8	11	1,571	10	2.7	0	17
C8: Research and P	17	2	9.5	0.7	9	10	1,571	10.6	2.6	0	17
Total	All	2	77	1.4	76	78	1,571	87.9	14.8	0	131

Employment Data

At the conclusion of the Spring 2026 semester, an employment survey was distributed to all six graduates of the counseling program to gather information regarding employment status, licensure, and professional outcomes. One graduate responded to the survey, resulting in a response rate of 16.7%. The responding graduate reported being employed in the counseling field, having successfully passed the National Counselor Examination (NCE), and having obtained Associate Level License (APC). Although the response rate is too limited to draw conclusions about the employment outcomes of the graduating cohort as a whole, the available data suggests successful transition into the counseling profession is possible for graduating students.

Graduated Student Program Evaluation

A Graduate Program Evaluation survey was also distributed to all six graduates to assess graduates' perceptions of the quality of their educational experience and overall satisfaction with the counseling program. The survey asks graduates to rate their satisfaction across four areas of the program and includes open-ended questions designed to identify program strengths and opportunities for improvement. One graduate completed the survey, yielding a response rate of 16.7%.

Student feeling of Satisfaction in:	Average Score	Meaning
Program curriculum	3.72	Indicates moderate satisfaction
Program aspects and delivery method	3	Indicates neither satisfaction or dissatisfaction
Preparing for professional competencies	3.83	Indicates moderate satisfaction
Career outcomes and program effectiveness	4	Indicates satisfaction

Based on the available data, the responding graduate indicated an overall level of moderate satisfaction with the program. Responses to the open-ended questions identified two primary areas for improvement: the process of securing an internship site and the career development course feeling self-taught. Faculty took steps to address both concerns even before the survey was sent out based on word-of-mouth feedback from students.

Responsibility for internship coordination has been reassigned from the Department Chair to a newly hired faculty member with expertise in clinical fieldwork coordination, with the goal of providing students with additional support throughout the internship placement process. Additionally, the curriculum for the Career Development course has been revised to provide more structured instruction to attempt to alleviate the self-taught feeling.

Despite these suggestions for improvement, the graduate indicated they were "very likely" to recommend Piedmont University's counseling program to prospective students, reflecting an overall positive perception of the program. While conclusions from this survey are limited by the low response rate, the feedback provides valuable insight into the student experience and supports the program's ongoing commitment to continuous improvement. Future assessment efforts will focus on increasing graduate participation to ensure that program decisions are informed by a broader and more representative sample of alumni feedback.

Student Assessment and Program Evaluation

Assessment Data

CACREP Domain	Key Performance Indicators	Assessment Points	Artifacts
Professional Orientation and Ethical Practice	Students will understand the importance of ethical standards of professional counseling organizations and demonstrate application of ethical and legal considerations in professional counseling.	Early. CNSL 6410 Ethical, Legal and Professional Issues in Counseling	Ethical Decision-Making Assignment (Target: mean score of 80% out of 100%) (Knowledge) Finding: Mean score 89.04 Status: Met
	Students will demonstrate understanding of the history, philosophy, roles, professional organizations, and functions associated with counselors and the counseling profession.	Early CNSL 6400 Professional Foundations of Counseling	Mini Research Paper (Target: mean score of 80% out of 100%) (Knowledge) Finding: Mean score 88.34

			Status: Met
		Mid. CNSL 6450 Practicum	CCS-R- II (Skills/Disposition) (Target: mean score meets 3 or above) Finding: Mean score 4.23 Status: Met
		Late. CNSL 6480 Internship	CCS-R- II (Skills/Disposition) (Target: mean score meets 4 or above) Finding: Mean score 4.53 Status: Met
Social and Cultural Diversity	Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the application of theories of multicultural counseling competencies in a clinical setting.	Late. CPCE	CPCE Scores. (Target: mean score of domain meets or exceeds national average) (Knowledge) Finding: National Mean: 11.31 Piedmont Mean: 9.5 Status: Failed to Meet
		Early. CNSL 6200 Social and Cultural Foundations in Counseling	Cultural Research Group Presentation (Target: mean score of 80% out of 100%) (Knowledge) Finding: Mean score 98.01 Status: Met
		Mid. CNSL 6450 Practicum	CCS-R- II (Skills/Disposition) (Target: mean score meets 3 or above)

			Finding: Mean score 4.23 Status: Met
		Late. CNSL 6480 Internship	CCS-R- II (Skills/Disposition) (Target: mean score meets 4 or above) Finding: Mean score 4.53 Status: Met
		Late. CPCE	CPCE Scores. (Target: mean score of domain meets or exceeds national average) (Knowledge) Finding: National Mean: 10.35 Piedmont Mean: 8 Status: Failed to Meet
Human Growth and Development	Students will demonstrate knowledge of biological, environmental, cultural, and systemic factors influencing individual development through the lifespan and will apply this knowledge to appropriate counseling interventions	Early. CNSL 6180 Lifespan Development	Autobiography paper (Target: mean score of 80% out of 100%) (Knowledge) Finding: Mean score 94.91 Status: Met
		Mid. CNSL 6450 Practicum	CCS-R- II (Skills/Disposition) (Target: mean score meets 3 or above) Finding: Mean score 4.23 Status: Met
		Late. CNSL 6480 Internship	CCS-R- II (Skills/Disposition)

			(Target: mean score meets 4 or above) Finding: Mean score 4.53 Status: Met
		Late. CPCE	CPCE Scores. (Target: mean score of domain meets or exceeds national average) (Knowledge) Finding: National Mean: 11.65 Piedmont Mean: 11.5 Status: Failed to Meet
Career Development	Students will demonstrate an understanding of using career assessment data relevant to career planning and decision making to contribute to client career development.	Early. CNSL 6530 Career Development and Counseling	Career Assessment Report (Target: mean score of 80% out of 100%) (Knowledge) Finding: Mean score 93.33 Status: Met
		Late. CPCE	CPCE Scores. (Target: mean score of domain meets or exceeds national average) (Knowledge) Finding: National Mean: 10.86 Piedmont Mean: 10 Status: Failed to Meet
Helping Relationships	Students will demonstrate the use of appropriate counseling characteristics and skills (e.g., interviewing, case	Early. CNSL 6420 Counseling and Helping Relationships	CCS-R- II (Skills/Disposition) (Target: mean score meets 3 or above) Finding: Mean score 3.84

	conceptualization, and relevant treatment)		Status: Met
	Students will demonstrate the ability to initiate, maintain, and terminate counseling within a broad range of mental health issues.	Mid. CNSL 6450 Practicum	CCS-R- II (Skills/Disposition) (Target: mean score meets 3 or above) Finding: Mean score 4.23 Status: Met
		Late. CNSL 6480 Internship	CCS-R- II (Skills/Disposition) (Target: mean score meets 4 or above) Finding: Mean score 4.53 Status: Met
		Late. CPCE	CPCE Scores. (Target: mean score of exam meets or exceeds national average) (Knowledge) Finding: National Mean: 11.11 Piedmont Mean: 9.5 Status: Failed to Meet
Counseling Theories	Students will be able to demonstrate knowledge of different theories and models of counseling. Additionally, students will begin to articulate their personal approach to counseling.	Early. CNSL 6100 Theories of Counseling	Theoretical Orientation Paper (Target: mean score of 80% out of 100%) Knowledge Finding: Mean score 94.90 Status: Met
		Late. CPCE	CPCE Scores. (Target: mean score of domain meets or exceeds national

			average on the counseling and helping relations domain) (Knowledge) Finding: National Mean: 11.11 Piedmont Mean: 9.5 Status: Failed to Meet
Group Work	Students will demonstrate a comprehension of group counseling theories, purpose, and development (including stages and members roles/behaviors), theories, methods, skills, and approaches.	Early. CNSL 6140 Group Counseling and Group Work	Group Proposal Paper (Target: mean score of 80% out of 100%) (Knowledge) Finding: Mean score 99.56 Status: Met
		Late. CPCE	CPCE Scores. (Target: mean score of domain meets or exceeds national average) (Knowledge) Finding: National Mean: 11.58 Piedmont Mean: 9.5 Status: Failed to Meet
Assessment	Students will demonstrate an understanding of approaches to assessment and evaluation including basic concepts of testing, measures of central tendency and variability, different test scores, and psychometric properties (i.e., reliability and validity).	Early. CNSL 6160 Assessment and Testing	Assessment Review (Target: mean score of 80% out of 100%) (Knowledge) Finding: Mean score 88.22 Status: Met
		Late. CPCE	CPCE Scores. (Target: mean score of domain meets or exceeds national average) (Knowledge)

			Finding: National Mean: 9.92 Piedmont Mean: 9.5 Status: Failed to Meet
Research and Program Evaluation	Students will demonstrate an understanding of research methods, statistics, needs assessment, and program evaluation, including social and cultural implications for interpreting and reporting results.	Early. COUN CNSL Research and Program Evaluation	Research Proposal (Target: mean score of 80% out of 100%) (Knowledge) Finding: Mean score 91.65 Status: Met
		Late. CPCE	CPCE Scores. (Target: mean score of domain meets or exceeds national average) (Knowledge) Finding: National Mean: 10.54 Piedmont Mean: 9.5 Status: Failed to Meet
Dispositions	Students will show evidence of knowledge of ethical, professional dispositions and will be able to demonstrate these dispositions in practice	Early. CNSL 6420 Counseling and Helping Relationships	CCS-R Part II Counseling Dispositions (Target: mean score meets 3 or above) Finding: Mean score 3.84 Status: Met
		Mid. CNSL 6425 Advanced Counseling Skills	CCS-R Part II Counseling Dispositions (Target: mean score meets 3 or above) Finding: Mean score 3.98

			Status: Met
		Mid. CNSL 6450 Practicum	CCS-R Part II Counseling Dispositions (Target: mean score meets 4 or above) Finding: Mean score 4.23 Status: Met
		Late. CNSL 6480 Internship	CCS-R Part II Counseling Dispositions (Target: mean score meets 4 or above) Finding: Mean score 4.53 Status: Met

CACREP Specialty Domain	Key Performance Indicators	Assessment Points	Artifacts
CMHC Practice	Students will demonstrate the ability to initiate, maintain, and terminate counseling within a broad range of mental health issues.	Early. CNSL 6420 Counseling and Helping Relationships	CCS-R- II (Skills/Disposition) (Target: mean score meets 3 or above) Finding: Mean score 3.84
		Early. CNSL 6425 Advanced Counseling Skills	CCS-R- II (Skills/Disposition) (Target: mean score meets 3 or above) Finding: Mean score 3.98
		Mid. CNSL 6450 Practicum	CCS-R- II (Skills/Disposition) (Target: mean score meets 3 or above) Finding: Mean score 4.23
		Late. CNSL 6480 Internship	CCS-R- II (Skills/Disposition) (Target: mean score meets 4 or above) Finding: Mean score 4.53
		Late. CPCE	CPCE Scores. (Target: mean score of exam meets or exceeds national average) (Knowledge) Finding: National Mean: 87.31 Piedmont Mean: 77.0

Summary of Data

Overall, Piedmont University's clinical mental health counseling program met nearly all assessment benchmarks. Students are meeting performance targets on course-based assessments, showing strong clinical skills during practicum and internship, and are showing progressive

development across the program. However, there are areas of weakness. Students failed to meet assessment benchmarks for the Counselor Preparation Comprehensive Examination (CPCE).

While this is an area of concern, the interpretation of these findings may be skewed due to a small sample size. Only two students completed the CPCE during this assessment cycle. While we can make adjustments based on the assessments, the ability to generalize these results is limited. Because of this limitation, the results of failing to meet these assessment targets should be considered alongside the strong performance of the rest of the assessment data.

Key Findings

Course Assessments

Students exceeded the established benchmark of 80% on every knowledge-based assessment across the CACREP core curriculum. The finding of these assessments indicate that students are meeting course objectives and demonstrating their understanding of the counseling curriculum.

Clinical Disposition Assessments

Students consistently exceeded benchmark expectations on the Counselor Competencies Scale–Revised (CCS-R II), demonstrating progressive development of counseling skills throughout the program. This can be seen in the following table.

Assessment Point	Assessment Mean:
Early: Counseling and Helping Relations	3.84
Mid: Advanced Counseling Skills	3.98
Mid: Practicum	4.23
Late: Internship	4.53

Scores on the CCS-R II are completed by two different groups. During Counseling and Helping Relations and Advanced Counseling Skills, scores are This table shows the steady increase in the clinical disposition of reflects successful skill development and readiness for professional counseling practice.

Program faculty evaluated students in the Counseling and Helping Relations and Advanced Counseling Skills courses, where students exceeded the benchmark of 3.0. During practicum and internship, students were evaluated by their Site Supervisors in clinical settings and continued to exceed expectations, earning mean scores above the benchmark of 4.0.

The progression from strong faculty evaluations to even higher ratings from site supervisors indicates students not only develop these clinical competencies during coursework but also are able to apply those skills while in the clinical setting. These findings suggest the program effectively prepares students for professional counseling and supports the transfer of classroom learning to supervised field experiences.

Exit Exam Assessment

Students failed to meet the assessment target of a score at or above the national average on all CPCE assessment areas. While these findings need consideration, it is important to note only two students completed the CPCE during this assessment period. Because of this small sample size, it would be unwise to overly interpret this data. We may need more data points in order to have a true understanding of how the program is preparing students to apply coursework to national exams.

Program Strengths

The assessment results demonstrate several strengths of the counseling program. First, students consistently exceeded expectations on all course-embedded assessments across the CACREP core curriculum. Mean scores on knowledge-based assignments were well above the established benchmark of 80%, indicating that the curriculum effectively supports student learning and the achievement of program learning outcomes across all content areas.

A particular strength of the program is the development of students' clinical counseling skills. Students consistently exceeded benchmark expectations on the Counselor Competencies Scale–Revised (CCS-R II), with scores demonstrating steady improvement as they progressed through the program. Faculty evaluations in the Counseling and Helping Relationships and Advanced Counseling Skills courses indicated that students developed strong foundational counseling competencies early in the curriculum. This trend continued during practicum and internship, where site supervisors evaluated students in clinical settings and assigned even higher ratings. The progression from faculty assessments to site supervisor evaluations provides evidence that students are successfully transferring classroom knowledge and counseling skills into professional practice. Collectively, these findings suggest that graduates are well prepared to provide counseling services in a variety of clinical settings.

This assessment also reflects a clear developmental progression throughout the program. Students demonstrate mastery of foundational knowledge in coursework before advancing to counseling skills and ultimately applying those competencies during supervised field experiences. This progression supports the development of knowledge, counseling skills, and professional dispositions.

Areas of Improvement

The primary area for improvement identified in this assessment cycle is student performance on the Counselor Preparation Comprehensive Examination (CPCE). Although students consistently exceeded benchmarks on course-embedded assessments, demonstrated strong counseling competencies during clinical experiences, and showed continued growth in professional dispositions, CPCE scores fell below the national average across all reported domains. This difference suggests a need to better support students in demonstrating their knowledge on a comprehensive standardized examination. However, these findings should be interpreted cautiously as only two students completed the CPCE during this assessment cycle. As such,

CPCE outcomes should continue to be monitored across multiple assessment cycles before broader conclusions are drawn regarding curriculum effectiveness.

To strengthen student performance on the CPCE, it may be wise to incorporate additional exams and exam reviews through the program. While students demonstrate understanding of individual course content, intentional exam reviews could reinforce long-term retention of knowledge across CACREP domains. It would also be helpful to continue to monitor CPCE performance over time to see if this is a trend of the curriculum or a onetime issue

Internal Assessment Conclusion

Overall, the assessment data indicates the counseling program is effectively preparing students to become competent clinical mental health counselors. The findings suggest that students are achieving the program's learning outcomes in knowledge, clinical skills, and professional dispositions.

One area that requires continued monitoring is the CPCE performance. While the small sample size does make interpretation difficult, that does not mean the data should be ignored. There is a need to continue to monitor CPCE performance over time to determine the ability of students to transfer what they are learning in the classroom and during their clinical work to the standardized test.

Fieldwork Site Supervisors Evaluation

At the conclusion of the Spring 2026 semester, the Clinical Mental Health Counseling program distributed a Fieldwork Site Supervisor Evaluation survey to all site supervisors who supervised Piedmont University practicum or internship students during the 2025–2026 academic year. The purpose of the survey was to gather supervisors' perceptions of student preparedness, clinical performance, professional competencies, and overall satisfaction with the program. Supervisors were also provided an opportunity to submit open-ended comments regarding the program and their supervisory experience.

The survey was distributed to 19 site supervisors, with 8 supervisors responding, resulting in a 42.1% response rate. Survey items were rated using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). Results were organized into five areas: Professional Dispositions, Clinical Skills, Multicultural Competence, Professional Readiness, and Program Support.

Overall, site supervisors reported highly favorable perceptions of both student performance and the counseling program. Ratings across all survey items ranged from 3.75 to 4.88, indicating that supervisors generally agreed or strongly agreed that students demonstrated the knowledge, skills, and professional behaviors expected of counseling interns. Survey data is presented in the table below.

Area	Item	Mean Score
------	------	------------

Professional Disposition	Interns demonstrate professional behavior appropriate for counseling settings	4.25
	Interns demonstrate appropriate interpersonal communication skills	4.25
	Interns demonstrate receptiveness to supervision and feedback	4.38
	Interns demonstrate self-awareness and reflective practice	4.5
Clinical Skills	Interns establish effective rapport with clients/students	4.38
	Interns demonstrate effective basic counseling skills	4.25
	Interns demonstrate appropriate case conceptualization skills	4
	Interns demonstrate competence in documentation and record keeping	3.75
Multicultural Competence	Interns demonstrate cultural sensitivity and awareness	4.13
	Interns demonstrate respect for diverse populations	4
	Interns adapt counseling approaches to meet diverse client needs	3.88
Professional Readiness	Interns demonstrate readiness for entry-level counseling practice	4.13
	Interns effectively collaborate with colleagues and professionals	4.38
	Interns demonstrate appropriate advocacy skills	4.5
Program Support	The counseling program prepares interns effectively for field placement experiences	4.57
	Program faculty maintain effective communication with site supervisors	4.88
	Expectations for interns and supervisors are clearly communicated	4.88
	The program responds appropriately to concerns or issues	4.88
	I would be willing to supervise future interns from this program	4.71

Overall, the site supervisor evaluation results provide evidence that students are well prepared for supervised clinical practice and demonstrate the professional dispositions, counseling skills, multicultural competence, and professional readiness expected of beginning counselors. The results also indicate a high level of satisfaction with the support provided by the counseling program throughout the field placement process. There were lower rated items such as documentation and record keeping and adapting counseling approaches for diverse client needs, however both these scores remained within the agree range. These findings complement the

internal assessment data and further support the effectiveness of the Clinical Mental Health Counseling program in preparing competent entry-level counselors.