

Aggregate Assessment of Student Success (Section 2.E.)

Within this annual report, the faculty of North Carolina Central University's Counseling Program have prepared a trend analysis of student learning outcome data and reports in aggregate the achievement of minimum thresholds across multiple points in time for key performance indicators and dispositions for both entry-level (master's) and doctoral students.

2.E.1.a: The following table includes the mean scores for all key performance indicators for entry-level programs for which data were collected in the academic year 2025-2026.

Key Performance Indicators (KPI) – Master's Level

The Counselor Education faculty created KPIs/SLOs that reflect the Program Learning Objectives for Master's students. For the eight core areas, one SLO has been selected and data are collected at two points throughout the student's program of study. For the three specialty programs, two SLOs have been developed and each SLO is measured at two points throughout the student's program of study (**CACREP 2.C.1.a, c**). Eleven KPI assignments are measured during fieldwork — Practicum and Internship (**CACREP 2.C.1.d**).

KPI assignments are evaluated using a five-point scale aligned with the CSDAT scoring rubric: A (5 points), B (4 points), C (3 points), and F (1 or 2 points). The program does not award a D on KPI assignments; scores below a C reflect performance at the Below Standards or Harmful level and require immediate action. The scoring scale is described in detail in the table below.

Phase I courses are foundational. A student who receives a score of 2 or 1 (F) on a KPI assignment in Phase I will be flagged and required to redo the assignment based on instructor feedback prior to the end of the course. The student must earn a score at or above the **minimum threshold/expectations (2.C.1.b.)**— a C or higher — before the course concludes. All scores are recorded in Excel and soon to be Taskstream.

Phase II and Phase III courses are more advanced, with Phase III containing professional practice courses. A student who receives a score of 3, 2, or 1 (C or F) on a KPI assignment in Phase II or Phase III will be flagged and required to redo the assignment based on instructor feedback prior to the end of the course. The student must earn a score at or above the **minimum threshold/expectations (2.C.1.b.)**— a B or higher — before the course concludes (**CACREP 2.C.1.b, c**). All scores are recorded in Excel and soon to be Taskstream.

Please note: If the students do not pass the redo at the **minimum threshold/expectations** the first time (**2.C.1.b.**): The counseling student must continue to redo the assignment until it meets the minimum threshold. If the student does not meet the minimum threshold before the class ends, they will be issued an "I" and they have one year to meet the minimum threshold. If the minimum is not met within the year, per the university policy, the student receives an F for the class. The instructor of record must follow up with the student. If the faculty is an affiliate faculty member, they must also notify the program coordinators.

Faculty conduct a data review each semester to monitor student progress. A comprehensive review of individual student data for the purpose of retention, remediation, and dismissal occurs at the end of the Fall semester, at which time all students receive written notification of their standing (**CACREP 2.C.1.e**;

2.C.3). When remediation is needed, it is addressed in the course where the deficit occurred. KPI assignments that do not meet the minimum threshold must be redone until the required score is achieved.

Faculty complete the CSDAT at designated assessment points. During the current assessment cycle, CSDAT results are stored, tracked, and reviewed using structured Excel spreadsheets maintained by the program. Aggregate results are reviewed at the Annual Fall Data and Assessment Meeting, where trends and patterns are reviewed to determine any necessary program changes. Beginning in Fall 2026, the program plans to transition KPI and disposition data tracking and reporting to Taskstream.

Key Performance Indicators

Academic Year 2025-2026

Master's Programs: Clinical Mental Health Counseling, Career Counseling, and School Counseling

CACREP Core Areas and Specialty Areas	Course with KPI/Signature Assignments	Average Score KPI Fall 2025	Average Score KPI Spring 2026	Average Score KPI Summer 2026
Professional Counseling Orientation and Ethical Practice	CON 5201: Ethical Case Study	4.86	5	Class not offered
	CON 5372: Site Evaluation: CSDAT 2A University Supervisor with input from Site supervisor evaluation	5	5	5
Social and Cultural Identities and Experience	CON 5371: Final Skills Assessment	5	4.82	5
	CON 5390: Case Concept-Multicultural <i>Considerations</i> **	5	4.96	5
Human Growth and Development	CON 5331 – Build a Human	5	5	5
	CON 5390 – Case Presentation (2 nd)	5	5	5
Career	CON 5320: Assessment Report	5	5	Class Not Offered
	CON 5361: Couples Assignment: <i>Using Assessments to Facilitate Discussion of Work-Life Balance</i>	4.67	4.88	Class Not Offered
Counseling and Helping Relationships	CON 5310: Theory Presentation	5	Class Not Offered	Class Not Offered
	CON 5372: Case Presentation	5	5	5
Group Counseling and Group Work	CON 5351: Group Residency: <i>Group Counseling Residencies where students demonstrate group counseling facilitation skills. (Total Score)</i>	5	4.93	Class Not Offered

CACREP Core Areas and Specialty Areas	Course with KPI/Signature Assignments	Average Score KPI Fall 2025	Average Score KPI Spring 2026	Average Score KPI Summer 2026
	CON 5390: 2 Observed Sessions: <i>Two group sessions are required of which one will be observed in a live format site supervisors.</i> Final score CSDAT (Group Section) **	5	4.86	5
Assessment and Diagnostic Processes	CON 5361: Clinical Assessment	4.67	4.88	Class Not Offered
	CON 5390: Case Presentation (Tape 4) including Assessment used	5	5	5
Research and Program Evaluation	CON 5372: <i>Bridging Research and Practice Handout</i>	5	5	5
	CON 5390: <i>Final Defense (Pre-Req CON 5371: Practicum) **</i>	5	4.71	5
Clinical Mental Health Counseling	CON 5306: Spec. Pop. Project	4.89	5	Class Not Offered
	CON 5362: Case of Howard	Class not offered	4.70	4.72
	CON 5362: Case Conceptualization/Treatment Plan	Class not offered	4.82	4.64
	CON 5390: Final Defense CMHC (Section III)	5	4.44	5
Professional School Counseling	CON 5303: ASCA Corner <i>*Needs to include legal and ethical standards related to school counseling and educational policy. **</i>	5	Class not offered	Class not offered
	CON 5304: <i>Assignment Developmental, Comprehensive School Counseling Program (CSCP) Assign & Presentation (Blount)</i>	Class not offered	5	Class not offered
	CON 5340: Special Needs Report (Blount)	Class not offered	Class not offered	5
	CON 5390: Tape Recording (4) <i>*Tape critique must highlight the academic, career, and /or personal/social development of K-12 students. **</i>	5	5	5
Career Counseling	CON 5320: Assessment Report	5	5	Class not offered
	CON 5325: Field Experience Assignment	Class not offered	Class not offered	5
	CON 5320: Resume Assignment	5	5	Class not offered
	CON 5390: Case Presentation (2 nd)	5	4.78	5

Minimum Thresholds for Master's AQLs

Grade	Percentages*	Level of Standard	Description
A	90%-100%	Surpasses Standards (5) <i>Work of superior quality.</i>	The student demonstrates exceptionally strong knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level.
B	80%- 89%	Meets Standards (4) <i>Satisfactory passing work.</i>	The student demonstrates consistent & proficient knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. Students are expected to be at the Surpasses and Meet Standards level throughout Phase II and Phase III.
C	70%-79%	Approaching Standards (3) <i>Low passing work.</i>	The student demonstrates inconsistent & limited knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. Students are expected to be at the “Approaching Standards” or higher at the conclusion of Phase I courses.
F	69% and Below	Below Standards (2) <i>Failure.</i>	The student demonstrates limited or no evidence of the knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. A student receiving a 2 on any of the skills or professional disposition will need an Action Plan that will assist them in moving from a 2 to a rating of a 3 or higher.
F	-	Harmful (1)	The student demonstrates harmful use of knowledge, skills, &/or dispositions in the specified item in the rubric. Any students at this standard are expected to develop & maintain an Action Plan & discontinue clinical work until additional training & assistance has improved skill or disposition rating standard to at least a 2.
-	-	N/A (0)	Did not demonstrate or was unable to observe.

* Enter Percentages into Task Stream

- **Pre-Practicum** enter 1, 2, 3, 4, 5 for Knowledge, Skills, and/or Dispositions. A score of 3, 2, or 1 may keep a student from moving on to Practicum. An Action Plan.
- **Final Defense** enter 1, 2, 3, 4, 5 for Knowledge, Skills, and/or Dispositions. A score of 3, 2, or 1 may require an Action Plan.
- In Phase 1 the student is flagged if they receive a 2, or 1 (F) on a KPI assignment and will require an Action Plan or redo the KPI assignment prior to the end of class. **CACREP 2.C.1.e.**
- In Phase 2 and 3 the student is flagged if they receive a 3, 2, or 1 (C or F) on a KPI assignment and will require an Action Plan or redo the KPI assignment prior to the end of class. **CACREP 2.C.1.e.**
- **Site supervisors must be oriented to our benchmarks. **
- N/A Should not have value as not to mess up calculation.

2.E.1.b: The following table includes the mean scores for all key performance indicators for the Counseling, Counselor Education, and Supervision doctoral (Ed.D) program for which data were collected in the academic year 2025-2026. The Counselor Education Faculty created KPIs/SLOs that reflect the Program Learning Objectives for the Doctoral students. Our Counseling, Counselor

Education, and Supervision Doctoral program (Ed.D.) addresses professional roles in five areas: (1) counseling, (2) supervision, (3) teaching, (4) research and scholarship, and (5) leadership and advocacy. We have selected one SLO and two times throughout the students' plan of study to collect data.

Key Performance Indicators

Academic Year 2025-2026

Doctoral Program: Counseling, Counselor Education, and Supervision (Ed.D.)

Five Areas in Doctoral Curriculum	Course, Semester/Year, & Assignment	Average Score KPI Fall 2025	Average Score KPI Spring 2026	Average Score KPI Summer 2026
Counseling	CON 8372 Advanced Counseling Practicum <i>Fall, Year 2</i> Assignment: <i>Social Justice Informed Case Conceptualization and Session Recording</i>	n/a	n/a	n/a
	CON 8391: Internship in Advanced Counseling 2, <i>Summer, Year 2</i> Assignment: <i>Counseling Section of Comprehensive Exam</i>	n/a	n/a	n/a
Supervision	CON 8400: Clinical Supervision: Theories and Ethics, <i>Spring Year 1</i> Assignment: <i>Personal Supervision Philosophy & Professional Supervision Disclosure Statement</i>	n/a	4.5	n/a
	CON 8490: Internship in Clinical Supervision I, <i>Fall Year 2</i> Assignment: <i>Evaluation of Recording of Supervision Session</i>	n/a	n/a	n/a
Teaching	CON 8590 Internship in Teaching Counseling 1, <i>Fall Year 3</i> Assignment: <i>Lesson Plan, and PowerPoint</i>	n/a	n/a	n/a
	CON 8591 Internship in Teaching Counseling 2, <i>Spring Year 3</i> Assignment: <i>Evaluation of Teaching</i>	n/a	n/a	n/a
Research & Scholarship	CON 8990: Advanced Scholarly Writing <i>Summer, Year 1</i> Assignment: <i>Three-Article Dissertation Research Prospectus Workbook</i>	n/a	n/a	5
	CON 8993: Dissertation 3, <i>Spring, Year 3</i> , Assignment: <i>Dissertation: Article 3</i>	n/a	n/a	n/a
Leadership & Advocacy	CON 8205: Leadership, Advocacy and Social Justice Issues in Counseling, <i>Fall Year 1</i> Assignment: <i>Leadership and Advocacy Philosophy Statements with Future Plans</i>	5	n/a	n/a
	CON 8290: Internship in Counseling Leadership, <i>Summer Year 1</i> Assignment: <i>Leadership and Advocacy Presentation</i>	n/a	n/a	5

Please note: We only have KPI data for year one because the program started in Fall 2025.

Minimum Thresholds

Doctoral KPIs Scale Scoring

Grade	Percentages*	Level of Standard	Description
A	90%-100%	Surpasses Standards (5) <i>Work of superior quality.</i>	The student demonstrates exceptionally strong knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level.
B	80%- 89%	Meets Standards (4) <i>Satisfactory passing work.</i>	The student demonstrates consistent & proficient knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. Students are expected to be at the Surpasses and Meet Standards level.
C	70%-79%	Approaching Standards (3) <i>Unsatisfactory work.</i>	The student demonstrates inconsistent & limited knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. A student receiving a 3 on any of the KPI skills or professional dispositions will need an Action Plan that will assist them in moving from a 3 to a rating of 4 or 5. This will include redoing the activity or assignment.
F	69% and Below	Below Standards (2) <i>Failure.</i>	The student demonstrates limited or no evidence of the knowledge, skills, &/or dispositions in the specified item in the rubric at the appropriate developmental level. A student receiving a 2 on any of the KPI skills or professional disposition will need an Action Plan that will assist them in moving from a 2 to a rating of 4 or 5. This will include redoing the activity or assignment.
F	-	Harmful (1)	The student demonstrates harmful use of knowledge, skills, &/or dispositions in the specified item in the rubric. Any students at this standard are expected to develop & maintain an Action Plan & discontinue clinical work until additional training & assistance has improved skill or disposition rating standard to at least a 4.
-	-	N/A (0)	Did not demonstrate or was unable to observe.

* Enter Percentages into Task Stream

*** Please note:** Doctoral students must earn an A or B on KPI assignments. If a student does not earn an A or B, faculty will develop an Action Plan and/or student will have to redo the assignment until they earn a B or better. If the student does not successfully complete the KPI assignment at the minimum threshold the second time, the student will receive an Incomplete for the class. Students have one year to clear the Incomplete successfully. In the event they do not finish by the one year or do not meet the minimum threshold, the student will be dismissed.

2.E.1.c: The following table includes the mean scores for professional dispositions for entry-level students in the program for which data were collected in the academic year 2025-2026.

Mean Scores for Dispositions for Entry-level Students in Year 1

Year 1 - CON 5201 Ethical and Professional Orientation to Counseling						
Engagement	Self-Awareness	Respect & Humility	Tech Adapt	Reflective Practice	Professionalism	Openness to others
4.9	4.75	4.8	4.925	4.8	4.9	4.775

CSDAT Assessment – Counseling Knowledge and Skills

Counseling knowledge and skills are assessed using the Counseling Skills and Dispositions Assessment Tool (CSDAT; Rosen, Caldwell, Schwarze, Van Horne, & Coats, 2018). The Skills section (Part I) of the CSDAT evaluates seven core counseling skills — attending and nonverbal skills, empathy, active listening, questioning, focusing, empathic confrontation, and facilitative therapeutic demeanor — along with group process and leadership skills assessed during group counseling residencies and internship. Faculty assess students using direct observation of counseling sessions, live supervision, and audio or video recordings. The CSDAT is administered at multiple points across the program, beginning in Phase I during the Group Counseling residency (CON 5351), continuing through Pre-Practicum (CON 5371) and Practicum (CON 5372), and culminating during Internship (CON 5390). This developmental sequence ensures that students are observed and formally evaluated at a minimum of two points in their program of study, consistent with CACREP Policy A.2.e., with one observation occurring prior to Practicum. Faculty complete the CSDAT and share results at the Annual Fall Data Meeting, where trends and patterns are reviewed to determine any necessary program changes (CACREP 2.C.1 & 2.C.3).

Mean Scores for Dispositions for Entry-level Students in Year 2

Year 2 - CON 5371 Pre-Practicum							
Ethical Behavior	Engagement	Self-Awareness	Acceptance of Others	Multi-Cultural Competence	Professionalism	Initiative	Emotional Stability and Self-Control
4.625	4.625	4.81	4.81	4.75	4.69	4.56	4.63

Mean Scores for Dispositions for Entry-level Students in Year 3

Year 3 - Every Internship

Ethical Behavior	Engagement	Self-Awareness	Acceptance of Others	Multi-Cultural Competence	Professionalism	Initiative	Emotional Stability and Self-Control
5	4.8	5	4.8	4.8	4.6	4.6	4.4

Faculty met at their annual Fall Data Meeting and discussed all entry-level students' dispositions. Developmental plans were discussed for the students who were identified. Letters are being sent to all students updating them on their status and any plans for future growth.

Mean Scores for Dispositions for Doctoral Students

2.E.1.d: The following table includes the mean scores for professional dispositions for students in the Counseling, Counselor Education, and Supervision doctoral (Ed.D.) program for which data were collected in the academic year 2025-2026. Doctoral dispositions are assessed using the **Doctoral Professional Dispositions Evaluation**, which assesses 15 dispositions on a 3-point scale: **1 = Unacceptable, 2 = Acceptable, 3 = Optimal**. The instrument is adapted for use with the CCES Ed.D. program at NCCU from Mullen & the William & Mary Counselor Education Program (February 2026). A score of 1 (Unacceptable) on any disposition item requires an immediate Action Plan and, if relevant, discontinuation of clinical or supervisory work until the disposition is improved to at least Acceptable (2). The threshold for satisfactory performance is that 80% of doctoral students will score Acceptable or Optimal (2 or 3) on all disposition items at each assessment point.

Mean scores for the "Doctoral Criteria for professional performance evaluation and notification"	
1. Openness to new Ideas	2.375
2. Flexibility and adaptability	2.375
3. Cooperativeness with others	2.5
4. Willingness to accept and use feedback	2.5
5. Awareness of own impact on others	2.5
6. Ability to deal with conflict	2.5
7. Ability to accept personal Responsibility	2.5
8. Effective & appropriate expression of feelings	2.5
9. Attention to ethical and legal considerations	2.5
10. Initiative and Motivation	2
11. Orientation to multiculturalism and social justice advocacy	2.25
12. Professional wellness and self-care	2.375
13. Humility	2.125
14. Professionalism	2.06
15. Willingness to seek help	2.5

Please Note: Doctoral dispositions are assessed using the Doctoral Professional Dispositions Evaluation, which assesses 15 dispositions on a 3-point scale: **1 = Unacceptable, 2 = Acceptable, 3 = Optimal**.

2.E.2 - Graduate Outcomes:

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and

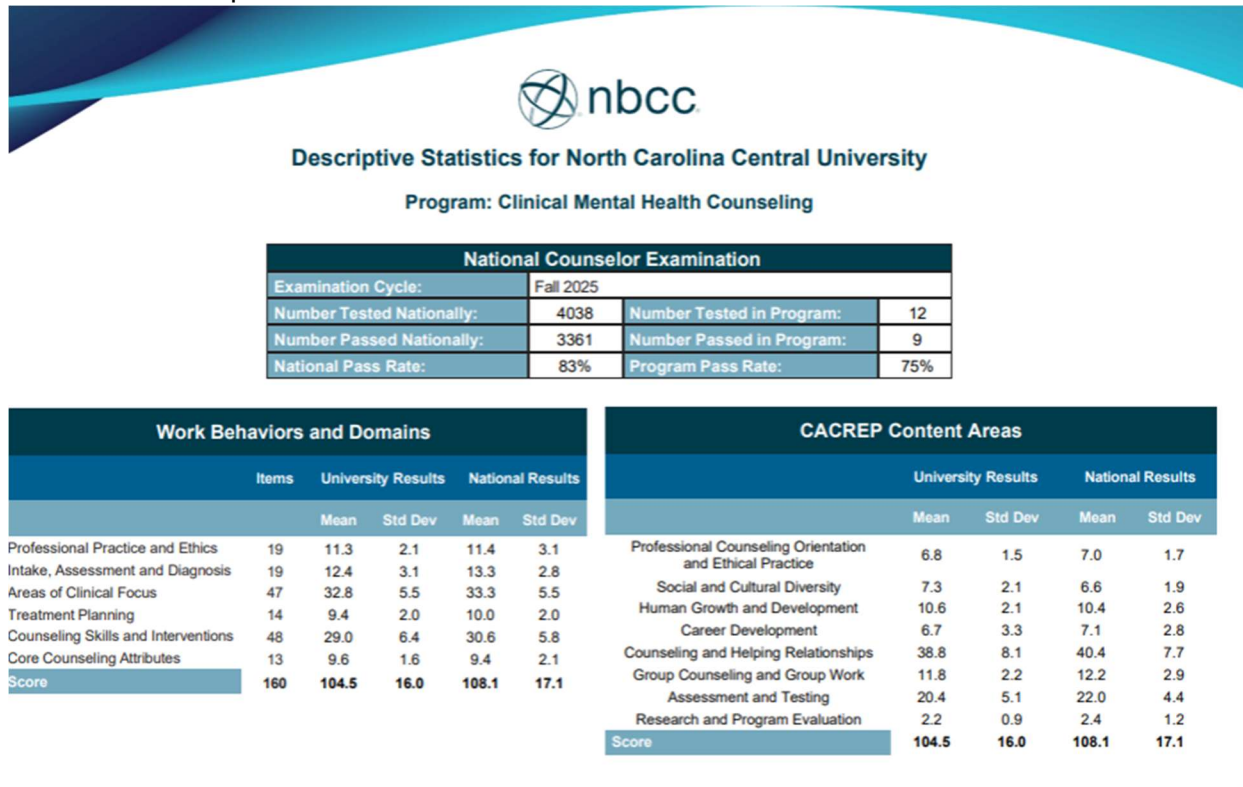
CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:

a) pass rates on credentialing examinations: NCE and PRAXIS II

Pass Rates on Credentialing Examinations:

1. National Counseling Exam: 27 (Fall, n=9; Spring, n=18) of the 30 students passed the NCE which is a 90% pass rate for the year. Our minimum threshold is 80% pass rate for the year.

Fall 2025: 75% pass rate.



Spring 2026: 100% pass rate.



Descriptive Statistics for North Carolina Central University

Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2026		
Number Tested Nationally:	5703	Number Tested in Program:	18
Number Passed Nationally:	5054	Number Passed in Program:	18
National Pass Rate:	89%	Program Pass Rate:	100%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	13.0	2.7	11.9	3.0
Intake, Assessment and Diagnosis	19	13.8	2.5	13.6	2.7
Areas of Clinical Focus	47	35.9	3.9	33.9	5.2
Treatment Planning	14	11.0	1.5	10.3	1.9
Counseling Skills and Interventions	48	34.8	5.3	32.3	5.6
Core Counseling Attributes	13	9.9	1.5	9.7	1.9
Score	160	118.4	12.4	111.5	16.2

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	8.0	2.3	7.8	2.1
Social and Cultural Diversity	7.3	1.2	7.3	1.9
Human Growth and Development	9.7	2.9	8.3	2.8
Career Development	8.6	3.5	8.7	2.8
Counseling and Helping Relationships	44.4	5.7	40.7	6.9
Group Counseling and Group Work	14.6	4.0	15.4	4.3
Assessment and Testing	23.1	4.2	20.6	4.8
Research and Program Evaluation	2.8	1.9	2.6	1.8
Score	118.4	12.4	111.5	16.2

2. Praxis II:

Number of students	Date Taken	Pass/Fail
3 students	May 2025	3 pass (100%)
3 students	December 2025	3 pass (100%)
6 students	May 2026	5 pass and 1 fail (83%)

For the 2025-2026 AY, 92% passed. Our minimum threshold for passing PRAXIS II is 80% for the academic year.

3. CPCE Comps

Number of students	Semester Taken	Pass/Fail
33 students	Fall 2025	26 pass (79%) 7 fail
31 students	Spring 2026	21 pass (68%) 10 fail

In the 2025-2026 AY, 73.4% people passed the CPCE. Our minimum threshold of 80% was not met, therefore faculty have decided to reinstate more timed quizzes that cover the 8 CACREP areas. Also advisors are encouraging students to have a study plan which gives the students enough time to adequately cover the content areas. Thirdly, our Nu Chi Chi chapter of CSI, will continue to host a CPCE/NCE preparation workshop. Students are encouraged to attend. For the students who did not pass, advisors will develop a plan of action to address weak areas. Students who failed must retake the exam until they pass.

b) degree completion rates, and: Our program follows the university degree completion threshold that students must complete their degree within 6 years no matter if they are full or part-time. We have observed that our students' status—full-time or part-time—fluctuates from semester to semester on the basis of their work and family responsibilities. Most of our students are working full-time and/or have full-time caretaking responsibilities. We advertise that the program will take no less than 3-academic years if fulltime, but we do not require that. Our minimum threshold is that 95% of students will complete the degree or degrees within 6 years as several of our students complete 2 specialty area degrees requiring two 600-hour internships. Additionally, we have a Criteria C Addiction program that many students add as well that extends their graduate studies. Therefore, for the 2025-2026 academic year we have had a 100%-degree completion rate.

c) employment and doctoral admission rates: Of the graduates—online and campus in all specialty areas—who responded to our query, 100% were employed. One student went on to a PhD program in Integrated Behavioral Health.

2.E.4: Fieldwork - The program reports in aggregate the achievement of minimum thresholds for student placement rates at practicum and internship sites.

Typically, we set a target for 100% placement of all students cleared for field site placement. We achieved this during 2025-26 AY. Over multiple semesters, the program provides a systematic and consistent process to prepare students for future field site placement.

We have a designated Field Site Coordinator who oversees our process and protocol and maintains an updated list of approved sites that is provided to students for their search. An early orientation addressing requirements and procedures occurs in semester two. As students near the Pre-Practicum semester, more details are given. The Field Site Coordinator, the Pre-Practicum instructors, and the academic adviser discuss plans and progress with individual students and offer assistance with securing approved sites. A written and signed contract between the student and the site is required on a specific date in the semester prior to placement. This deadline is the final check on students not yet placed.

The tables provide site placement data for on campus and online students in both Practicum and Internship and is aggregated by major.

Fieldwork: Placement Rates (Aggregate)

Fall 2025		
Delivery Types for Practicum and Internship Sites	n	Placement Rates
Practicum – Digital Synchronous	19	100%
Practicum – In person	n/a	n/a
Internship in Clinical Mental Health - Digital Synchronous	25	100%
Internship in Clinical Mental Health – In Person	10	100%
Internship in School – Digital Synchronous	4	100%
Internship in School – In Person	n/a	n/a
Internship in Career – Digital Synchronous	1	100%
Internship in Career – In person	n/a	n/a
Doctoral Advanced Practicum – In Person	n/a	n/a

Doctoral Advanced Clinical Internship – In Person	n/a	n/a
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Spring 2026		
Delivery Types for Practicum and Internship Sites	n	Placement Rates
Practicum – Digital Synchronous	12	100%
Practicum – In person	5	100%
Internship in Clinical Mental Health - Digital Synchronous	29	100%
Internship in Clinical Mental Health – In Person	6	100%
Internship in School – Digital Synchronous	9	100%
Internship in School – In Person	n/a	n/a
Internship in Career – Digital Synchronous	1	100%
Internship in Career – In person	n/a	n/a
Doctoral Advanced Clinical Internship – In Person	n/a	n/a

Summer 2026		
Delivery Types for Practicum and Internship Sites	n	Placement Rates
Practicum – Digital Synchronous	14	100%
Practicum – In person	n/a	n/a
Internship in Clinical Mental Health - Digital Synchronous	9	100%
Internship in Clinical Mental Health – In Person	4	100%
Internship in School – Digital Synchronous	2	100%
Internship in School – In Person	n/a	n/a
Internship in Career – Digital Synchronous	n/a	n/a
Internship in Career – In person	n/a	n/a
Doctoral Advanced Clinical Internship – In Person	n/a	n/a