Annual Report 2024-2025

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STOCKTON UNIVERSITY | COUNSELING PROGRAM

Counseling Annual Report 2024-2025

I. List program goals for the 2024-25 academic year as identified during the goal-setting meeting following the latest PPR. If goals have been updated/amended since the goal-setting meeting, please use the most recent iteration as stated in last year's annual report.

Goals Table

Goal	Action/Activity to Accomplish Goal (Objective)	Results	Notes
To continue to grow our community connections in order to grow a diverse pool of applicants as well as expand our community reach.	Site visit and completion of addendum	Completed	Notice of accreditation coming out in August
To host more opportunities for cohort interaction and self-care	Two social events in fall and our spring grad event.	We successfully moved to a retreat model for the start of the fall and spring terms.	Continue this goal.
To host a study tour to Paris in 2026	Meetings with Global engagement and preparation of research methods for the trip.	Tentatively hosting the trip in 2026 from March 1-March 8.	Continue this goal.

II. Executive Summary of program goal achievements.

The Counseling program worked on the major goal of increasing our community of applicants for the fall of 2025 over this year. We have the largest applicant pool of the program's history with 41 applications and we increased our non-Stockton applicant pool as well this year.

In terms of diversity, the make-up of the 41 applicants for fall of 2025 is as follows:
Caucasian: 76%
African American/Black: 5%
Hispanic/Latina: 12%
Asian: 5%
Multiracial: N/A
Not reported: N/A

Overall, the program made some improvement increasing our reach with 41 applicants compared to 37 from last year. The program accepted students from Rutgers, Rowan, and Stockton University from this admissions cycle as well. The program did find that the caliber of applications has increased since achieving accreditation in 2024, with only three applicants required to submit the GRE scores which are waived with a 3.51 or higher score.

For the current students, demographics indicate that we have approximately 80% of students that identify as white/Caucasian, 6% that identify as Black, 6% that identify as Latino, 6% that identify as multiracial, and 3% that identify as Asian. We have a large percentage of female students with 80% that identify as female and only 20% that identify as male.

The program has done well in terms of improving our reach and increasing the diversity and number of applicants. The program has also worked on improving our community reach through our clinical placement sites and hosted a networking event in the fall of 2024. Our program also uses Exxat which is a program that allows us to post all of our site information for students to reach out and try to find a good fit for them for Internship placements.

The program made significant process in terms of creating more opportunities for self-care and community building by hosting a fall and spring retreat. During this time, the entire program comes together and works on some ice breaker and mindfulness activities. The program is then split into year 1 and year 2 and pertinent information for the semester is disseminated to the students. We found this model to be very successful and plan to continue with this goal and perhaps gather survey data from students to determine possible changes to be made.

Our last goal has been in motion for several years to bring a cultural immersion trip opportunity to the students. Several meetings have taken place with the Office of Global Engagement and our inaugural trip is tentatively scheduled for March 1-March 8, 2026.

III. Describe resources used last year to achieve your program goals.

Additional funds used to aid in engagement include food for our Ellis night in the fall and our annual graduate celebration in the spring. We did use every bit of our limited budget and have yielded some promising results for our program, specifically towards our program goals of increasing our reach and increasing our cohesion within cohorts and the program overall.

IV. Program-Level Student Learning Outcomes Assessment Report.

(1) Program Evaluation Results

In the review of data in the spring of 2025, faculty members met and discussed the results of our full year assessment. This has been provided as an appendix.

(2) Program modifications (if any)
Based upon the Assessment Review in the spring of 2025, the following program modifications were made and/or recommendations for modifications:
• The faculty determined that the CPCE scores will be considered passing if the scores are within one standard deviation from the national test results.
• The faculty discussed that all 2024 CACREP standards have been successfully integrated into the curriculum.

(3) Other program changes
• The program will be making student handbook changes this summer, as the program was just awarded a Chi Sigma Iota chapter and instructions for application need to be included.

V. Budget information for 2025-2026

Program	Chair/Coordinator	Purpose of the Funds	Amt Requested	Amount Approved
COUN	Sara Martino	Ellis Night	$500.00	
COUN	Sara Martino	Supervision	2 TCH per supervisor	
COUN	Sara Martino	Chi Sigma Iota induction sp 26	$500.00	
COUN	Sara Martino	Fall/Spring retreat	$400.00	
COUN	Sara Martino	End of year celebration	$600.00	
COUN	Sara Martino	CACREP annual fees	$4150.00	
		Total requests for AY 2023-2024	**$6150.00**	

VI. Appendices to support Annual Report based on identified goals:

A. Full Assessment report (required for accreditation)

2024-2025
Summary of
Program Evaluation
Results

This document summarizes the program evaluation results collected from 2024-2025.

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Part 2: Program Evaluation Plan

1. 2A _2024_Program Evaluation Plan

Introduction

The MA in Counseling program has 6 program objectives, as well as measurable student learning outcomes (knowledge, skills, and dispositions.) These program objectives and SLOs are mapped to the CACREP objectives (See Appendix A and B).

Program Objectives: The Counseling Program strives to achieve the following program objectives:

1. To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession.
2. To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies.
3. To inspire graduates to become advocates for their clients and leaders in their profession.
4. To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities.
5. To prepare graduates for a commitment to ethical professional practice.
6. To prepare students to use research as a guide for identifying effective counseling techniques

Student Learning Outcomes: The Counseling program systematically assesses individual student progress on Student Learning defined by the following knowledge, skills, and professional disposition objectives, which are aligned with program objectives and assessed through multiple measures throughout the program.

Knowledge Objectives: Students will develop knowledge and the ability to apply the knowledge in their work with clients in the 8 CACREP Core Content areas of:

A. Professional Counseling Orientation and Ethical Practice
B. Social and Cultural Identities and Experiences
C. Lifespan Development
D. Career Development
E. Counseling Practice and Relationships
F. Group Counseling and Group Work
G. Assessment and Diagnostic Process
H. Research and Program Evaluation

Skills Objectives

1. Developing sound clinical mental health counseling and assessment skills to facilitate change in clients.
2. Demonstrating ethical and legal approaches to counseling, assessment, and research.
3. Displaying socially just and multiculturally competent practices.

Professional Disposition Objectives

1. Professional Readiness: The principles of cultural competence, ethical practice, and professional motivation and identity as clinical mental health counselors.
2. Personal Readiness: A means for personal management, self-reflection, and self-exploration to effectively maintain, manage, and foster therapeutic relationships with clients.
3. Interpersonal Readiness: Interpersonal effectiveness, appropriateness, and ability to give, receive, and integrate feedback including receptiveness to supervision.

PART 1: Presentation of Data

1. Demographics of students, faculty, and applicants

The 2024 Annual Report shared the following demographics: The program recently graduated 17 students in the spring of 2024 and has a first-year cohort of 15 students. The admission process is complete, and we have confirmed offers to 23 new students for the fall of 2024. In terms of diversity, the make-up of the 37 applicants for fall of 2024 is as follows: Caucasian: 78%; African American/Black: 11%; Hispanic/Latina: 5%; Asian: 3%; Multiracial: 3%; Not reported: 2%. This data is somewhat difficult to interpret in terms of the data from 2023, as we had a 35% increase in applications over last year, but did have some increase in Caucasian students, while also adding some additional groups of students in Asian applicants and multiracial applicants. Faculty 2023-2024: 100% female; 75% White, non-Latino; 25% Black/African American.

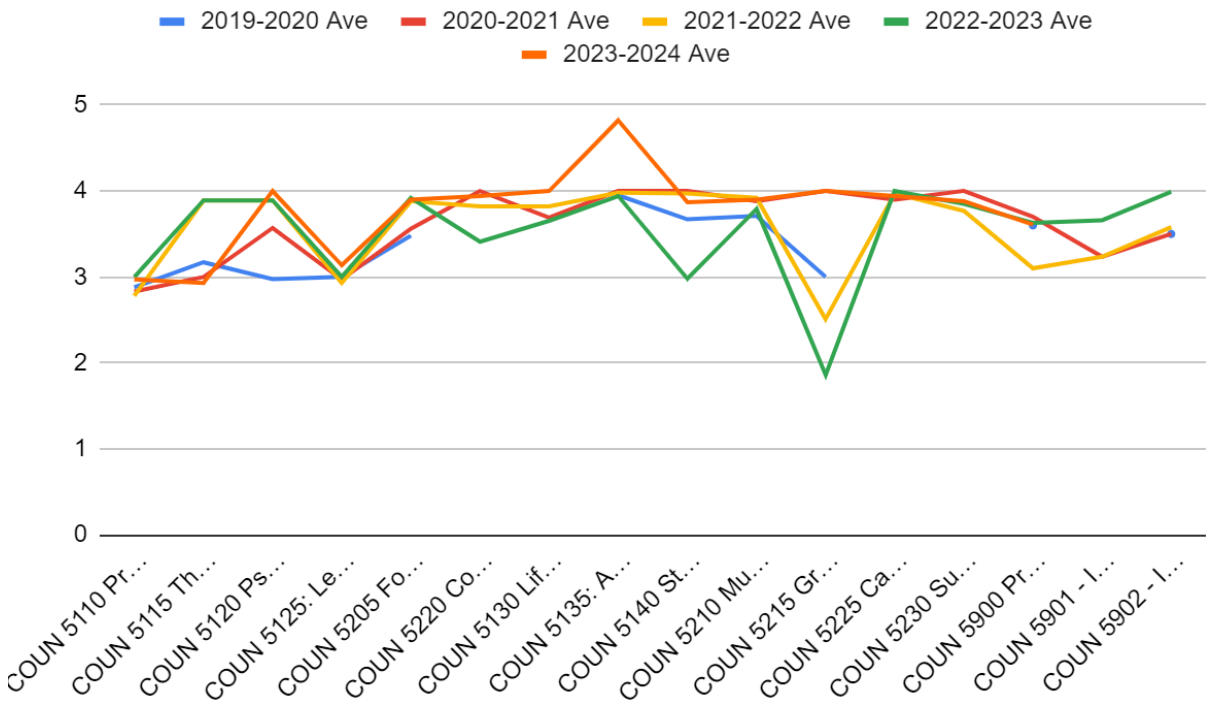
The Counseling program worked on the major goal of increasing our community of applicants for the fall of 2025 over this year. We have the largest applicant pool of the program's history with 41 applications and we increased our non-Stockton applicant pool as well this year.

In terms of diversity, the make-up of the 41 applicants for fall of 2025 is as follows: Caucasian: 76%, African American/Black: 5%, Hispanic/Latina: 12%, Asian: 5%

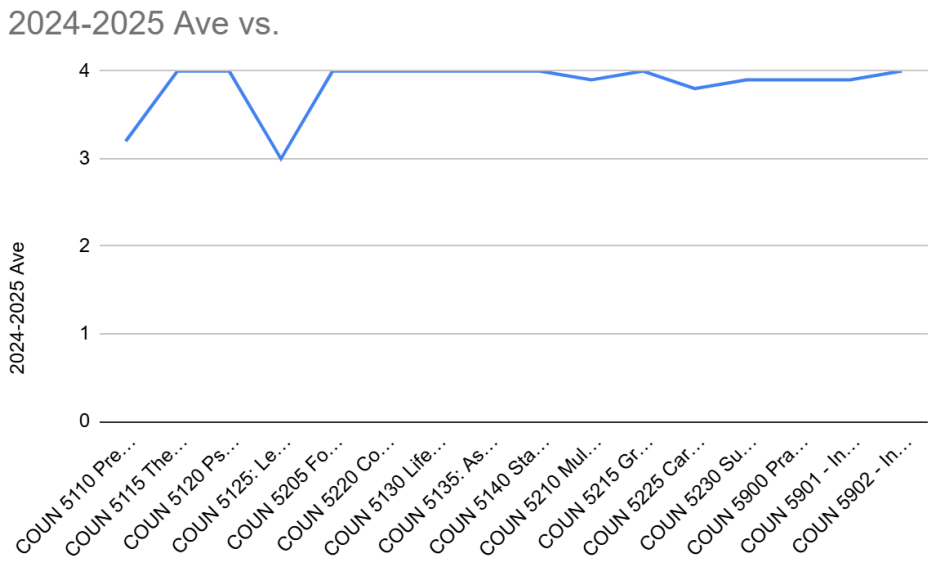
Overall, the program made some improvement increasing our reach with 41 applicants compared to 37 from last year. The program accepted students from Rutgers, Rowan, and Stockton University from this admissions cycle as well. The program did find that the caliber of applications has increased since achieving accreditation in 2024, with only three applicants required to submit the GRE scores which are waived with a 3.51 or higher score.

2. CACREP aggregate standards chart

Review of Data: Students in all classes are rated on their acquisition of knowledge and skills from the CACREP (2024) on a scale from 0-4 (0 being no evidence of knowledge/skill and 4 being mastery). The average student performance on these objectives is presented by class per cohort. The following chart represents the performance in classes between 2019 and spring 2024.



These CACREP objectives were updated from the 2016 objective to the 2024 objectives for all classes starting in the fall 2024. The chart below reflects the average student performance on these objectives is by class per cohort.



3. Review of KPI Performance by Cohort

KPI Chart for the class of 2025 (2016 Standards):

1	COUN 5125 Ethical and Legal Issues in Counseling	Professional Counselor Identity Reflection Paper (Assignment: Week 2A)	Year 1, Semester 1	83% or better	100%
2	COUN 5900 Practicum	Resume and Sample Cover Letter Assignment	Year 1, Semester 2	83% or better	95%
3	COUN 5220 Couples and Family Therapy	KPI: Couples and Family Topical Group Presentation/Theoretical Intervention	Year 2, Semester 1	83% or better	98%
4	COUN 5210: Multicultural Counseling	Cultural Immersion Assignment	Year 1, Semester 2	83% or better	88%
5	COUN 5130 Lifespan	Lifespan Theory Presentation	Year 2, Semester 1	83% or better	97.5%
6	5901/5902 Internship II	Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)	Year 2, Semester 2	83% or better	100%
7	COUN 5525 Career Counseling	Career Self-Assessment	Year 2, Semester 2	83% or better	96%
8	COUN 5525 Career Counseling	Comprehensive Exam	Year 2, Semester 2	1Sd of the Mean	100% Met the Target
9	COUN 5900: Practicum	Case Staffing & Transcription	Year 1, Semester 2	83% or better	91%
10	COUN 5902: Internship II	Clinical Case Presentations	Year 2, Semesters 1/2	83% or better	98%
11	COUN 5215: Group Counseling	Support Group Observation Paper	Year 1, Semester 2	83% or better	100%
12	COUN 5215: Group Counseling	Comprehensive Exam	Year 2, Semester 2	1 SD of the Mean	85.3% met the Target
13	COUN 5120: Psychopathology	Diagnostic Report	Year 1, Semester 1	83% or better	100%

14	COUN 5135: Assessment and Testing	Test Administration Interpretation Reports (BASC)	Year 1, Semester 2	83% or better	100%
15	COUN 5135: Assessment and Testing	Instrument Critique	Year 1, Semester 2	83% or better	98%
16	COUN 5140: Statistics and Research	Article Critique	Year 1, Semester 2	83% or better	89%
17	Coun 5900: Practicum	Counseling Skills Evaluation	Year 1, Semester 2	83% or better	data missing
18	COUN 5901/2: Internship I/II	Internship Counselor Evaluation	Year 2, Semesters 1/2	83% or better	96%
??	COUN 5125 Ethical and Legal Issues in Counseling	Final Grade	Year 1, Semester 1	83% or better	93.50%
	COUN 5205: Foundations of MH Counseling	Advocacy Project	Year 1, Semester 1	83% or better	92%

KPI Chart for the Class of 2026 (2024 Standards):

1	COUN 5125 Ethical and Legal Issues in Counseling	Professional Counselor Identity Reflection Paper (Assignment: Week 2A)	Year 1, Semester 1	83% or better	100%
2	COUN 5900 Practicum	Resume and Sample Cover Letter Assignment	Year 1, Semester 2	83% or better	96%
3	COUN 5220 Couples and Family Therapy	KPI: Couples and Family Topical Group Presentation/Theoretical Intervention	Year 2, Semester 1	83% or better	*2025-2026 Collection*
4	COUN 5210: Multicultural Counseling	Cultural Immersion Assignment	Year 1, Semester 2	83% or better	89%
5	COUN 5130 Lifespan	Lifespan Theory Presentation	Year 2, Semester 1	83% or better	*2025-2026 Collection*
6	5902 Internship II	Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)	Year 2, Semester 2	83% or better	*2025-2026 Collection*

7	COUN 5525 Career Counseling	Career Self-Assessment	Year 2, Semester 2	83% or better	*2025-2026 Collection*
8	COUN 5525 Career Counseling	Comprehensive Exam	Year 2, Semester 2	1 SD of the Mean	*2025-2026 Collection*
9	COUN 5900: Practicum	Case Staffing & Transcription	Year 1, Semester 2	83% or better	
10	COUN 5902: Internship II	Clinical Case Presentations	Year 2, Semesters 1/2	83% or better	*2025-2026 Collection*
11	COUN 5215: Group Counseling	Support Group Observation Paper	Year 1, Semester 2	83% or better	100% - Met Target
12	COUN 5215: Group Counseling	Comprehensive Exam	Year 2, Semester 2	1 SD of the Mean	*2025-2026 Collection*
13	COUN 5120: Psychopathology	Diagnostic Report	Year 1, Semester 1	83% or better	98%
14	COUN 5135: Assessment and Testing	Test Administration Interpretation Reports (BASC)	Year 1, Semester 2	83% or better	99%
15	COUN 5135: Assessment and Testing	Instrument Critique	Year 1, Semester 2	83% or better	98%
16	COUN 5140: Statistics and Research	Article Critique	Year 1, Semester 2	83% or better	97%
17	Coun 5900: Practicum	Counseling Skills Evaluation	Year 1, Semester 2	83% or better	89%
18	COUN 5902: Internship II	Internship Counselor Evaluation	Year 2, Semesters 1/2	83% or better	*2025-2026 Collection*

4. CPCE Data - Graduating Cohort 2025

General Info		STOCKTON UNIVERSITY					Overall				
Section	Items	n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	15	11.6	1.8	8	14	1,769	11.9	2.1	4	17
C2: Social and Cultural Diversity	17	15	9.6	1.6	7	12	1,769	10.3	2.3	2	17
C3: Human Growth and Development	17	15	11.7	2.5	6	15	1,769	11.6	2.5	2	17
C4: Career Development	17	15	12.1	1.4	10	15	1,769	11.1	2.2	3	17
C5: Counseling and Helping Relationships	17	15	10.5	2.1	7	13	1,769	10.8	2.4	0	17
C6: Group Counseling and Group Work	17	15	13.1	2.0	10	16	1,769	12.6	2.3	0	17
C7: Assessment and Testing	17	15	9.6	1.8	7	12	1,769	10.2	2.6	0	17
C8: Research and Program Evaluation	17	15	9.3	3.3	4	15	1,769	9.8	2.9	0	17
Total	**All**	**15**	**87.5**	**10.7**	**70**	**102**	**1,769**	**88.3**	**13.9**	**15**	**121**

Results indicate strengths in the areas of C4. Career Development and C6. Group Counseling and Group Work. Although the mean score of the cohort data fell below the Overall Mean, the data were well within one standard deviation below the Overall Mean.

5. Site Supervisor Evaluation

Eighteen (18) site supervisors serving students from the Fall 2024- Spring 2025 semesters were sent the **Site Supervisor Evaluation of the Counseling Program Survey.** Thirteen (13) supervisors responded to the survey. Of the responders, 8 sites have worked with the program for 6 months-2 years, 2 sites worked with the program for 3-4 years, and 3 sites have worked with the program for 5+ years.

Supervisors were asked to rate the *clinical processes* from the Counseling Program on a 5 points scale, with 1 representing "lowest score" and 5 representing "highest score." The table below lists the average scores:

Question	*Average Score*
Q 1. Student understanding of clinical responsibilities	4.62
Q 2. Quality of service provided by internship student	4.69
Q 3. Degree to which student assisted the site in meeting its goals	4.54
Q 4. Degree to which faculty meetings/visits were helpful	4.46
Q 5. Ease of communication with Counseling faculty	4.84
Q 6. Opportunity to contribute to student evaluations	4.84
Q 7. Usefulness of Site Supervisor handbook	4.62

Supervisors were also asked to mark yes or no on their willingness to serve as site supervisors again. 13 out of 13 supervisors marked yes.

Open-ended responses included:

- *We continue to be impressed with the students and the support and communication with faculty. Stockton students have consistently shown dedication to their clinical process and the community they work with.*
- *The use of DAP format notes to be consistent with a majority of agencies.*
- *We've loved having the students we've had this semester. They've been exceptional.*

- *It was my first experience. I think I will be more prepared for next semester.*

6. Graduate/Alumni Surveys

Graduates of the Cohort of 2025 - End of Year Graduating Survey: Eight (8) out of 15 graduates from the Class of 2025 completed the **2025 Graduate Survey**. 7 respondents were female; 1 respondent was male. All 8 respondents identified as being White, non-Hispanic.

In this survey, graduates were asked to rate their perceived level of skills, knowledge, and experience in the core content in the MA in Counseling program. Scores were rated from 5 to 1 according to the following scale:

Excellent (5); Very Good (4); Good (3); Fair (2); Poor(1)

Skills	*Average Score*
Foundations of clinical mental health	4.38
Development of counseling skills	4.38
Implementation of counseling skills	4.38
Intake interviews	4.75
Diagnosis and treatment of clients	4.5

Open-Ended Comments:

- *This program has really prepared me for what I need to do as a counselor.*
- *I learned more than just the basic and essential skills required, and gained much more real-life experience that will make me a competent counselor.*

Knowledge	*Average Score*
Group work	4.25
Helping relationships	4.5
Professional identity	4.63
Human growth and development	4.25
Social and cultural diversity	4.25
Consultation/supervision process	3.88
Assessment	3.5
Career development	3.88
Research and program development	3.38

Open Ended Comments:

- *In the future, it would be beneficial to teach statistics courses in person*
- *I have a newfound interest in conducting research in my career.*

Experience with…	*Average Score*
Appropriateness of course content	4.5
Instruction by course professors	4.13
College of graduate studies	4.38
Stockton University graduate application	4.25

Practicum and Internship experience	4.25
Advising - availability of faculty advisor	4.5
Advising - accuracy of info provided	4.63
University library services	3.63
CMHC website	3.75
Availability of course	

Open-Ended Questions:

(1) What aspects of the Stockton University Clinical Mental Health Counseling Program have you liked the best?

- *The cohort structure- helps students build community*
- *Professors*
- *Most professors are willing to help out with matters that do not always concern the classroom, such as post-grad opportunities.*
- *The building staff at Kramer Hall (Nick, Tracy, Chuck) they make everyday worth it*
- *1. My professors, 2. The courses that were available to me, 3. The internship/practicum process*
- *The flexibility and understanding of instructors.*
- *Learning and engaging with like minded individuals, direct client interactions*

(2) What aspects of the Stockton University Clinical Mental Health Counseling Program have you liked the least?

- *Inability to have multiple choice for elective*
- *At times the curriculum can be very overwhelming.*
- *the un-organization surrounding CPCE leaving us all in distress*
- *The location of the classes (Please move them to the main campus).*
- *Untimely feedback of assignments in some classes.*
- *Clarity on some assignments, exam processes.*

(3) What specific changes could be made to the Clinical Mental Health Counseling Program to improve its overall quality?

- *more clinician application classes showing students different intervention methods for specific client populations and diagnosis*
- *More focus on flexibility.*
- *more structure and format across the board*
- *Please move the classes to the main campus. Also, if possible, we would like weekend classes since it will give us more chances to work at our internship site.*

Six (6) of the respondents indicated that they are scheduled to take the NCE exam within the one month before or following graduation and are planning to apply for the LAC immediately upon receiving passing NCE scores. Six (6) of respondents said they had jobs lined up for immediately after graduation.

Graduates of the Cohort of 2025 - 1 Year Post Graduate Survey: Two (2) of 17 graduates of the class of 2024 completed the one year post-graduation survey. Respondents were 1 male and 1 female. Both respondents identified as White, non-Hispanic

Graduates were asked to rate their perceived level of skills, knowledge,and experience they gained in the MA in Counseling program. Scores were rated from 1 to 5 with 1 representing "poor" and 5 representing "excellent." The table below lists the average scores:

Core Content	*Average Score*
Skills in Foundations of Clinical Mental Health	4.5
Skills in Development of Counseling Skills	4.5
Skills in Implementation of Counseling Skills	4.5
Skills in Engaging in Intake Interviews	4.5
Skills in Diagnosis and Treatment of Clients	4.5
Knowledge/Understanding of Group Work	4
Knowledge/Understanding of Helping Relationships	4.5
Knowledge/Understanding of Professional Identity	4.5
Knowledge/Understanding of Human Growth/Dev	4.5
Knowledge/Understanding of Social & Cultural Div	4
Knowledge/Understanding of Consultation & Superv	4.5
Knowledge/Understanding of Assessment	4
Knowledge/Understanding of Career Development	4
Knowledge/Understanding of Research & Program Dev	4
Experience in Appropriateness of Course Content in Program	5
Experience in Availability of Courses in Program	4.5
Experience in Instruction by course professors	4.5
Experience in the College of Graduate Studies	4.5
Experience with the graduate application	4.5
Experience in Practicum & Internship	5
Availability of Faculty Advisors	4.5
Experience/Accuracy of Advising	5
Experience with University Library Services	4.5
Experience with University CMHC website	4.5

Open-ended questions/responses on the strengths of the program were:

- *The opportunities for internship, the professors, the staff, and the learning*
- *Access to faculty for individual support, preparedness for work in the field, development of professional identity*

Open-ended questions/responses on the area liked least by students was:

- *The back and forth information that could be inaccurate or misleading.*
- *Tensions within cohort unrelated to academics*

Open-ended questions/responses on the areas of improvement of the program included:

- *More unity and up to date syllabus stating exactly how grades are made (for certain courses)*

Both respondents are working in the field as LACs.

Cohort Graduating in 2022 Three Year Post Grad Follow Up Survey: Two (2) of 16 graduates of the class of 2022 completed the three-year post-graduation survey.

Graduates were asked the following questions:

- When did you take the NCE?
    - April 2022
    - May 2022
- Did you pass the NCE?
    - 100% of respondents passed the NCE
- What is your license?
    - 100% of respondents have their LAC
- Do you have the NCC credential?
    - 1 respondent has the NCC and 1 does not.
- In what type of setting are you working?
    - 1 respondent works in a Private Practice Mental Health Setting
    - 1 respondent works in a combination of Private Practice/IOP and Residential Settings
- Do you see clients through telehealth?
    - 2 respondents are seeing clients in a combined settings of telehealth and in person
- What changes could be made to the Stockton CMHC program to improve quality?
    - *Training clinicians what to actually say in sessions, and on application of treatment plans rather than on just how to write them, diagnosing, etc.*
    - *It think it overall was a good program and I felt supported. Sometimes I wish I could've taken the classes more spread out over 3 years, I feel like that would've prepared me a bit more, but overall I am glad for the timeline I was on.*
- Do you have a specialty area of clinical focus?
    - *CBT, Autistic youth*
    - *Autism Spectrum Disorder, LGBTQ+ counseling*
- Additional Comments
    - *I've lived in Philly for about a year now! It's been lovely but has made my licensure process a mess. I remember hoping for internship opportunities in Philly while I was there but it wasn't possible, maybe if there's a way to partner with organizations in neighboring states that could be*

helpful for future students in a similar situation to me to begin to learn the culture and grow roots in a state they want to be in.

7. Aggregate Review of Student Evaluation of Site (or Placement)

During the 2024-2025 year, 29 students engaged in clinical placements (either Practicum, Internship I, Internship II, and Independent Study) in a total of 18 sites. Twenty-nine (29) of these students completed evaluations of their clinical placements on the **Student Evaluation of Clinical Placement Site Form**. Students were asked to rate their placement site and experiences at the site (practicum or Internships). Scores were rated from 1 to 5 with 1 representing "Poor" and 5 representing "Good." The table below lists the average scores:

Site	***Average Score***
Amount of on-site supervision	4.76
Quality and usefulness of on-site supervision	4.69
Relevance of experience to career goals	4.59
Exposure to and communication of site's goals	4.45
Exposure to and communication of site's procedures	4.38
Exposure to professional roles and functions within the site	4.48
Exposure to information about related community resources	4.38

Students were also asked to rate their experiences at the placement site. Scores were rated from 1 to 5 with 1 representing "Poor" and 5 representing "Good." The table below lists the average scores:

Site Experiences	**Average Score**
Report writing (case notes, treatment plans, etc.)	4.62
Intake interviewing	4.69
Administration, scoring, and interpretation of assessments/tests	4.33
Case presentations/staffing cases	4.57
Individual counseling	4.62
Group counseling	4.71
Professional Workshops/psychoeducational presentations	4.22
Family/couples counseling	4.12
Career counseling	3.9
Overall Experience	4.66

Students were all provided a section where they could write in comments, below is a selection of comments from this section:

- *Overall, the site was excellent and I look forward to continuing my clinical experiences there.*
- *DBT of South Jersey sets their interns up for success. This site has an enormous amount of support available for interns. Communication is efficient and consistent. For the future, I think allowing interns to shadow individual sessions before taking intakes themselves would be the most supportive for new interns.*

- *I get the needed experience at my site and am able to practice my counseling skills on the daily. There is always supervision available and always help available when I need it. I have thoroughly enjoyed my clinical experience at this site so far.*
- *Family Empowerment is a supportive environment, and I feel comfortable asking questions from the various staff members about where to find different things, how to upload intake paperwork to the client's chart, and how to navigate different scenarios. Although it was slow to get individual clients, I feel supported in managing the two I have at the end of this semester, and I feel prepared to enter into the summer semester.*
- *Family Empowerment Associates is an excellent site, and they provide consistent and supportive supervision. I do not have any complaints.*
- *As a counselor-in-training, I do not feel as if my needs to grow professionally in a space that will consider my input to have been adequate here. As an intern, when I express uncertainty, discomfort, or concerns--this is because there is further need for exploration on why I am speaking up about an issue. I do not feel supported here. I am disappointed by the treatment in which I have endured here, and hope that future interns' concerns be considered as matters to address and not matters to dismiss. It is especially difficult to show up to a space that does not take my voice and reasoning into consideration. The only suggestion I have for the site is to consider if they are being as ethical as possible when bringing on interns at any level, and that they provide future interns with more foundational trainings before having them interact with clients in any settings.*
- *Very good site. Lots of options are available, and supervision is extremely helpful. I always feel so much better after supervision and have a clear plan and goals with my clients.*
- *I feel incredibly fortunate to be working at the Brownstone Center for Wellness. The way they ensured I was well-prepared and didn't rush me into managing a full caseload made a world of difference in building my confidence in this career path. I've had access to extensive supervision and the opportunity to work with a wide variety of clients, including the elderly, couples, children, and adults. I've also gained experience working with a range of diagnoses, such as PTSD, anxiety, ADHD, and depression. The staff at Brownstone is incredibly welcoming, filled with warm and genuine people, and I never hesitate to reach out for guidance when needed. My supervisor, Nicholas, has been wonderful too. I always look forward to our weekly meetings because he not only supports me in managing my clients but also provides valuable therapeutic tools and resources to help me grow as a counselor. He also frequently reminds me to trust my intuition and believe in myself during moments of doubt which is something I often need to hear. I'm very excited to be completing the second half of my internship with this amazing team, and I feel supported and inspired as I continue to develop my skills in this field.*

One site was poorly rated, both numerically and qualitatively. It is recommended that that site be made inactive for future students.

8. Counselor Review of Triadic Supervision

During the COUN 5900 Practicum course, students are assigned to a faculty member to engage in triadic/individual supervision. At the end of the semester, students are asked to rate their supervisor on a scale of: *Not Observed, Not Effective (1), Effective (2), Very Effective (3)*. Rating for Drs Sappio, Martino, Worley, and Lyke were:

Experiences	***Average Score***
1. Helps create a safe environment	3

2. Structures supervision sessions	2.84
3. Provides useful feedback	3
4. Encourages my active involvement	2.95
5. Is available and accessible	2.95
6. Encourages questions	2.89
7. Helps me understand client dynamics	2.89
8. Supports me	3
9. Challenges me to grow	3
10. Helps me look at my own issues	2.84
11. Provides helpful suggestions	3
12. Is flexible and open	2.89
13. Is fair and respectful	2.95
14. Helps me address ethical issues	2.84
15. Helps me with client documentation	2.56
16. Is multiculturally responsive	2.89
17. Invites self-reflection / evaluation	3
18. Seeks my ideas and input	2.95
19. Helps me consider my own theory	2.84
20. Rate the number that reflects your perception of this supervisor's work with you (their support of your clinical work and growth - out of 10 points).	9.74

Some open-ended responses included:

- *Dr. Sappio was incredibly helpful throughout this semester as my triadic supervisor. She always divided the time evenly between myself and the other classmate getting supervision. She provided rich insights, and she always encouraged me. She has helped me build my self-confidence tremendously.*
- *Dr. Lyke's willingness to provide a supportive, enriching space for me was very beneficial during my time in Practicum. I was able to be authentically myself in supervision which allowed for me to bring up major concerns and issues I was having with clients and otherwise. Dr. Lyke is consistently accommodating, understanding, and insightful to my growth as a counselor-in-training. I can appreciate Dr. Lyke's authenticity in her approach of suggestions to me on the different concerns and questions I'd bring up to her during supervision.*
- *Dr. Worley was extremely helpful in exploration, providing feedback, and encouraging growth. She would ask thoughtful questions that would ensure deeper use of counseling skills and how to build a therapeutic relationship. She was very flexible regarding my schedule and would communicate well.*
- *Dr. Martino has been a wonderful supervisor and has provided immense support this semester. She is always consistent about checking in about our placements as well as how we are doing personally. She also has helped me to navigate any situations I have discussed and help me to look at situations in different ways that helps me develop professionally.*

9. Review of NBCC feedback on the 2024 NCE Performance

NBCC provided a report of the Stockton students who took the NCE in the spring and fall of 2024. There were 17 people total in this cohort. The following is the feedback summary:

National Counselor Examination			
Examination Cycle:	Spring 2024		
Number Tested Nationally:	3960	Number Tested in Program:	13
Number Passed Nationally:	3662	Number Passed in Program:	12
National Pass Rate:	92%	Program Pass Rate:	92%

National Counselor Examination			
Examination Cycle:	Fall 2024		
Number Tested Nationally:	3656	Number Tested in Program:	6
Number Passed Nationally:	3089	Number Passed in Program:	3
National Pass Rate:	84%	Program Pass Rate:	50%

10. Aggregate review of Key Professional Disposition Assessments

Program faculty met at the end of each semester (December and May) to discuss each student's progress toward the Professional Dispositions Objectives (as noted in the student handbook.) Students are rated according to a Professional Dispositions Rubric (Appendix C) which is out of 40 points.

Cohort Graduating in 2025 -

- December 2024 - 100% of students scored 100% or better on the rubric.
- May 2025 - 100% of students scored 100% or better on the rubric.

Cohort Graduating in 2026 -

- December 2024 - 100% of students scored 100% or better on the rubric.
- May 2025 - 100% of students scored 90% or better on the rubric.

Part 2A: Program Evaluation Plan (2024)

1. **Narrative:** This narrative explains the Program Evaluation Plan Presented in Appendix A and in the chart in Part 2, Section II.

(1) Program Objective 1: To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession.

- Knowledge Objectives: 1& 2
  - Professional Orientation and Ethical Practice
  - Social and Cultural Diversity
- Skills Objectives: 1, 2, & 3
  - Developing sound clinical mental health counseling and assessment skills to facilitate change in clients.
  - Demonstrating ethical and legal approaches to counseling, assessment, and research
  - Displaying socially just and multiculturally competent practices.
- Professional Disposition Objectives: 1, 2, & 3
  - Professional Readiness: The principles of cultural competence, ethical practice, and professional motivation and identity as clinical mental health counselors.
  - Personal Readiness: A means for personal management, self-reflection, and self-exploration to effectively maintain, manage, and foster therapeutic relationships with clients.
  - Interpersonal Readiness: Interpersonal effectiveness, appropriateness, and ability to give, receive, and integrate feedback including receptiveness to supervision.
- CACREP aggregate standards chart:
  - COUN 5205: Foundations of Mental Health Counseling
  - COUN 5115: Theories of Counseling
  - COUN 5120: Psychopathology
  - COUN 5125: Ethical and Legal Issues
  - COUN 5135: Assessment and Testing
  - COUN 5140: Statistics and Research
  - COUN 5220 Couples and Family Therapy
  - COUN 5900: Practicum
  - COUN 5901 & 5902 Internship I/II
- KPIs 1, 2, 3
  - COUN 5125 Ethical and Legal Issues in Counseling: Professional Counselor Identity Reflection Paper
  - COUN 5900 Resume and cover letter assignment
  - COUN 5220 Couples and Family Therapy Couples and Family Topical Group Presentation/Theoretical Intervention
- Counselor Skills Evaluations (Pre-prac to Internship)
- Site Supervisor Evaluation; Key Professional Disposition Assessment

(2) Program Objective 2: To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies.

- Knowledge Objectives: 1 & 3
  - Professional Orientation and Ethical Practice
  - Human Growth and Development
- Skills Objectives: 1
  - Developing sound clinical mental health counseling and assessment skills to facilitate change in clients.
- Professional Disposition Objectives: 1
  - Professional Readiness: The principles of cultural competence, ethical practice, and professional motivation and identity as clinical mental health counselors.
- CACREP aggregate standards chart:
  - COUN 5205: Foundations of Mental Health Counseling
  - COUN 5115: Theories of Counseling
  - COUN 5120:Psychopathology
  - COUN 5125: Ethical and Legal Issues
  - COUN 5135: Assessment and Testing
  - COUN 5140: Statistics and Research
  - COUN 5900: Practicum
  - COUN 5901 & 5902 Internship I and II
- Graduate Survey (including NCE scores)
- Site Supervisor Evaluation of Program
- KPIs 1 & 6
  - COUN 5125 Ethical and Legal Issues in Counseling: Professional Counselor Identity Reflection Paper
  - 5902 Internship II: Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)

(3) Program Objective 3: To inspire graduates to become advocates for their clients and leaders in their profession.

- Knowledge Objectives: 1, 2, & 3
  - Professional Orientation and Ethical Practice
  - Social and Cultural Diversity
  - Human Growth and Development
- Skills Objectives: 3
  - Displaying socially just and multiculturally competent practices.
- Professional Disposition Objectives: 1, 2, & 3
  - Professional Readiness: The principles of cultural competence, ethical practice, and professional motivation and identity as clinical mental health counselors.
  - Personal Readiness: A means for personal management, self-reflection, and self-exploration to effectively maintain, manage, and foster therapeutic relationships with clients.

        - Interpersonal Readiness: Interpersonal effectiveness, appropriateness, and ability to give, receive, and integrate feedback including receptiveness to supervision.
    - CACREP aggregate standards chart:
        - COUN 5210: Multicultural Counseling
        - COUN 5125: Legal and Ethical
        - COUN 5205: Foundations of MHC
        - COUN 5210 Multicultural Counseling
        - COUN 5220 Couples and Family Therapy
        - COUN 5900 Practicum
        - Comprehensive Exam
    - Graduate Survey
    - Site Supervisor Evaluation of Program
    - KPIs 2, 3, & 4
        - COUN 5900 Resume and cover letter assignment
        - COUN 5220 Couples and Family Therapy Couples and Family Topical Group Presentation/Theoretical Intervention
        - COUN 5210: Multicultural Counseling: Cultural Immersion Assignment

(4) Program Objective 4: To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities.

- Knowledge Objectives: 2, 3, 6, & 7
    - Social and Cultural Diversity
    - Human Growth and Development
    - Group Counseling and Group Work
    - Assessment and Testing
- Skills Objectives: 3
    - Displaying socially just and multiculturally competent practices.
- Professional Disposition Objectives: 1, 2, & 3
    - Professional Readiness: The principles of cultural competence, ethical practice, and professional motivation and identity as clinical mental health counselors.
    - Personal Readiness: A means for personal management, self-reflection, and self-exploration to effectively maintain, manage, and foster therapeutic relationships with clients.
    - Interpersonal Readiness: Interpersonal effectiveness, appropriateness, and ability to give, receive, and integrate feedback including receptiveness to supervision.
- CACREP aggregate standards chart:
    - COUN 5210: Multicultural Counseling
    - COUN 5130: Lifespan
    - COUN 5215: Group Counseling
    - COUN 5120: Psychopathology
    - COUN 5135: Assessment and Testing
    - COUN 5125: Legal and Ethical

        - COUN 5205: Foundations of MHC
        - Comprehensive Exam
    - Graduate Survey
    - Demographics of applicants, students, and faculty
    - KPIs 4, 5, 11, 13, & 14
        - COUN 5210: Multicultural Counseling Cultural Immersion Assignment
        - COUN 5130 Lifespan: Group Presentation
        - COUN 5215: Group Counseling: Support Group Observation Paper
        - COUN 5120: Psychopathology: Diagnostic Report
        - COUN 5135: Assessment and Testing: Test Administration Interpretation Reports (BASC)
    - KeyProfessional Dispositions Assessment

(5) Program Objective 5: To prepare graduates for a commitment to ethical professional practice.

- Knowledge Objectives: 1 & 8
    - Professional Orientation and Ethical Practice
    - Research and Program Evaluation
- Skills Objectives: 1 & 3
    - Developing sound clinical mental health counseling and assessment skills to facilitate change in clients.
    - Displaying socially just and multiculturally competent practices.
- Professional Disposition Objectives: 1, 2, & 3
    - Professional Readiness: The principles of cultural competence, ethical practice, and professional motivation and identity as clinical mental health counselors.
    - Personal Readiness: A means for personal management, self-reflection, and self-exploration to effectively maintain, manage, and foster therapeutic relationships with clients.
    - Interpersonal Readiness: Interpersonal effectiveness, appropriateness, and ability to give, receive, and integrate feedback including receptiveness to supervision.
- CACREP aggregate standards chart:
    - COUN 5125: Legal and Ethical
    - COUN 5205: Foundations of Mental Health Counseling
    - COUN 5135: Assessment and Testing
    - COUN 5140: Statistics and Research
    - COUN 5215: Group Counseling Comprehensive Exam
    - COUN 5900: Practicum
    - COUN 5902 Internship II
- Counselor Skills Evaluations, (Pre-Prac to Internship)
- Site Supervisor Evaluation
- KPIs 1, 15, 16, 17, & 18
    - COUN 5125 Ethical and Legal Issues in Counseling: Professional Counselor Identity Reflection Paper
    - COUN 5135: Assessment and Testing: Instrument Critique

        - COUN 5140: Statistics and Research: Article Critique
        - Coun 5900: Practicum: Counseling Skills Evaluation
        - COUN 5902: Internship II: Internship Counselor Evaluation
    - Key Professional Disposition Assessment

(6) Program Objective 6: To prepare students to use research as a guide for identifying effective counseling techniques

- Knowledge Objectives: 4, 5, & 6
    - Career Development
    - Counseling and Helping Relationships
    - Group Counseling and Group Work
- Skills Objectives: 1
    - Developing sound clinical mental health counseling and assessment skills to facilitate change in clients.
- Professional Disposition Objectives: 1, 2, & 3
    - Professional Readiness: The principles of cultural competence, ethical practice, and professional motivation and identity as clinical mental health counselors.
    - Personal Readiness: A means for personal management, self-reflection, and self-exploration to effectively maintain, manage, and foster therapeutic relationships with clients.
    - Interpersonal Readiness: Interpersonal effectiveness, appropriateness, and ability to give, receive, and integrate feedback including receptiveness to supervision.
- CACREP aggregate standards chart:
    - COUN 5125: Legal and Ethical
    - COUN 5205: Foundations of Mental Health Counseling
    - COUN 5135: Assessment and Testing
    - COUN 5140: Statistics and Research
    - COUN 5215: Group Counseling
    - COUN 5525 Career Counseling
    - COUN 5900: Practicum
    - COUN 5902: Internship II
- Counselor Skills Evaluations (Pre-Prac to Internship)
- Site Supervisor Evaluation
- KPIs 8, 9, 10, & 12
    - COUN 5525 Career Counseling: Comprehensive Exam
    - COUN 5900: Practicum: Case Staffing & Transcription
    - COUN 5902: Internship II: Clinical Case Presentations
    - COUN 5215: Group Counseling: Comprehensive Exam
- Key Professional Disposition Assessment