Master of Arts in Counseling

Code: Program-336
Time Period: 2025 - 2026

Program Annual Report

1

List program goals for the 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

Goals	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 exp and our community reach.	Continue to build community partners as well as expand our applicant reach.	New partnership formed this year with Equip, an interdisplinary eating disorder treatment organization. Students were offered the opportunity to apply to work for them after graduating. Also adding an internship opportunity in the near future.	Retain goal.
To host more opportunities for cohort interaction and self-care	Developing the CSI chapter to offer new educational and self-care opportunities.	Both CSI and the CSO offered many activities for students this year.	Retain goal
To host a study tour to Paris in 2026	Meetings held to try to host a study tour.	Trip did not get scheduled nor any plans to revisit this possibility in the coming year.	Drop this goal
Improve group interview process	Expanding the group interview process to include individual and/or triadic interviews to offer more points of contact with applicants.	The work on changing the application review and group interview process will take place this summer.	NEW goal

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II. Provide an Executive Summary of program goal achievements. Briefly discuss progress and/or major program achievements made during the academic year. Also address challenges and planned remediation moving forward, including modification or withdrawal of the goal.

The Counseling program saw the greatest increase in applications since its inception in 2019. With 57 applications to review, the faculty had their hands full with the admissions process this spring. After review, 53 applications moved on to the group interview process. 25 students accepted their spot in the program, 3 students declined their acceptance, and 25 students remain on the wait list for our program. This indicates success in attracting a diverse applicant pool. However, this goal is still a work in progress. The program will be working with the new Graduate Dean to increase our visibility and reach starting with more focus on our website to attract diverse students from many different demographic areas.

In addition, the program created a new partnership with Equip, a multidisciplinary eating disorder treatment organization. Students were given the opportunity to apply for a position there immediately upon graduation. Further, Equip is working on offering an internship opportunity in the future as well. Overall, the program is working well on this goal and will retain it for the coming year.

The addition of our Chi Sigma Iota chapter, in addition to the Counseling Student Organization, have provided many opportunities for our students to connect with one another and engage in self-care. For example, the CSO hosted a vision board night, where students could work on their dreams and goals for the coming year. The CSI chapter hosted a professional talk on working with clients who have chronic illness. These opportunities are being offered in addition to our fall and spring retreats, which have been very successful events to get students ready to work and collaborate for the coming semester. This goal will be retained in the coming year as well.

The goal of hosting a study tour did not come to fruition and this goal will not be retained moving forward. Through several meetings with the office of global engagement, we could not make this study tour happen for our students.

There has been one goal added for the 2026-2027 school year. The program will be revamping our admissions process, specifically the group interview. We are expanding the process, as we have so many more applicants to review. This year's process will include individual and triadic sessions, as well as changing our rubric for evaluating applicants to include this measure of one-on-one communication in addition to group process. We are also adding a virtual interview day, to accommodate the increase in student applicants from out of state.

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III. Program Health & Vitality. Using the integrated program dashboard in Gray DI, review trends in size, demographics, markets, academics, and margins. Discuss how these data trends inform the development of your program goals.

Our program has been identified as strong based on the market demand and margins. Our program yields revenue of 5% year over year, which shows that the program is operating in the black. The program was also defined as high opportunity at 97% based on the markets. This is based on high employer demand, strong student interest, and some competition but still opportunity for growth.

Gray DI data shows that our program has some diversity, though we still need work on diversity moving forward. Our students are made up of 82% female and 18% male. Further, the student population is 76% White/Caucasian, 11% Hispanic, 5% multiracial, 5% African American, and 3% Asian American. The applicant pool data provided from the 2025 admissions cycle is broken down as follows from 44 applicants: 73% Caucasian, 16% Hispanic, 9% Asian American, and 2% African American. Data is not yet available from the spring 2026 applicant pool, but there were 57 applications reviewed in this cycle, which again demonstrates growth year over year.

We are increasing our applications each year and will hopefully continue to increase the diversity or applicants as well. This has contributed to the development of our new goal of expanding our admissions process and review of applications.

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Describe resources used last year to achieve your program goals.

The program has continued with the hosting the fall and spring retreats, which we utilize a small amount to offer refreshments at the event. This is part of goal #2. In addition, we host the CSI induction at the spring retreat, and this event is a bit larger. We host the students and their families, provide light refreshments, and provide honor cords for our students in the program who are graduating and a part of CSI. This also relates to goal #2.

For goal #1, there are no monetary resources for improving our community reach as well as our applicant pool. The resources required are focused on faculty involvement and activity to attract both community partners and diverse applicants.

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Identify any changes to program goals for the next academic year.
a. Note: A meeting with the Dean, Director of Academic Assessment, and Associate Provost is required before making any changes to the program goals (except for the removal of a completed goal).
b. Discuss any resources that may be needed to achieve goals.

Attached is our program evaluation summary, which provides much more detailed assessment data than listed below: 2025-2026 Summary of Program Evaluation Results-2.docx.

I could not find any place to include the budget, so pasting it here:

Chair/Coordinator	Purpose of the Funds	Amt Requested
Sara Martino	Albert Ellis night	$500.00
Sara Martino	Chi Sigma Iota induction Spring 27	$512.00
Sara Martino	Fall/Spring retreat	$400.00

Sara Martino	End of year celebration	$600.00
Sara Martino	CACREP annual fees	$4,150.00
	Total requests for AY 2026-2027	**$2,012.00**

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Program-Level Student Learning Outcomes Assessment Report
Comment on the outcome(s) that were assessed this year, providing a plan for improvement if applicable.

2025-2026
Summary of
Program Evaluation
Results

This document summarizes the program evaluation results collected from 2025-2026.

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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 2024-2025 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 2024-2025: 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 had the largest applicant pool in 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 reflected: Caucasian: 76%; African American/Black: 15%; Hispanic/Latina: 12%; Asian: 5%; Multiracial: N/A; Not reported: N/A.

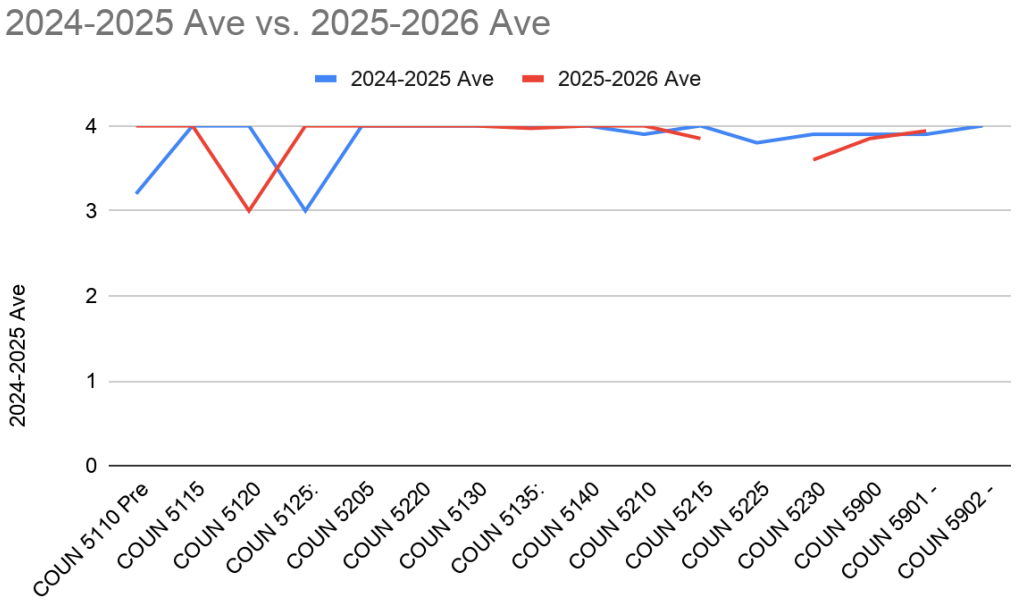
Overall, the program made some improvement increasing our reach with 41 applicants compared to 37 from last year. The program accepted students from Rutgers, Rowan, and Stockton University from this admissions cycle as well. The program did find that the caliber of applications has increased since achieving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

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 2026.



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 by class per cohort.



3. Review of KPI Performance by Cohort

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% - Met Target
2	COUN 5900 Practicum	Resume and Sample Cover Letter Assignment	Year 1, Semester 2	83% or better	96% - Met Target
3	COUN 5220 Couples and Family Therapy	KPI: Couples and Family Topical Group Presentation/Theoretical Intervention	Year 2, Semester 1	83% or better	97% - Met Target
4	COUN 5210: Multicultural Counseling	Cultural Immersion Assignment	Year 1, Semester 2	83% or better	89% - Met Target
5	COUN 5130 Lifespan	Lifespan Theory Presentation	Year 2, Semester 1	83% or better	98% - Met Target
6	5902 Internship II	Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)	Year 2, Semester 2	83% or better	99% - Met Target
7	COUN 5525 Career Counseling	Career Self-Assessment	Year 2, Semester 2	83% or better	94% - Met Target
8	COUN 5525 Career Counseling	Comprehensive Exam	Year 2, Semester 2	1 SD of the Mean	100% - Met Target
9	COUN 5900: Practicum	Case Staffing & Transcription	Year 1, Semester 2	83% or better	95% - Met Target
10	COUN 5902: Internship II	Clinical Case Presentations	Year 2, Semesters 1/2	83% or better	98% - Met Target
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	77.77% - Target not Met
13	COUN 5120: Psychopathology	Diagnostic Report	Year 1,	83% or better	98% - Met Target

			Semester 1		
14	COUN 5135: Assessment and Testing	Test Administration Interpretation Reports (BASC)	Year 1, Semester 2	83% or better	99% - Met Target
15	COUN 5135: Assessment and Testing	Instrument Critique	Year 1, Semester 2	83% or better	98% - Met Target
16	COUN 5140: Statistics and Research	Article Critique	Year 1, Semester 2	83% or better	97% - Met Target
17	Coun 5900: Practicum	Counseling Skills Evaluation	Year 1, Semester 2	83% or better	89% - Met Target
18	COUN 5902: Internship II	Internship Counselor Evaluation	Year 2, Semesters 1/2	83% or better	97.27% - Met Target

KPI Chart for the Class of 2027 (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% - Met Target
2	COUN 5900 Practicum	Resume and Sample Cover Letter Assignment	Year 1, Semester 2	83% or better	98% - Met Target
3	COUN 5220 Couples and Family Therapy	KPI: Couples and Family Topical Group Presentation/Theoretical Intervention	Year 2, Semester 1	83% or better	*2026-2027 Collection*
4	COUN 5210: Multicultural Counseling	Cultural Immersion Assignment	Year 1, Semester 2	83% or better	93% - Met Target
5	COUN 5130 Lifespan	Lifespan Theory Presentation	Year 2, Semester 1	83% or better	*2026-2027 Collection*
6	5902 Internship II	Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)	Year 2, Semester 2	83% or better	*2026-2027 Collection*
7	COUN 5525 Career Counseling	Career Self-Assessment	Year 2, Semester 2	83% or better	*2026-2027 Collection*
8	COUN 5525 Career Counseling	Comprehensive Exam	Year 2, Semester 2	1 SD of the Mean	*2026-2027 Collection*

9	COUN 5900: Practicum	Case Staffing & Transcription	Year 1, Semester 2	83% or better	90% - Met Target
10	COUN 5902: Internship II	Clinical Case Presentations	Year 2, Semesters 1/2	83% or better	*2026-2027 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	*2026-2027 Collection*
13	COUN 5120: Psychopathology	Diagnostic Report	Year 1, Semester 1	83% or better	99% - Met Target
14	COUN 5135: Assessment and Testing	Test Administration Interpretation Reports (BASC)	Year 1, Semester 2	83% or better	98.5% - Met Target
15	COUN 5135: Assessment and Testing	Instrument Critique	Year 1, Semester 2	83% or better	100% - Met Target
16	COUN 5140: Statistics and Research	Article Critique	Year 1, Semester 2	83% or better	100% - Met Target
17	Coun 5900: Practicum	Counseling Skills Evaluation	Year 1, Semester 2	83% or better	88.63 - Met Target
18	COUN 5902: Internship II	Internship Counselor Evaluation	Year 2, Semesters 1/2	83% or better	*2026-2027 Collection*

4. CPCE Data - Graduating Cohort 2026

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	18	12.8	2.3	7	15	2,169	12.2	2.1	3	16
C2: Social and Cultural Diversity	17	18	8.7	2.1	5	13	2,169	9.1	2.3	2	17
C3: Human Growth and Development	17	18	9.9	2.3	5	13	2,16	9.9	2.3	2	17

							9				
C4: Career Development	17	18	12.4	1.8	9	16	2,169	10.9	2.3	3	17
C5: Counseling and Helping Relationships	17	18	10.6	2.4	5	15	2,169	11.2	2.5	0	17
C6: Group Counseling and Group Work	17	18	11.3	2.7	5	16	2,169	11.4	2.4	2	17
C7: Assessment and Testing	17	18	9.8	2.0	6	14	2,169	9.4	2.5	0	17
C8: Research and Program Evaluation	17	18	12.3	2.3	7	16	2,169	11.3	2.7	1	17
Total	**All**	**18**	**87.9**	**12.8**	**66**	**106**	**2,169**	**85.2**	**13.4**	**40**	**128**

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. 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 2026 -
- December 2025 - 98%
- May 2026 - 98%

Cohort Graduating in 2027 -
- December 2025 - 99.8%
- May 2026 - 100%

6. Site Supervisor Evaluation

Seventeen (17) site supervisors serving students from the Fall 2025- Spring 2026 semesters were sent the **Site Supervisor Evaluation of the Counseling Program Survey.** Nine (9) supervisors responded to the survey (53% response rate).

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	4.33
Q 2. Quality of service provided by internship student	4.22
Q 3. Degree to which student assisted the site in meeting its goals	4.33
Q 4. Degree to which faculty meetings/visits were helpful	4.22
Q 5. Ease of communication with Counseling faculty	4.44
Q 6. Opportunity to contribute to student evaluations	4.89
Q 7. Usefulness of Site Supervisor handbook	4.33

Supervisors were also asked to indicate their willingness to serve as site supervisors again. Nine (9) out of 9 supervisors indicated yes.

7. Graduate/Alumni Surveys

Graduates of the Cohort of 2026 - End of Year Graduating Survey: Eighteen (18) out of 19 graduates from the Class of 2026 completed the **2026 Graduate Survey**. Fourteen (14) respondents were female; 4 respondents were male. Thirteen (13) respondents identified as being White, non-Hispanic; 2 respondents identified as Black or African American, non-Hispanic; 2 respondents identified as Asian; 1 respondent identified as two or more races.

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	4.67
Development of counseling skills	4.67
Implementation of counseling skills	4.5
Intake interviews	4.5
Diagnosis and treatment of clients	4.5

Open-Ended Comments:

- I *came in not knowing anything about how to be a counselor, and I am leaving feeling fully confident in my ability to help clients as their counselor.*
- *I am very satisfied with my progress in these areas.*
- *This program has helped me expand my knowledge of counseling skills and engagement with clients.*
- *This program prepared me very well for the counseling field.*

Knowledge	*Average Score*
Group work	4.67
Helping relationships	4.5
Professional identity	4.7
Human growth and development	4.6
Social and cultural diversity	4.7
Consultation/supervision process	4.1
Assessment	4.2
Career development	4.3
Research and program development	3.9

Open Ended Comments:

- *More focus on theories and application in Multicultural. I found asynchronous for statistics a little more difficult than if in person.*
- *Although I gave lower ratings for a few areas, I feel well-rounded in my knowledge and understanding.*
- *I am satisfied with my progress in these areas.*
- *I have a very good understanding of the basic foundations of clinical mental health counseling, but my lack of experience in some areas reflects my responses to the questions above.*

Experience with…	*Average Score*
Appropriateness of course content	4.8
Availability of courses	4.6
Instruction by course professors	4.6
College of graduate studies	4.7
Stockton University graduate application	4.7
Practicum and Internship experience	4.3
Advising - availability of faculty advisor	4.7
Advising - accuracy of info provided	4.7
University library services	4.3
CMHC website	3.8

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

- *I loved my internship experience and that it is a cohort, so I went through the program with the same professors and classmates, which helped me eventually get out of my comfort zone.*
- *I like the support and availability of the professors the most.*
- *The professors*

- *The support from instructors, closeness of program, care from Kramer Hall staff, and connections of resources*
- *The professors' personable approach and dedication to helping their students succeed.*
- *I liked the professors of the program.*
- *I liked being titrated into have a full case load of clients. Loved self-of-the-counselor*
- *Assessments*
- *The Staff and additional opportunities in the program such as attending conferences research, etc.*
- *The people are very nice and always ready and willing to help.*
- *I adored the support given to me from the professors.*
- *I greatly enjoyed majority of aspects about this program. I feel appreciative of all that the staff and professors do for this program and for us as students. Each and every class I took was engaging and I learned a lot. Most of all, I liked how close-knit the Kramer Hall community is and I always felt like I had somewhere to turn in a time of need.*
- *I likes the support from the professors and their open door policy, it made it easy and comfortable to ask questions.*
- *The support given to students by professors. The program is very student oriented and accommodating, which is much appreciated. Please never stop with this aspect of the program. Additionally, the flexibility for deadlines or late assignments is definitely appreciated. It's heart warming to see that it's recognized that being in a counseling graduate program is quite intense because students are balancing academics with "working," therefore accepting late assignments and extending due dates is reasonable. Please also ever stop with this approach because it really makes it feel that all the professors care, understand, and are making students life easier not harder (by being inflexible about due dates). Thank you!*

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

- *Parking lot can become very full and parking on the street becomes limited*
- *The many required clinical hours*
- *I wish there was more focus on the administrative aspects of owning and operating a private practice to help me understand if that is something I would like to pursue after receiving my full license.*
- *I wish we there could have been more information provided initially about the different avenues LACs can pursue post-graduation.*

- *Availability of electives (would like to see more in the future), communication response from email at points*
- *Potentially plan more outside events or promote clubs like CSO and CSI to help connect within and between cohorts.*
- *Classes being held on Hammonton's campus, because of inconvenience.*
- *I would have liked to have had a peer with a hispanic heritage and/or spanish speaking within the cohort*
- *Statistics*
- *I would have maybe rearranged some courses with career being a heavy topic on the exams I felt like I would have liked to take that sooner.*
- *The number of options for electives. Having more electives offered would be nice for variability.*
- *Lack of vending machines and parking issues.*
- *There were very little things about this program that I disliked. I would only say that taking career in the last semester was a challenge.*
- *Perhaps the lack of NCE and CPCE preparation during courses. I understand professors are expected to teach A LOT of material, but implementing some light CPCE and NCE prep. via a Kahoot at the end on each semester could be beneficial. Some courses have started doing this (which is great!), but all courses that are a section on either exam should do this as well. Also, ensuring there is clarity (or as much as possible) about the expected passing score for the CPCE and the NCE. Here, I would say prioritizing clarity for a passing score for the CPCE would be most important because it is more up in the air (i.e., the score report does not state "pass" or "fail," unlike the NCE score report. To be clear, providing students with direction on what a likely passing CPCE score is so important because this exam is very stressful (mainly because what's deemed as passing is a mystery). There is also a lot of conflicting information online. Sources (i.e., university counseling program webpages) state that a passing score can be 90/136, 97/136, or should be a 100/136 or above. Additionally, some people on reddit make the exam seem impossible to pass, and state they studied for months and still did not pass. Adding clarity to what would be a likely passing score would help the process be less frustrating and anxiety inducing for students.*

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

- *Better inform students about the full process and financial realities of becoming a counselor in New Jersey, including licensure steps, supervision requirements, and associated costs.*

- *I would introduce a course if possible about the administrative aspect of owning and operating private practice and that is the final goal for many of my classmates.*
- *Keeping connection between cohort strong, feedback from students in program*
- *Thank you for everything!*
- *Offer a mid-semester or end-of-semester "town hall" of sorts to hear the students' questions, concerns, or suggestions.*
- *Focus more on content in courses like multicultural counseling.*
- *Increase diversity amongst the cohorts*
- *More specialty classes*
- *More diversity in students.*
- *Parking. Also, it may be helpful to inform onboarding students in the program about the amount of fees that are associated with the field.*
- *Having career counseling in the semesters in which we take the national exams was a challenge. Changing the coursework around to take the full career course before the exam would have been very helpful.*
- *Offering electives in psychopharmacology as well as contemporary counseling techniques. The only con of this program (but more so of the CACREP curriculum) is the absence of insight into aspects different counseling techniques (i.e., CBT, DBT, ERP, T-CBT, etc.).*

Twelve (10) respondents already took the NCE and scored between 109 (lowest) and 141 (highest). Four (4) respondents are scheduled to take the NCE in May. Four (4) respondents have not yet decided when to take the NCE. Fifteen (15) respondents said they had jobs lined up for immediately after graduation as counselors.

Graduates of the Cohort of 2025 - 1 Year Post Graduate Survey: Six (6) of 15 graduates of the class of 2025 completed the one year post-graduation survey (40% response rate). All respondents were female. Four (4) respondents identified as White, non-Hispanic, two (2) respondents identified as two or more races.

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	4.3
Skills in Implementation of Counseling Skills	4.2

Skills in Engaging in Intake Interviews	4.3
Skills in Diagnosis and Treatment of Clients	4.2

Respondents offered the following open ended questions to contribute to their ratings above:

- *I felt very supported in my learning experience and was ready for the field to continue expanding my knowledge and skills.*
- *Most skills are strengthened through internship and clinical experience with client and knowledge gained by supervisors and other clinicians on site*
- *I loved my graduate school experience. I felt as confident as I could going into the field as an intern; the rest came with experience and gradually building confidence in my skills. I'm definitely still learning my style, and through my clinical work, I've realized that all therapists have their own approach, just because mine is different doesn't mean it's wrong. We all have our own strengths and areas to grow.*

Knowledge/Understanding of Group Work	3.7
Knowledge/Understanding of Helping Relationships	4.2
Knowledge/Understanding of Professional Identity	4
Knowledge/Understanding of Human Growth/Dev	3.5
Knowledge/Understanding of Social & Cultural Div	4.2
Knowledge/Understanding of Consultation & Superv	4.2
Knowledge/Understanding of Assessment	3.8
Knowledge/Understanding of Career Development	3.7
Knowledge/Understanding of Research & Program Dev	3.2

Respondents offered the following open ended questions to contribute to their ratings above:

- *I do not engage in many groups or research post-grad.*
- *I feel like it would round out our skills and potentially make us better applicants for grants, doctoral programs and positions in higher education if we had more opportunities for research and development.*
- *I feel like the program did a great job of teaching the foundational skills of the profession. There are a few areas where I rated myself as good or fair because I feel like I don't use them as frequently or feel under supported in discussing them/ learning more about them in my day to day work.*
- *In these specific areas a large part of my knowledge comes from exam prep and study each area specifically for the test*
- *I feel like many of the areas I rated lower are mainly due to not having had enough opportunities to fully implement them in my work. I understand the basics, but putting them into practice and feeling confident in doing so, still feels like a work in progress.*

- *I'm also learning that there are many layers to my professional identity, and how important it is to strike a balance between being a blank slate for clients while also sharing appropriately and showing my humanity. That human connection is often what truly builds rapport.*
- *In terms of assessment, I still feel unsure about when it is and isn't appropriate to use certain tools. The one I use most often is for ADHD, but beyond that, I don't always think to incorporate assessments into my work. I think part of my hesitation comes from not wanting to overwhelm clients or make the process feel overly clinical or medical.*

Experience in Appropriateness of Course Content in Program	4.3
Experience in Availability of Courses in Program	4
Experience in Instruction by course professors	4.3
Experience in the College of Graduate Studies	4.5
Experience with the graduate application	3.5
Experience in Practicum & Internship	4.5
Availability of Faculty Advisors	4.5
Experience/Accuracy of Advising	4.5
Experience with University Library Services	3.5
Experience with University CMHC website	3.2

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

- *My professors are hands-down one of the best aspects of Stockton's program! They have been very supportive of my educational journey and I probably wouldn't have been successful without them!*
- *I enjoyed the faculty-student ratio and support from faculty members.*
- *My cohort was the best, and I made lasting friendships from it.*
- *Some of my favorite aspects of the program were the faculty, the course structure, and triadic supervision. I always felt supported and able to ask any questions I had. I really love the cohort style, I still frequently speak to many of my classmates. I appreciated the way we were supervised throughout the program, with equal focus on case conceptualization as well as how personal thoughts and feelings may show up in the therapy space and how to move through that.*
- *My cohort and the Kramer Hall staff*
- *I really appreciated how professors brought their own experiences into the classroom , both the positive and the challenging ones. It's one thing to read about a topic, but hearing how it's actually applied in the real world and what to expect was incredibly helpful.*
- *It was especially reassuring to hear that experiences like imposter syndrome are common in this field. If that hadn't been talked about as openly, I think I would have felt much more alone in navigating those feelings.*

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

- *I honestly don't really have any complaints. My only issue was that the library was shut down for construction for most of my time in the program, but that is not really something anyone can control.*
- *Needing an up to date internship site list.*
- *I don't think it adequately informs students of the difficulties involved in the working profession. It's more than applying for your license and getting a job. Salaried positions are in community health, which have very high bench marks, and are often with people who have low capacity or resistance to the process. Positions in practice involve varied and complicated contracts, paying 40% or more to the house for an office and an unpredictable pay due to insurance payments, which makes post-graduate life very, very difficult. There is an awful lot of difficult hustling left after a counseling student graduates, due to the years required as an associate.*
- *I feel like I struggled the most during my practicum experience, both at my site and in class. I felt like I had less support during this time than I did throughout the whole program which was nerve wracking since it was my first clinical experience. I also found it stressful to have to rewrite my notes for internship I since my site required a different format. I understand the benefit in learning different note styles and it helped me practice time management, however in the moment it felt redundant.*
- *leniency and the push to get everyone to graduate even though not everyone seemed to be on the same level with skill or experience the main objective was to push each student across the stage*
- *The order of the courses we took may need to prioritize the NCE and CPCE-related courses first, such as Career Counseling, because we were only halfway through the curriculum when we took the tests.*

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

- *Maybe add a three-year program alongside the two-year program? Other then that, I do not really have any suggestions.*
- *Instead of just learning the interventions and theories from textbook, it would be helpful learning in class (i.e. fishbowl setting or peer counseling) how to implement interventions and theories into session based on specific disorders/presenting concerns.*
- *It may have changed in the last year, but I did believe that Stockton needed to better advocate for the students at their sites while they were in their practicum and internship placements. The sites know the interns have hour retirements to graduate and I witnessed several cohort members suffer, either from not being included or by being overworked at their site. It can't just be to encourage them to advocate more for themselves, because they have no power to influence change in that dynamic. Practices need to understand that Stockton has expectations for them being active in the process.*

Interns are often working for free while clients are being billed, so the practice is making money and needs to participate fully for it.

- *I understand the social work program requires more documentation from the site during semesters, which seemed to require the sites to provide more structure and education to their intern programs.*
- *I think towards the end of the program it would be helpful to talk more about the licensure process, taking/documenting CEUs, and caseloads. As I said before, the program did a great job at teaching the foundational skills, but even with my clinical placements and independent study, I still felt unprepared and a bit lost after graduation. Dr. Sappio's presentation was very helpful, but it would have been nice to talk about what the profession looks like post-school a bit more in depth. It would have also been helpful to talk about the basics of treatment planning, I still feel like I struggle with them almost a year later.*
- *More structure and guidelines*
- *Nothing comes to mind!*

Open-ended questions/responses: Are you noticing any changes in the Counseling Field that we in the Counseling program should be aware of and preparing students for?

- *I've noticed that most of my clients need help financially and would benefit greatly from social services. It might be beneficial for there to be a course that teaches students how to find these types of resources, since it can be difficult to find what a client needs.*
- *Misdiagnoses.*
- *I've noticed a lot of technology addiction in clients, especially adolescents and kids with anger, irritability and dysregulation when separated from screens.*
- *Prepare for clients with a mix of professors working from different scopes and lenses to assist students focus on current events in the field.*
- *Not that I can think of!*

Graduates were asked the following questions:

- When did you take the NCE?
    - All 6 students took the NCE in 2025.
- Did you pass the NCE?
    - 100% of respondents passed the NCE
- What is your license?
    - 100% of respondents have their LAC
- Do you have a job?
    - 100% of respondents have a job in a counseling agency.

Cohort Graduating in 2023 Three Year Post Grad Follow Up Survey: Seven (7) of 13 graduates of the class of 2023 completed the three-year post-graduation survey (54% response rate).

Graduates were asked the following questions:

- When did you take the NCE?
    - Five respondents took the NCE in 2023
    - One respondent took the NCE in 2025
    - One respondent took the NCE 4 times (2023, 2024, 2025, 2026)
- Did you pass the NCE?
    - 6 respondents passed the NCE
    - 1 respondent did not pass the NCE
- What is your license?
    - 1 respondent has an LPC
    - 4 respondents have the LAC
    - 2 respondents do not have a license
- Do you have the NCC credential?
    - 5 respondents have the NCC
    - 2 respondents do not have the NCC
- In what type of setting are you working?
    - 3 respondents work in a Private Practice Mental Health Setting
    - 2 respondents work in a IOP or Partial Care Mental Health Setting
    - 1 respondent works in a combination of Private Practice/IOP and Residential Settings
    - 1 respondent does not work in a Mental Health Setting
- Do you see clients through telehealth?
    - 5 respondents are seeing clients in a combined settings of telehealth and in person
    - 2 respondents do not use telehealth
- What changes could be made to the Stockton CMHC program to improve quality?
    - *I really valued my time in the Stockton Clinical Mental Health Counseling Program! One huge piece that I feel like could have been expanded on during learning was clinical documentation. While much of specific documentation style may be site-dependent, it could be beneficial for future grad students to have an introduction or support around learning compliant but protective documentation language to help them in the field.*
    - *More education on common MH medications*
    - *More prep for NCE, maybe collecting data on what the test focuses on the most (example- the last two tests were career, group and s*

    - *Teach more about individual and group processing. Focus more on the third wave CBT. Especially DBT.*
    - *Going over how to maintain license, learn about CE, timelines, costs, pay transparency.*
    - *Nothing I can think of (:*
- Do you have a specialty area of clinical focus?
    - *Complex Trauma and Attachment; Anxiety; Perfectionism - IFS-Informed EMDR Work*
    - *Children, adolescents, and trauma*
    - *parents struggling with addiction, children/teens with behavioral challenges, collaboration with DCPP cases where youth are at risk for removal or going through reunification, high risk youths in home, IDD population.*
    - *Dialectical Behavioral Therapy*
- Additional Comments
    - *The professors at Stockton University are amazing.*

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

During the 2025-2026 year, students were placed at 17 clinical placement sites (either Practicum, Internship I, Internship II, and Independent Study). Fifteen (15) of the clinical sites were evaluated by students using the **Student Evaluation of Clinical Placement Site Form**. (All students were asked to complete the evaluation, but 24 of the students completed the survey, resulting in 15 sites being evaluated). 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	4.5
Quality and usefulness of on-site supervision	4.9
Relevance of experience to career goals	4.6
Exposure to and communication of site's goals	4.6
Exposure to and communication of site's procedures	4.7
Exposure to professional roles and functions within the site	4.6
Exposure to information about related community resources	4.4

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.)	4.6
Intake interviewing	4.3
Administration, scoring, and interpretation of assessments/tests	3.9

Case presentations/staffing cases	4.6
Individual counseling	4.7
Group counseling	4.4
Professional Workshops/psychoeducational presentations	3.75
Family/couples counseling	4.3*
Career counseling	4.3*
Overall Experience	5

**Few responses. Most students rated this category as N/A*

9. 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)*. Scores for Dr. Sappio, Dr. Martino, Professor Carney, and Professor Thompson were aggregated:

Experiences	***Average Score***
1. Helps create a safe environment	3
2. Structures supervision sessions	2.9
3. Provides useful feedback	2.9
4. Encourages my active involvement	2.9
5. Is available and accessible	2.9
6. Encourages questions	2.9
7. Helps me understand client dynamics	2.9
8. Supports me	2.9
9. Challenges me to grow	2.8
10. Helps me look at my own issues	2.8
11. Provides helpful suggestions	2.9
12. Is flexible and open	2.9
13. Is fair and respectful	3
14. Helps me address ethical issues	2.8
15. Helps me with client documentation	2.8
16. Is multiculturally responsive	2.9
17. Invites self-reflection / evaluation	2.9
18. Seeks my ideas and input	3
19. Helps me consider my own theory	2.8

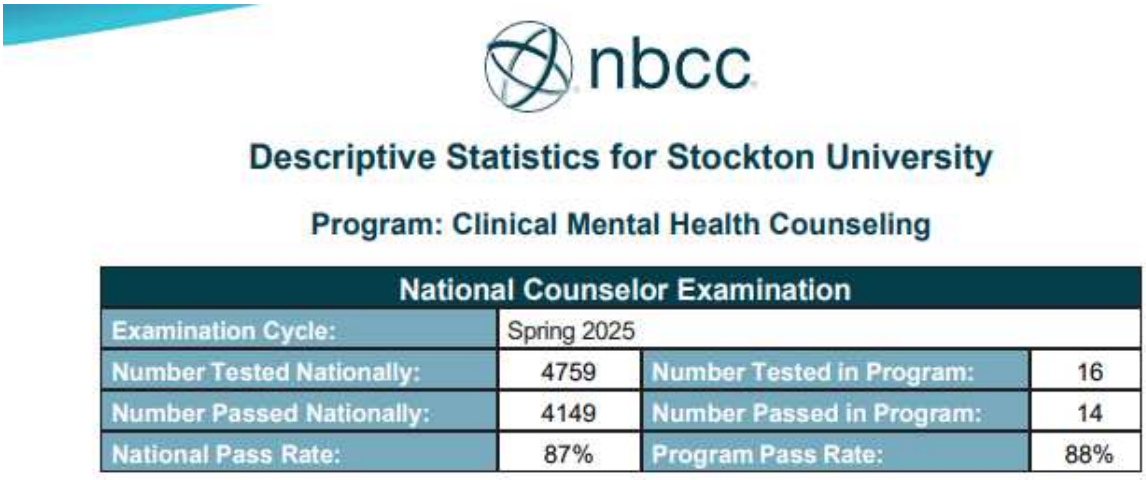
Some open-ended responses included:

- *Dr. Sappio: Personally, I found Dr. Sappio to be incredibly helpful and insightful when we talk about internship placements. I also thought that she provided a lot of support and validation, and that she was very encouraging. I also liked how she opened different perspectives and insights during our supervisions, and provided a lot of positive feedback.*

- *Dr. Martino: My supervisor always provided positive and constructive feedback. She always helped me look at different ways to approach a client and challenged me to evaluate myself. At the same time, she made it a point to comment on small details she thought were huge positive moments that I wouldn't originally acknowledge, but learned to appreciate throughout supervision. She really helped me grow as a counselor and even if she is not my supervisor during Internship I and II, I will check in with her and ask for support if needed. She also loves narrative therapy, so asking her for narrative approaches to client's has been extremely helpful.*
- *Professor Carney: My supervisor would always provide an alternative approach to the way I handled things, which was extremely helpful because it showed me a different way to be there for my client that I would have never thought of before. My supervisor would always validate my concerns and help me realize I was on the right path and right where I needed to be. He always expressed a strong interest in what I had going on. Even when I did not have a caseload, he would still involve me in the conversation with the other student and encourage me to share my thoughts. This is someone I trust and see myself turning to in the future for guidance.*
- *Professor Thompson: My supervisor helps me with the challenges that I come with, being in front of the clients for the first time, and all the mental hurdles that come with it. In addition, they give solid guidance on what to do next and how to overcome challenges by finding my own style. In addition, they provide strong encouragement to keep persevering throughout this journey.*

10. Review of NBCC feedback on the Spring 2025 NCE Performance

NBCC provided a report of the Stockton students who took the NCE in the spring of 2025. The following is the feedback summary:



nbcc

Descriptive Statistics for Stockton University

Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2025		
Number Tested Nationally:	4759	Number Tested in Program:	16
Number Passed Nationally:	4149	Number Passed in Program:	14
National Pass Rate:	87%	Program Pass Rate:	88%

NBCC provided a report of the Stockton students who took the NCE in the spring of 2026. The following is the feedback summary:

nbcc

Descriptive Statistics for Stockton 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:	16
National Pass Rate:	89%	Program Pass Rate:	89%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	12.1	3.8	11.9	3.0
Intake, Assessment and Diagnosis	19	13.6	2.7	13.6	2.7
Areas of Clinical Focus	47	35.1	5.2	33.9	5.2
Treatment Planning	14	10.2	1.6	10.3	1.9
Counseling Skills and Interventions	48	33.9	5.1	32.3	5.6
Core Counseling Attributes	13	9.8	2.3	9.7	1.9
Score	**160**	**114.6**	**16.5**	**111.5**	**16.2**

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	7.8	1.8	7.8	2.1
Social and Cultural Diversity	6.8	2.2	7.3	1.9
Human Growth and Development	9.5	3.4	8.3	2.8
Career Development	9.5	2.9	8.7	2.8
Counseling and Helping Relationships	42.1	5.7	40.7	6.9
Group Counseling and Group Work	15.4	3.9	15.4	4.3
Assessment and Testing	20.6	5.1	20.6	4.8
Research and Program Evaluation	2.9	1.5	2.6	1.8
Score	**114.6**	**16.5**	**111.5**	**16.2**

11. **2.E.4. Fieldwork: The program reports in aggregate the achievement of minimum thresholds for student placement rates at practicum and internship sites.**
    a. **Evidence of a reliable placement pipeline:** The MA in Counseling program uses a software system, called Exxat, to monitor all field placement related data. Students are given access to Exxat during the PrePracticum class in their first semester. They are taught how to use it during the class and they use the software program to explore the location, population, and general information about sites with which the university has existing affiliation agreements with. Students begin to meet with site supervisors at an in-person Practicum Fair held at the university at the end of each September. They are encouraged to have their Practicum placement secured by November 1 of the fall semester.Students are allowed to do onboarding at the sites before the spring semester begins so that they are ready to begin their Practicum placements on the first day of the spring semester. The Internship Coordinator and the Field Placement Coordinator monitor the student progress through the Exxat system and ongoing communication with the students. A Progress Note is written by the Internship Coordinator after the first 4 weeks of placement to share student progress with the Counseling faculty.
    b. **The Minimum Threshold:** It is expected that 83% of our students will have secured their sites before the semester begins.
    c. Aggregate Achievement for Placements:
        i. Fall 2025
            1. Internship I - 100% of students secured their site before the placement began. Target Met.
            2. Internship II - 100% of students secured their site before the placement began. Target Met.
        ii. Spring 2026
            1. Practicum - 92% of students secured their site before the placement began. Target Met.
            2. Internship I - 2 students were repeating Internship I for this spring semester. 100% of students secured their site before the placement began. Target Met.
            3. Internship II - 100% of students secured their site before the placement began. Target Met.
            4. PreApplication Supervision Independent Study - 100% of students secured their site before the placement began. Target Met.

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