Annual Report 2023-2024

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STOCKTON UNIVERSITY | COUNSELING PROGRAM

Counseling Annual Report 2023-2024

I. List program goals for the 2023-24 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 bring to a close the CACREP accreditation process in the spring of 2023, and hopefully secure a multi-year accreditation. We will be focusing on this process throughout the coming year.	Site visit and completion of addendum	Completed	Notice of accreditation coming out in August
To continue to grow our community connections in order to grow a diverse pool of applicants as well as expand our community reach.	In person open house as well as virtual open house in the fall.	Successful and added to our applications this spring.	Continue this goal.
To host more opportunities for cohort interaction and self-care	Two social events in fall and our spring grad event.	We have decided to add retreat dates in fall and spring to add to this goal.	Continue this goal.
To host a study tour to Paris in 2025	Meetings with Global engagement and preparation of research methods for the trip.	We have made progress on this goal and have an itinerary for 2025.	Continue this goal.

II. Executive Summary of program goal achievements.

The Counseling program achieved a major goal for the 2023-2024 year in completing the accreditation process with a site visit from CACREP in early December 2023. The site visit was very well received, and the program received several accolades as outlined in the site visit report (included as appendix).

The site visitors recommended an assessment person to aid in the transition to the 2024 standards. This will involve curriculum development changes and key performance indicator changes. The program proposes to include two faculty members working on this transition in summer 2024.

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.

Overall, the program made significant improvement increasing our reach with 37 applicants compared to 28 from last year. The program accepted students from Rutgers, Rowan, and Stockton University from this admissions cycle as well.

For the current students, demographics indicate that we have approximately 75% of students that identify as white/Caucasian, 14% that identify as Latino, 9% that identify as multiracial, and less than 3% that identify as Asian. We also have our largest percentage of female students to date with 85% that identify as female and only 15% 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 have a networking event planned for September 2024 to increase the communication between community placements and the program.

The last goal from last year that the program will need to continue working on is increasing cohort communication and self-care habits. The program continued to offer meditation opportunities, and there was a yield event held in April to connect our current students with our accepted students. This event was well attended and prompted a new goal for this year of hosting a retreat-style format for the start of the fall and spring terms to continue to improve the communication and cohesion of the cohorts and the program.

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

The biggest use of resources and time of faculty/staff was for the CACREP site visit which occurred in December of 2023. The program had to pay for the site visitors to come to campus, though these funds were secured by a grant the program received at the start of the accreditation process.

The program hosted an in-person open house in October and used funds for that and the first yield event held in the beginning of April. This brought current and accepted students together and will hopefully aid in reducing attrition in the program this year.

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. Identify any changes to program goals for the 2024-25 academic year.

Goal	Action/Activity to Accomplish Goal (Objective)	Notes
To continue to grow our community connections in order to grow a diverse pool of applicants as well as expand our community reach.	In person open house as well as virtual open house in the fall. Yield event in April	
To host more opportunities for cohort interaction and self-care	Two retreats: one at the start of each semester of the academic year	
To successfully launch a study tour to Black Paris in March of 2025	Trip scheduled for March with two faculty chaperones.	

V. Program-Level Student Learning Outcomes Assessment Report.

(1) Program Evaluation Results

The program has developed a program evaluation plan that includes program objectives, KPI's, and professional dispositions throughout their time in our program. The Counseling Program has identified six main 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.

In the review of data in the spring of 2024, faculty members found that scores on the CPCE (new comprehensive examination administered this year) indicate that Results strengths in the areas of C3. Human Growth and Development, C4. Career Development, and C5. Counseling and Helping Relationships. 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.

In review of professional dispositions, no students in year one or year two of the program fell below the required 83% or higher score on professional dispositions.

(2) Program modifications (if any)
Based upon the Assessment Review in the spring of 2024, the following program modifications were made and/or recommendations for modifications:
• The faculty recommend that the program advisory council review the annual report and provide feedback on assessment data.
• The faculty will review the 2024 CACREP standards and review/make changes to all syllabi as well as the KPI's relative to the changes in standards.

(3) Other program changes
• The program will employ a retreat-style format for the first day of classes for the fall and spring terms this year. This is an effort to increase communication and cohesion among students and the program.

VI. Budget information for 2024-2025

Program	Chair/Coordinator	Purpose of the Funds	Amt Requested	Amount Approved
COUN	Sara Martino	Ellis Night	$500.00	
COUN	Sara Martino	CACREP 2024 standards transition	4 TCH (split)	
COUN	Sara Martino	Supervision	2 TCH per supervisor	
COUN	Sara Martino	Fall/Spring retreat	$400.00	
COUn	Sara Martino	End of year celebration	$600.00	
			-	
		Total requests for AY 2023-2024	**$1,500.00**	

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

A. Full Assessment report (required for accreditation)
B. CACREP Site Visit Report
C. Paris Itinerary

Appendix A
2023-2024
Summary of
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Results

This document summarizes the program evaluation results collected from 2023-2024.

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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:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. 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**

   As noted in the 2020 Annual Report: Our new student body is going to be more diverse, with 38% of the student cohort indicating African American or Latino as their ethnicity. We do need work on hiring more diverse faculty members once we are a bit larger of a program.

   As noted in the 2021 Annual Report: In terms of demographics of our students in 2020-2021, we had a student body that was 72% Caucasian, 16% Latino/Hispanic, 5% multiracial, 5% African American, and 2% Asian. In terms of gender, we have a student body that is 74% female. Overall, our demographics are representative of the undergraduate population at Stockton and while we should strive for more diversity in our program, our program does not lack diversity.

   As noted in the 2022 Annual Report: The overall student body is made up of 31 students across both years and has an racial and ethnic make-up of: Caucasian: 55% Asian: 6% African American/Black: 10% Hispanic/Latina: 23% Multiracial: 6% This is a success in the program as one of the previous goals has been to increase diversity in terms of students.

   The 2023 Annual Report shared the following demographics: The overall student body is made up of 33 students. 18% identify as male; 82% identify as female. The racial/ethnic breakdown is as follows: 6% More than 1 Race; 6% Black/African American; 6% Asian; 18% Hispanic/Latino; 64% White.

   The 2024 Annual Report will share the following demographics:
   For the current students, demographics indicate that we have approximately 75% of students that identify as white/Caucasian, 14% that identify as Latino, 9% that identify as multiracial, and less than 3% that identify as Asian. We also have our largest percentage of female students to date with 85% that identify as female and only 15% that identify as male.

   The Applicant for the class of 2026: 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%

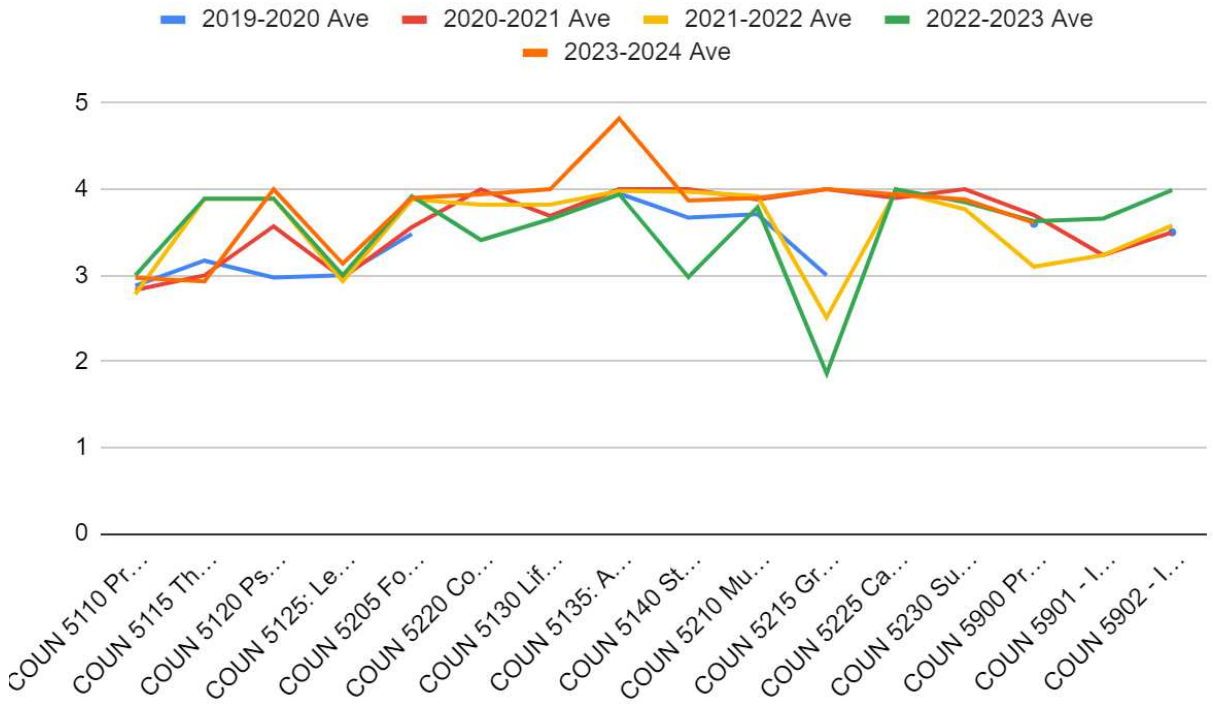
Not reported: 2%

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.

2. **CACREP aggregate standards chart**

Review of Data: Students in all classes are rated on their acquisition of knowledge and skills from the CACREP (2016) Objectives (Appendix D) 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.



These CACREP objectives need to be updated from the 2016 objective to the 2024 objectives for all classes starting in the fall 2024.

Stockton University will be using a new software program called Heliocampus next year to track progress toward objectives.

3. Review of KPI Performance by Cohort

KPI Chart for the class of 2024:

Numbers	Course	KPI Assignment	When?	Target for Students	Class Average
1	COUN 5125 Ethical and Legal Issues in Counseling	Professional Counselor Identity Reflection Paper (Assignment: Week 2A)	Year 1, Semester 1	83% or better	99%
2	COUN 5205 Foundations of Mental Health Counseling	Advocacy Proposal	Year 1, Semester 1	83% or better	100%
3	COUN 5125 Ethical and Legal Issues in Counseling	Reflection Paper on counselor advocacy (Assignment: Week 3A)	Year 1, Semester 1	83% or better	100%
4	COUN 5210: Multicultural Counseling	Cultural Immersion Assignment	Year 1, Semester 2	83% or better	93%
5	COUN 5130 Lifespan	Group Presentation	Year 2, Semester 1	83% or better	100%
6a	5901 Internship I	Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)	Year 2, Semester 2	83% or better	99%
6b	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	91.84%
8	COUN 5525 Career Counseling	Comprehensive Exam	Year 2, Semester 2	83% or better	97%
9	COUN 5900: Practicum	Case Staffing & Transcription	Year 1, Semester 2	83% or better	94
10	COUN 5901/2: Internship I/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	93
12	COUN 5215: Group Counseling	Comprehensive Exam	Year 2, Semester 2	83% or better	83%
13	COUN 5120: Psychopathology	Diagnostic Report	Year 1, Semester 1	83% or better	99
14	COUN 5135: Assessment and Testing	Test Administration Interpretation Reports (BASC)	Year 1, Semester 2	83% or better	98
15	COUN 5135: Assessment and Testing	Instrument Critique	Year 1, Semester 2	83% or better	96%
16	COUN 5140: Statistics and Research	Article Critique	Year 1, Semester 2	83% or better	88%
17	Coun 5900: Practicum	Counseling Skills Evaluation	Year 1, Semester 2	83% or better	75%
18a	COUN 5901: Internship I	Internship Counselor Evaluation	Year 2, Semesters 1/2	83% or better	95%
18b	COUN 5902: Internship 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	98%

KPI Chart for the class of 2025:

Numbers	Course	KPI Assignment	When?	Target for Students	Class Average
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	data missing
3	COUN 5125 Ethical and Legal Issues in Counseling	Reflection Paper on counselor advocacy (Assignment: Week 3A)	Year 1, Semester 1	83% or better	100%
4	COUN 5210: Multicultural Counseling	Cultural Immersion Assignment	Year 1, Semester 2	83% or better	88%
9	COUN 5900: Practicum	Case Staffing & Transcription	Year 1, Semester 2	83% or better	data missing
11	COUN 5215: Group Counseling	Support Group Observation Paper	Year 1, Semester 2	83% or better	100%
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
??	COUN 5125 Ethical and Legal Issues in Counseling	Final Grade	Year 1, Semester 1	83% or better	93.50%

4. CPCE Data - Graduating Cohort 2024

B	C	D	E	F	G	H	I	J	K
Section	Items	n	Mea	SD	Mir	Ma	Overall N	Overall M	Overall SI	Ove
C1: Professional Counseling Orientation and Ethical Practice	17	15	10.4	2.5	5	15	1756	10.8	2.4	
C2: Social and Cultural Diversity	17	15	9.9	1.8	7	13	1756	10.1	2.4	
C3: Human Growth and Development	17	15	11.8	2.5	6	16	1756	11	2.6	
C4: Career Development	17	15	11.2	1.9	7	14	1756	11.1	2.6	
C5: Counseling and Helping Relationships	17	15	10.7	1.8	7	14	1756	10.7	2.7	
C6: Group Counseling and Group Work	17	15	9.4	2.6	5	14	1756	10.1	2.7	
C7: Assessment and Testing	17	15	10.6	3	4	16	1756	10.8	2.7	
C8: Research and Program Evaluation	17	15	11.5	1.7	8	14	1756	12.1	2.3	

Results indicate strengths in the areas of C3. Human Growth and Development, C4. Career Development, and C5. Counseling and Helping Relationships. 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

2023-2024 Site Supervisor Evaluation of Program Report

All Site Supervisors were sent the **Site Supervisor Evaluation of the Counseling Program Report** through Exxat. None of the Site Supervisors completed the form. Recommendation is being made to change the format of this document for the 2024-2025 year to the previous format (not in Exxat).

6. 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 2024 -

- December 2023 - 100% of students scored 90% or better on the rubric.
- May 2024 -Students were not rated again because they have graduated and were assessed at three different points in the year.

Cohort Graduating in 2025 -

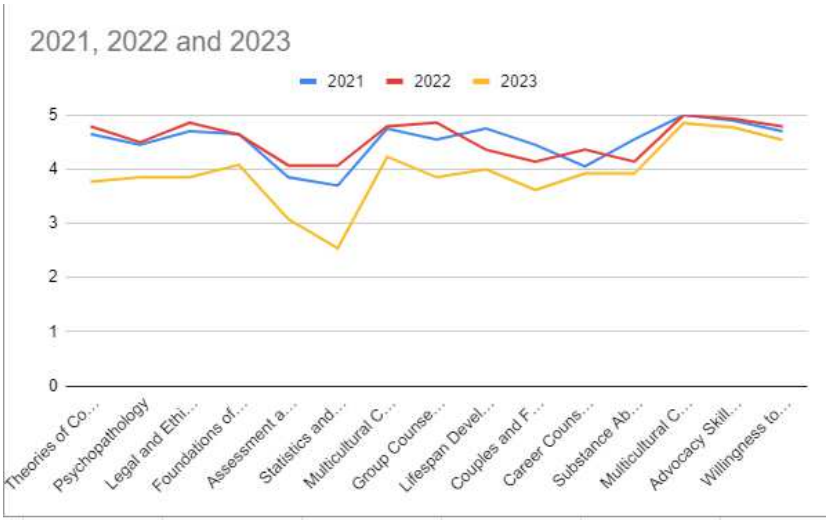
- December 2023 - 100% of students scored 95% or better on the rubric.
- May 2024 - 100% of students scored 90% or better on the rubric.

7. Graduate/Alumni Surveys

Graduate surveys were sent out to the following cohorts:

- Graduates of the Cohort of 2024 - End of Year Graduating Survey
- Graduates of the Cohort of 2023 - 1 Year Post Graduate Survey
- Graduates of the Cohort of 2021 - 3 Year Post Graduate Survey

The Cohort of 2024 graduate survey was updated from the past survey used. This survey was approved at the Site Visit in December 2023.The previous survey asked graduates to rate their perceived level of knowledge in the core content classes in the MA in Counseling program. Scores were rated from 1 to 5 with 1 representing "very weak" and 5 representing "very strong." Students were also asked to rate the level of importance they attribute to a number of professional skills, as listed below. Scores were rated from 1 to 5 with 1 representing "very low importance" and 5 representing "very high importance." The table below lists the average scores across the graduating cohorts of 2021, 2022, and 2023.



The survey given to the graduating Cohort of 2024 is aligned with the post-graduate surveys sent out to alumni.

Graduates of the Cohort of 2024 - End of Year Graduating Survey: Seventeen (17) out of 17 graduates from the Class of 2024 completed the **2024 Graduate Survey**. This year's graduate survey was updated from the past survey used. This survey was approved at the Site Visit in December 2023. 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; Very Good; Good; Fair; Poor)

Skills	*Average Score*
Foundations of clinical mental health	4.35
Development of counseling skills	4.71
Implementation of counseling skills	4.53
Intake interviews	4.24
Diagnosis and treatment of clients	4.35

Respondent Comments: Only 3 responders left unique comments, so summarized responses were not made.

Knowledge	*Average Score*
Group work	3.94
Helping relationships	4.29
Professional identity	4.47
Human growth and development	4.41
Social and cultural diversity	4.06
Consultation/supervision process	3.88
Assessment	3.88
Career development	3.18
Research and program development	3.29

Respondent Comments: Only 2 responders left unique comments, so summarized responses were not made.

Experience with…	*Average Score*
Appropriateness of course content	4.59
Instruction by course professors	4.06
College of graduate studies	4
Stockton University graduate application	4.36
Practicum and Internship experience	4.06
Advising - availability of faculty advisor	4.47
Advising - accuracy of info provided	3.88
University library services	3.71
CMHC website	3.75
Availability of course	4.06

Respondent Comments: Five (5) respondents wrote comments. Three respondents indicated that there was inconsistency in terms of teaching and communication among the professors. Two respondents commented that they would like more elective choices.

Open-Ended Questions:

- *What aspects of the Stockton University Clinical Mental Health Counseling Program have you liked the best*?
  Respondents varied. These were the most recurring themes:
  - Faculty and Kramer Hall Staff - 11 respondents
  - Small cohort/close relationships - 5 respondents
  - Knowledge of real-life counseling shared in classes - 2 respondents

- *What aspects of the Stockton University Clinical Mental Health Counseling Program have you liked the least*?
  Respondents varied. These were the most recurring themes:
  - *Some* professors and accountability - 4 respondents
  - *Some* professors could be more culturally aware - 2 respondents
  - Poor communication - 3 respondents

- *What specific changes could be made to the Clinical Mental Health Counseling Program to improve its overall quality*?
  Respondents varied. These were the most recurring themes:
  - Improve communication - 5 respondents
  - Improve site partnerships - 4 respondents

Thirteen (13) of 17 graduates are scheduled to take the NCE exam within the one month following graduation and are planning to apply for the LAC immediately upon receiving passing NCE scores.

Graduates of the Cohort of 2023 - 1 Year Post Graduate Survey: Six (6) of 13 graduates of the class of 2023 (46%) completed the one year post-graduation survey. 4 (67%) of respondents were female; 1 (16%) were male; 1 (16%) preferred not to identify as male/female. 4 respondents (50%) were White, non-Hispanic; 1 (16%) were Asian; 1 (16%) were Hispanic/Latino; 1 (16%) were Black/African American.

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	3.33
Skills in Development of Counseling Skills	3.167
Skills in Implementation of Counseling Skills	3.5
Skills in Engaging in Intake Interviews	3.67
Skills in Diagnosis and Treatment of Clients	3.33
Knowledge/Understanding of Group Work	3.17
Knowledge/Understanding of Helping Relationships	3.17
Knowledge/Understanding of Professional Identity	3.17
Knowledge/Understanding of Human Growth/Dev	3.17
Knowledge/Understanding of Social & Cultural Div	3.17
Knowledge/Understanding of Consultation & Superv	3.33
Knowledge/Understanding of Assessment	3.33
Knowledge/Understanding of Career Development	2.83
Knowledge/Understanding of Research & Program Dev	2.5
Experience in Appropriateness of Course Content in Program	3.33
Experience in Availability of Courses in Program	3.17
Experience in Instruction by course professors	3.5
Experience in the College of Graduate Studies	3.33
Experience with the graduate application	3.17
Experience in Practicum & Internship	3.67
Availability of Faculty Advisors	3.5
Experience/Accuracy of Advising	3.17
Experience with University Library Services	2.83
Experience with University CMHC website	2.67

Open-ended questions/responses on the strengths of the program indicated that students enjoyed the cohort model of the program, one-to-one relationship with professors.

Open-ended questions/responses on the area liked least by students was miscommunication from professor to professor (information was different).

Open-ended questions/responses on the areas of improvement of the program indicated improved organization, communication, and more electives.

4 out of 6 respondents are working in the mental health field. 4 out of 6 respondents have passed the NCE. 2 out of 6 respondents are planning to take the NCE in the summer 2024.

Cohort Graduating in 2021 Three Year Post Grad Follow Up Survey: Eleven (11) of 23 graduates of the class of 2021 (48%) completed the three-year post-graduation survey.

Graduates were asked the following questions:

- When did you take the NCE?
    - 10 respondents (91%) indicated they took the NCE within 3 months after graduation.
    - 1 respondent replied affirmatively that they took the NCE but did not specify when
- Did you pass the NCE?
    - 100% of respondents passed the NCE
- What is your license?
    - 10 respondents (91%) indicated they have the LAC.
    - 1 respondent indicated she lives in a state that does not have an LAC credential.
- Do you have the NCC credential?
    - 4 respondents (36%) have the NCC credential
- In what type of setting are you working?
    - 6 respondents (55%) work in a Private Practice Mental Health Setting
    - 1 respondent works in a Residential Mental Health Setting
    - 1 respondent works in an IOP/Partial Care Mental Health Setting
    - 3 respondents work in a combination of Private Practice/IOP and Residential Settings
- Do you see clients through telehealth?
    - 8 respondents (72%) are seeing clients through telehealth either in fully telehealth settings (2 respondents) or combined settings of telehealth and in person (6 respondents)
- What changes could be made to the Stockton CMHC program to improve quality?
    - Offering more webinars or highlighting TED talks on specific topics such as Motivational Interviewing or Suicide Prevention or specific interventions
    - Offering more information about the NJ State Board and Credentialing process
    - Offering more information about private practice settings
- Do you have a specialty area of clinical focus?
    - Respondents shared the following areas of focus: anxiety, emerging adulthood, gender/sexuality, EMDR, trauma, eating disorders, counseling in the criminal justice system, addiction, adolescents, ASD.
- Additional Comments

- 2 respondents expect to get their LPC in this fall.
- 1 respondent thanked professors for our support.

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

During the 2023-2024 year, 33 students engaged in clinical placements (either Practicum, Internship I, Internship II, and Independent Study) in a total of 23 sites. Thirty-one (31) 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	4.16
Quality and usefulness of on-site supervision	4.29
Relevance of experience to career goals	4.35
Exposure to and communication of site's goals	4.03
Exposure to and communication of site's procedures	3.97
Exposure to professional roles and functions within the site	4.06
Exposure to information about related community resources	3.9

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.)	4.54
Intake interviewing	4.27
Administration, scoring, and interpretation of assessments/tests	3.59
Case presentations/staffing cases	4
Individual counseling	4.47
Group counseling	3.72
Professional Workshops/psychoeducational presentations	3.57
Family/couples counseling	3.57
Career counseling	2.78
Overall Experience	4.05

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

- *The site is incredibly welcoming and helps with growth. They are very encouraging and provide a lot of opportunities. I have been given the independence to work as a counselor without micromanagement and if I need anything my supervisor and boss are here to help in a quick manner. I am also paid for my work.*
- *I've had a really great experience at my site as reflected by staying there throughout practicum, internship one, and internship too. This site aligns with my goals and interests as a counselor*

and my site Supervisor has been extremely supportive in helping facilitate both my personal and professional growth..

- *Completing my practicum experience at Nurtured Minds Counseling has been an incredibly enriching experience that's helped me grow as a counselor. Beginning an internship at any site can be terrifying because of how much unknown there is. However, Nurtured Minds Counseling provided such a safe and positive environment, with amazing communication, empowering me through the journey. I'm looking forward to continuing my clinical experience at Nurtured Minds Counseling.*
- *This site has helped me grow as a counselor! I enjoyed my time there and am looking forward to coming back for Internship 1! I received on-site supervision, gained knowledge in documentation, and had plenty of experience with group therapy, individual counseling, and building rapport with clients.*

Three sites were poorly rated, both numerically and qualitatively. It is recommended that those three sites be made inactive for future students.

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)*. Rating for Drs Sappio, Martino, and Battle were:

Experiences	***Average Score***
1. Helps create a safe environment	3
2. Structures supervision sessions	2.93
3. Provides useful feedback	3
4. Encourages my active involvement	3
5. Is available and accessible	3
6. Encourages questions	3
7. Helps me understand client dynamics	3
8. Supports me	3
9. Challenges me to grow	3
10. Helps me look at my own issues	3
11. Provides helpful suggestions	3
12. Is flexible and open	3
13. Is fair and respectful	3
14. Helps me address ethical issues	2.93
15. Helps me with client documentation	2.69
16. Is multiculturally responsive	3
17. Invites self-reflection / evaluation	3
18. Seeks my ideas and input	2.93
19. Helps me consider my own theory	2.87

20. Rate the number that reflects your perception of this supervisor's work with you (their support of your clinical work and growth).	9.93

Some open-ended responses included:

- *My professor was very helpful at offering us incite, encouraging critical thinking, and was available for us at all times. She gave constructive feedback, gave us ideas to bring back to our clients, and went over therapeutic approaches. She was extremely helpful throughout this whole process and was a great support to us.*
- *She was always very supportive and encouraging. We would go over examples of case studies when I did not have any clients to discuss for that week. She encouraged me to ask questions and provided a safe and comfortable space.*
- *I found my supervisor to always provide feedback and give suggestions when I got stuck with a client. Additionally, she was supportive and encouraged me to explore my client's concerns further and check in with my own countertransference.*

10. Review of NBCC feedback on the 2022 NCE Performance

NBCC provided a report of the Stockton students who took the NCE in the spring of 2022. Seventeen (17) out of 17 students passed the exam. The following is the feedback summary:

	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	10	7.41	0.91	7.35	1.57
Social and Cultural Diversity	4	2.65	0.97	2.61	0.92
Human Growth and Development	13	9.12	1.87	8.87	2.12
Career Development	18	12.35	1.23	12.05	2.27
Counseling and Helping Relationships	56	39.24	3.98	39.10	7.52
Group Counseling and Group Work	25	16.59	2.66	17.32	3.13
Assessment and Testing	27	15.71	3.27	16.23	4.50
Research and Program Evaluation	7	5.06	1.06	5.13	1.28
Score	160	108.12	10.51	108.65	18.60
Professional Practice and Ethics	19	10.41	2.68	11.51	3.32
Intake, Assessment and Diagnosis	19	12.71	1.96	12.20	3.10
Areas of Clinical Focus	47	32.41	3.87	32.99	5.43
Treatment Planning	15	11.41	1.65	11.11	2.14
Counseling Skills and Interventions	48	33.18	3.73	32.84	6.32
Core Counseling Attributes	12	8.00	0.97	8.01	1.94
Score	160	108.12	10.51	108.65	18.60

Part 2: Program Evaluation Plan

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
- KPIs 1, 2, 3
  - COUN 5125 Ethical and Legal Issues in Counseling: Professional Counselor Identity Reflection Paper (Assignment: Week 2A)
  - COUN 5205 Foundations of Mental Health Counseling: Advocacy Proposal
  - COUN 5125 Ethical and Legal Issues in Counseling: Reflection Paper on counselor advocacy (Assignment: Week 3A)
- 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
- 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 (Assignment: Week 2A)
  - 5901 Internship I: Internship Counselor Evaluation (Counseling, Prevention and Intervention Item 3)
  - 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
- Graduate Survey
- Site Supervisor Evaluation of Program
- KPIs 2, 3, & 4
  - COUN 5205 Foundations of Mental Health Counseling: Advocacy Proposal

        - COUN 5125 Ethical and Legal Issues in Counseling: Reflection Paper on counselor advocacy (Assignment: Week 3A)
        - 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
- 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
    - 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 (Assignment: Week 2A)
        - COUN 5135: Assessment and Testing: Instrument Critique
        - COUN 5140: Statistics and Research: Article Critique
        - Coun 5900: Practicum: Counseling Skills Evaluation
        - COUN 5901/2: Internship I &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
- 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 5901/2: Internship I/II: Clinical Case Presentations
  - COUN 5215: Group Counseling: Comprehensive Exam
- Key Professional Disposition Assessment

2. **Aggregate Performance Per Cohort**: **Class of 2024**

Program Objective 1. To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession. ***(CACREP Core Content/SLO Knowledge Objectives #1 and 2)***		
Measure	**Target for Program**	**Class Average**
COUN 5125 (Ethical & Legal Issues): Professional Counselor Identity Reflection Paper	83% of students will score effective or higher	99% - Target Met
COUN (Lifespan): Group Presentations	83% of students will score effective or higher	100% - Target Met
Graduate Survey – Professional Orientation Section; Lifespan Development Section	80% of students agree	These are renames "Professional Identity' and "Human Growth and Development" Both were rated above 88% - Target Met
Comprehensive Exam-Professional Orientation Section; Lifespan Development Section	80% of students pass or (1 SD below mean)	Target Met
Program Objective: 2. To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies. ***(CACREP Core Content/SLO Knowledge Objectives #1 and 3)***		
Measure	**Target for Program**	**Class Average**
COUN 5900 (Practicum): Key Professional Dispositions Assessment	80% of students score effective or higher/ meet cut off scores	Target Met
COUN 5901(Internship I): Key Professional Disposition Assessment	80% of students score effective or higher/ meet cut off scores	Target Met
COUN 5902 (Internship II): Key Professional Disposition	80% of students score effective or higher/ meet cut off scores	Target Met

Assessment		
NCE (National Counselor Examination)	80% of students score effective or higher/ meet cut off scores	Students have begun testing. We are awaiting their final scores.
COUN 5902 (Internship II): Internship Counselor Evaluation Form	80% of students score effective or higher/ meet cut off scores	Target Met
Comprehensive Exam- Clinical Case and ethical/legal essay question	Passing rubric score	Essays not given to this cohort. Not Applicable.
Program Objectives: 3. To inspire graduates to become advocates for their clients and leaders in their profession. ***(CACREP Core Content/SLO Knowledge Objectives #1,2, and 3)***		
Measure	**Target for Program**	**Class Average**
COUN 5125 (Ethical & Legal): Counselor Advocacy Reflection	83% of students will score effective or higher	99% - Target Met
COUN 5205 (Foundations of CMHC): Advocacy Proposal	83% of students will score effective or higher	100% - Target Met
COUN 5900 (Practicum): Case Staffing, Recording, and Transcription	83% of students will score effective or higher	94% - Target Met
COUN 5901/5902 (Internships I & II): Clinical Case Presentations	83% of students will score effective or higher	96% - Target Met
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective ("Practicum Mastery") or higher	75% - Target Not Met
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	95% - Target Met
Program Objective 4. To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities. ***(CACREP Core Content/SLO Knowledge Objectives #2, 3, 6, and 7)***		
Measure	**Target for Program**	**Class Average**
COUN 5210 (Multicultural Counseling): Cultural Immersion Assignment	83% of students will score effective or higher	93% - Target Met
Graduate Survey – Diversity Section	80% of students agree	81% - Target Met
Comprehensive Exam-	80% of students pass or (1 SD	Target Met

Multicultural Questions	below mean)	
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective ("Practicum Mastery") or higher	55% - Target Not Met
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	95% - Target Met
Program Objective 5. To prepare graduates for a commitment to ethical professional practice. ***(CACREP Core Content/SLO Knowledge Objectives #1 and 8)***		
Measure	**Target for Program**	**Class Average**
COUN 5125 (Ethical & Legal Issues) Final Grade	83% of students will score effective or higher	98% - Target Met
Graduate Survey – Ethical and Legal Section	80% of students agree	This is not included on the revised Grad Survey.
Comprehensive Exam – Ethical and Legal Section	80% of students pass	Target Met
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective ("Practicum Mastery") or higher	75% - Target Not Met
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	95% - Target Met
Program Objective 6. To prepare students to use research as a guide for identifying effective counseling techniques. ***(CACREP Core Content/SLO Knowledge Objectives #4, 5, and 6)***		
Measure	**Target for Program**	**Class Average**
COUN 5140 (Research Methods): Article Critique	83% of students will score effective or higher	88% - Target Met
COUN 5135 (Assessment and Testing): Instrument Critique	83% of students will score effective or higher	96% - Target Met
Graduate Survey – Research	80% of students agree	65.8% - Target Not Met
Comprehensive Exam – Research Questions	80% of students pass (1 SD below the mean)	Target Met

Aggregate Review of KPIs Class of 2025

Program Objective 1. To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession. ***(CACREP Core Content/SLO Knowledge Objectives #1 and 2)***

Measure	Target for Program	Class Average
COUN 5125 (Ethical & Legal Issues): Professional Counselor Identity Reflection Paper	83% of students will score effective or higher	100% - Target Met
COUN (Lifespan): Group Presentations	83% of students will score effective or higher	*Collected in Year 2*
Graduate Survey – Professional Orientation Section; Lifespan Development Section	80% of students agree	*Collected in Year 2*
Comprehensive Exam-Professional Orientation Section; Lifespan Development Section	80% of students pass or (1 SD below mean)	*Collected in Year 2*
Program Objective: 2. To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies. ***(CACREP Core Content/SLO Knowledge Objectives #1 and 3)***		
Measure	**Target for Program**	**Class Average**
COUN 5900 (Practicum): Key Professional Dispositions Assessment	80% of students score effective or higher/ meet cut off scores	Based on December review ofl Professional Dispositions Review - Target Met
COUN 5901(Internship I): Key Professional Disposition Assessment	80% of students score effective or higher/ meet cut off scores	*Collected in Year 2*
COUN 5902 (Internship II): Key Professional Disposition Assessment	80% of students score effective or higher/ meet cut off scores	*Collected in Year 2*
NCE (National Counselor Examination)	80% of students score effective or higher/ meet cut off scores	*Collected in Year 2*
COUN 5902 (Internship II): Internship Counselor Evaluation Form	80% of students score effective or higher/ meet cut off scores	*Collected in Year 2*
Comprehensive Exam- Clinical Case and ethical/legal essay question	Passing rubric score	*Collected in Year 2*
Program Objectives: 3. To inspire graduates to become advocates for their clients and leaders in their profession. ***(CACREP Core Content/SLO Knowledge Objectives #1,2, and 3)***		
Measure	**Target for Program**	**Class Average**
COUN 5125 (Ethical & Legal): Counselor Advocacy Reflection	83% of students will score effective or higher	100% - Target Met

COUN 5205 (Foundations of CMHC): Advocacy Proposal	83% of students will score effective or higher	Need scores - this was not on the other chart
COUN 5900 (Practicum): Case Staffing, Recording, and Transcription	83% of students will score effective or higher	Data missing
COUN 5901/5902 (Internships I & II): Clinical Case Presentations	83% of students will score effective or higher	*Collected in Year 2*
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective ("Practicum Mastery") or higher	Data missing
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	*Collected in Year 2*
Program Objective 4. To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities. ***(CACREP Core Content/SLO Knowledge Objectives #2, 3, 6, and 7)***		
Measure	**Target for Program**	**Class Average**
COUN 5210 (Multicultural Counseling): Cultural Immersion Assignment	83% of students will score effective or higher	Data missing
Graduate Survey – Diversity Section	80% of students agree	*Collected in Year 2*
Comprehensive Exam-Multicultural Questions	80% of students pass or (1 SD below mean)	*Collected in Year 2*
COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective ("Practicum Mastery") or higher	Data missing
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	*Collected in Year 2*
Program Objective 5. To prepare graduates for a commitment to ethical professional practice. ***(CACREP Core Content/SLO Knowledge Objectives #1 and 8)***		
Measure	**Target for Program**	**Class Average**
COUN 5125 (Ethical & Legal Issues) Final Grade	83% of students will score effective or higher	93.5% - Target Met
Graduate Survey – Ethical and Legal Section	80% of students agree	*Collected in Year 2*
Comprehensive Exam – Ethical and Legal Section	80% of students pass	*Collected in Year 2*

COUN 5900 (Practicum): Counselor Skills Evaluation	83% of students will score effective ("Practicum Mastery") or higher	Data missing
COUN 5901/5902 (Internships I & II): Internship Counselor Evaluation Form	83% of students will score effective or higher	*Collected in Year 2*
Program Objective 6. To prepare students to use research as a guide for identifying effective counseling techniques. *(CACREP Core Content/SLO Knowledge Objectives #4, 5, and 6)*		
Measure	**Target for Program**	**Class Average**
COUN 5140 (Research Methods): Article Critique	83% of students will score effective or higher	89% - Target Met
COUN 5135 (Assessment and Testing): Instrument Critique	83% of students will score effective or higher	98% - Target Met
Graduate Survey – Research	80% of students agree	*Collected in Year 2*
Comprehensive Exam – Research Questions	80% of students pass (1 SD below the mean)	*Collected in Year 2*

The Council for Accreditation of Counseling and Related Educational Programs

2016 Standards Site Review Team Report

Team and Site Information

Name of Institution Stockton University

Name of Department in Which Academic Unit in Counseling is Housed: Master of Arts in Counseling Program

Program Liaison: Sara Martino

Site Review Team Members

Name	Institution	Review Role
Janet Hicks	Belmont University	Site Visit Team Chair
Diana Charnley	City University of Seattle	Site Visit Team Member
Karlesia Montague	North Carolina Central University	Site Visit Team Member

Date of Site Review

Start date of site review.

December 04 2023

End date of site review.

December 06 2023

Sites

Name of Site	City	State	Country
Stockton University Kramer Hall	Hammonton	New Jersey	United States

Agenda for Site Review Team

Stockton CACREP Schedule Hybrid-1.docx

Entry-Level Specialty Area(s)

CACREP Specialty Area Title	Degree(s) Awarded	Specialty Area Name at Institution
Clinical Mental Health Counseling	M.A.	Master of Arts in Counseling

Does this application include a doctoral program?

○ Yes ◉ No

Specialty Area/Program Description(s)

Stockton University's Master of Arts in Counseling program is designed to educate students about best practices in mental health and human services and train students in the skills necessary to work with clients in a variety of settings, such as hospitals, social service agencies, residential treatment centers, community mental health centers, and other organizations.

Description of Program Delivery Methods

The counseling program offers its courses at Kramer Hall primarily face-to-face with an occasional hybrid class. Counseling and other services are offered through the main campus at Stockton University.

Policies

Does the team need to address any policy-related considerations raised during the review?

- ○ Yes
- ◉ No

SECTION 1: THE LEARNING ENVIRONMENT

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

THE INSTITUTION	
A. Academic Unit Responsibility	◉ Met ○ Partially Met ○ Not Met
B. Institutional Media	◉ Met ○ Partially Met ○ Not Met
C. Sufficient Financial Support	◉ Met ○ Partially Met ○ Not Met
D. Graduate Assistantships	◉ Met ○ Partially Met ○ Not Met
E. Faculty Support	◉ Met ○ Partially Met ○ Not Met
F. Learning Resources	◉ Met ○ Partially Met ○ Not Met
G. Technical Support	◉ Met ○ Partially Met ○ Not Met
H. Personal Counseling Services	○ Met ◉ Partially Met ○ Not Met

Rationale:

Although students are given information on counseling services at the main campus (both face-to-face and online services), students were completing field experience in the counseling center when the team was on site. This leads to boundary and ethical issues meaning students must face ethical and/or privacy concerns in order to receive counseling services on the main campus.
Because of this, faculty and the chair stated students will be removed permanently from doing field experience in the counseling center so no ethical boundary issues will be evident for students using the counseling center for personal counseling in the future. I believe this standard will be met after Dec. 18, 2023 once students are not logging hours as interns in the counseling center. With students serving as interns in the counseling center, the information given to students about counseling services becomes irrelevant as the service would be unuseable without risk of dual relationships, boundary issues, confidentiality issues, and privacy concerns.

I. Counseling Instruction Environments	◉ Met ○ Partially Met ○ Not Met
THE ACADEMIC UNIT	
J. Degree Credit Hour Requirements	◉ Met ○ Partially Met ○ Not Met
K. Student Diversity Efforts	◉ Met ○ Partially Met ○ Not Met
L. Admissions Decisions	◉ Met ○ Partially Met ○ Not Met
M. New Student Orientation	◉ Met ○ Partially Met ○ Not Met
N. Student Handbook	◉ Met ○ Partially Met ○ Not Met
O. Retention, Remediation, and Dismissal Policy	◉ Met ○ Partially Met ○ Not Met
P. Academic Advisor	◉ Met ○ Partially Met ○ Not Met
Q. Faculty Diversity Efforts	◉ Met ○ Partially Met ○ Not Met
R. Core Faculty Resources	◉ Met ○ Partially Met ○ Not Met
S. Core Faculty Credit Delivery	◉ Met ○ Partially Met ○ Not Met
T. FTE Ratio	○ Met ○ Partially Met ◉ Not Met

Rationale:

For the academic year beginning spring 2023 and including summer and fall 2023, the FTE ratio was 1 to 12.2. The program will need an additional faculty member to meet the ratio. Because the program is currently interviewing for a new faculty position, the team believes this standard will be met very soon.

U. Faculty Work Loads	◉ Met ○ Partially Met ○ Not Met
V. Clerical Assistance	◉ Met ○ Partially Met ○ Not Met
FACULTY AND STAFF	
W. Core Faculty Education Requirements	◉ Met ○ Partially Met ○ Not Met
X. Core Faculty Professional Identity	◉ Met ○ Partially Met ○ Not Met

Y. Core Faculty Program Authority	Met Partially Met Not Met
Z. Non-Core Faculty	Met Partially Met Not Met
AA. Non-Core Faculty Orientation	Met Partially Met Not Met
BB. Faculty Preparation and Experience	Met Partially Met Not Met
CC. Academic Unit Leader	Met Partially Met Not Met
DD. Practicum and Internship Coordinator	Met Partially Met Not Met

Strengths:

1) Kramer Hall has a friendly and close environment where students are offered wellness and professional development activities such as art projects and pet therapy.

2) The dean ensures the program has equitable resources and advocates for policies and supports that ensure a fair tenure process for all faculty. This helps ensure faculty retention and recruitment of diverse faculty.

3) Administration is supportive of the program and has a specific vision that aligns with the program.

4) The program is currently interviewing additional faculty and targeting HBCUs for recruitment.

5) The institution is working toward becoming a minority and Hispanic serving institution and the program has a placement focusing on working with veterans.

6) Students are offered numerous opportunities such as fellowships, graduate assistantships, research funding grants, foundational scholarships, and other unique assistance.

7) Faculty are given unique opportunities such as summer course releases or stipends. Deans, chairs, and faculty are offered course releases to work on accreditation.

Suggestions:

1) Given community needs, the program might consider hiring a faculty member with an addictions specialty.

2) Although faculty all identify with the counseling profession, it will be important to make sure all adjuncts, site supervisors, and faculty who teach in the program and the education of students within the program continue to enforce a counseling identity rather than counseling psychology, psychology, social work, or other helping profession identity.

3) Students would like to see the program advertised more heavily to undergraduate students to increase program diversity. Students thought a Chi Sigma Iota Honor Society would offer a way to advertise the program better and work across cohorts and degrees in the college.

4) We suggest that the counseling center consider opening a second counseling center at the Kramer Hall center so students could complete internships at the main campus without causing ethical issues and dual relationships with personal counseling. Alternatively, we suggest the counseling center coordinate with other university counseling centers to take one another's interns.

SECTION 2: PROFESSIONAL COUNSELING IDENTITY

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

FOUNDATION	
A. Mission Statement and Objectives	Met Partially Met Not Met
B. Program Objectives	Met Partially Met Not Met
C. Student Professional Identity	Met Partially Met Not Met
COUNSELING CURRICULUM	
D. Syllabi	Met Partially Met Not Met
E. Counseling-related Research	Met Partially Met Not Met
F. Common Core Areas	Met Partially Met Not Met
F.1 PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	
F.1.a History and Philosophy	Met Partially Met Not Met
F.1.b Role, Functions, and Relationships	Met Partially Met Not Met
F.1.c Community Outreach and Emergency Teams	Met Partially Met Not Met
F.1.d Advocacy for the Profession	Met Partially Met Not Met
F.1.e Advocacy Processes	Met Partially Met Not Met
F.1.f Professional Counseling Organizations	Met Partially Met Not Met
F.1.g Professional Counseling Credentialing	Met Partially Met Not Met
F.1.h Current Labor Market Information	Met Partially Met Not Met
F.1.i Ethical Standards	Met Partially Met Not Met
F.1.j Impact of Technology	Met Partially Met Not Met
F.1.k Self-Evaluation	Met Partially Met Not Met
F.1.l Self-Care Strategies	Met Partially Met Not Met
F.1.m Counseling Supervision	Met Partially Met Not Met
F.2 SOCIAL AND CULTURAL DIVERSITY	
F.2.a Multicultural and Pluralistic Characteristics	Met Partially Met Not Met
F.2.b Theories of Multicultural Counseling and Identity Development	Met Partially Met Not Met
F.2.c Multicultural Counseling Competencies	Met Partially Met Not Met
F.2.d Impact of Heritage, Attitudes, Beliefs, and Experiences	Met Partially Met Not Met
F.2.e Effects of Power and Privilege	Met Partially Met Not Met
F.2.f Help-Seeking Behaviors	Met Partially Met Not Met
F.2.g Impact of Spiritual Beliefs	Met Partially Met Not Met
F.2.h Eliminating Barriers, Prejudices, and Processes Of Oppression	Met Partially Met Not Met
F.3 HUMAN GROWTH AND DEVELOPMENT	
F.3.a Theories of Individual and Family Development	Met Partially Met Not Met
F.3.b Theories of Learning	Met Partially Met Not Met
F.3.c Theories of Personality Development	Met Partially Met Not Met
F.3.d Theories of Addictions and Addictive Behaviors	Met Partially Met Not Met

F.3.e Biological, Neurological, and Physiological Factors	Met Partially Met Not Met
F.3.f Systemic and Environmental Factors	Met Partially Met Not Met
F.3.g Effects of Crisis, Disasters, and Trauma	Met Partially Met Not Met
F.3.h Differing Abilities and Differentiated Interventions	Met Partially Met Not Met
F.3.i Promoting Resilience, Optimum Development, and Wellness	Met Partially Met Not Met
F.4 CAREER DEVELOPMENT	
F.4.a Theories of Career Development, Counseling, and Decision Making	Met Partially Met Not Met
F.4.b Interrelationships Between Work and Life Roles	Met Partially Met Not Met
F.4.c Identifying and Using Career Informational Resources	Met Partially Met Not Met
F.4.d Work Environment and Client's Life Experiences	Met Partially Met Not Met
F.4.e Assessment of Contributing Factors to Career Development	Met Partially Met Not Met
F.4.f Program Planning, Implementation, and Evaluation	Met Partially Met Not Met
F.4.g Advocacy Strategies	Met Partially Met Not Met
F.4.h Facilitating Client Skill Development	Met Partially Met Not Met
F.4.i Assessment Tools and Techniques	Met Partially Met Not Met
F.4.j Ethical and Culturally Relevant Strategies	Met Partially Met Not Met
F.5 COUNSELING AND HELPING RELATIONSHIPS	
F.5.a Theories and Models Of Counseling	Met Partially Met Not Met
F.5.b Systems Approach to Conceptualizing Clients	Met Partially Met Not Met
F.5.c Theories of Consultation	Met Partially Met Not Met
F.5.d In-Person and Technology-Assisted Relationships	Met Partially Met Not Met
F.5.e Impact of Technology	Met Partially Met Not Met
F.5.f Counselor Characteristics and Behaviors	Met Partially Met Not Met
F.5.g Interviewing, Counseling, and Case Conceptualization Skills	Met Partially Met Not Met
F.5.h Treatment or Intervention Plans	Met Partially Met Not Met
F.5.i Measurable Client Outcomes	Met Partially Met Not Met
F.5.j Evidence-Based Counseling	Met Partially Met Not Met
F.5.k Community-Based Resources	Met Partially Met Not Met
F.5.l Suicide Prevention	Met Partially Met Not Met
F.5.m Crisis Intervention	Met Partially Met Not Met
F.5.n Personal Model of Counseling	Met Partially Met Not Met
F.6 GROUP COUNSELING AND GROUP WORK	
F.6.a Theoretical Foundations	Met Partially Met Not Met
F.6.b Group Dynamics	Met Partially Met Not Met
F.6.c Therapeutic Factors	Met Partially Met Not Met
F.6.d Effective Group Leaders	Met Partially Met Not Met
F.6.e Group Formation	Met Partially Met Not Met
F.6.f Types of Groups	Met Partially Met Not Met
F.6.g Designing and Facilitating Groups	Met Partially Met Not Met
F.6.h Small Group Experience	Met Partially Met Not Met
F.7 ASSESSMENT AND TESTING	

F.7.a Historical Perspectives	Met Partially Met Not Met
F.7.b Initial Assessment Meetings	Met Partially Met Not Met
F.7.c Assessment of Risk to Self and Others	Met Partially Met Not Met
F.7.d Identifying and Reporting Trauma and Abuse	Met Partially Met Not Met
F.7.e Diagnostic And Intervention Planning	Met Partially Met Not Met
F.7.f Testing and Assessment Concepts	Met Partially Met Not Met
F.7.g Statistical Concepts	Met Partially Met Not Met
F.7.h Reliability and Validity	Met Partially Met Not Met
F.7.i Academic/Educational, Career, Personal, and Social Development	Met Partially Met Not Met
F.7.j Environmental Assessments and Behavioral Observations	Met Partially Met Not Met
F.7.k Symptom Checklists and Testing	Met Partially Met Not Met
F.7.l Using Assessment Results to Diagnose	Met Partially Met Not Met
F.7.m Assessment Selection, Administration, and Interpretation	Met Partially Met Not Met
F.8 RESEARCH AND PROGRAM EVALUATION	
F.8.a Importance of Research	Met Partially Met Not Met
F.8.b Evidence-Based Counseling	Met Partially Met Not Met
F.8.c Needs Assessments	Met Partially Met Not Met
F.8.d Outcome Measures	Met Partially Met Not Met
F.8.e Evaluating Interventions and Programs	Met Partially Met Not Met
F.8.f Research Methods	Met Partially Met Not Met
F.8.g Research and Program Evaluation Designs	Met Partially Met Not Met
F.8.h Statistical Methods	Met Partially Met Not Met
F.8.i Analysis and Use of Data	Met Partially Met Not Met
F.8.j Reporting Research and Program Evaluation Results	Met Partially Met Not Met

Strengths:

1) Students were noted as being highly prepared academically and in skills.

2) The 12 day study abroad trip entitled black parent, the study abroad Paris trip, and other such activities offer cultural immersion experiences that improve student diversity knowledge.

3) Students participate in research with and without faculty at the Graduate Research Symposium.

4) Students discussed how helpful the practical and experiential activities they worked on in courses were for them. For example, they discussed peer review of tapes, self-reflection, the feedback simulation lab, telehealth counseling, and administering assessments.

Suggestions:

1) Students stated they would like to have a more flexible degree plan that offers part time enrollment.

SECTION3: PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

The following Standards apply to entry-level programs for which accreditation is being sought.

ENTRY-LEVEL PROFESSIONAL PRACTICE	
A. Professional Liability Insurance	◉ Met ○ Partially Met ○ Not Met
B. Recordings and/or Live Supervision	◉ Met ○ Partially Met ○ Not Met
C. Formative and Summative Evaluations	◉ Met ○ Partially Met ○ Not Met
D. Professional Activities and Resources for Students	◉ Met ○ Partially Met ○ Not Met
E. Group Leadership or Co-Leadership	◉ Met ○ Partially Met ○ Not Met
PRACTICUM	
F. Practicum Duration	◉ Met ○ Partially Met ○ Not Met
G. Direct Service with Clients	◉ Met ○ Partially Met ○ Not Met
H. Individual/Triadic Supervision	◉ Met ○ Partially Met ○ Not Met
I. Group Supervision	◉ Met ○ Partially Met ○ Not Met
INTERNSHIP	
J. Internship Duration	◉ Met ○ Partially Met ○ Not Met
K. Direct Service Hours	◉ Met ○ Partially Met ○ Not Met
L. Individual/Triadic Supervision	◉ Met ○ Partially Met ○ Not Met
M. Group Supervision	◉ Met ○ Partially Met ○ Not Met
SUPERVISIOR QUALIFICATIONS	
N. Faculty Supervisor Qualifications	◉ Met ○ Partially Met ○ Not Met
O. Student Supervisor Qualifications	◉ Met ○ Partially Met ○ Not Met
P. Site Supervisor Qualifications	◉ Met ○ Partially Met ○ Not Met
Q. Orientation, Consultation, and Professional Development	◉ Met ○ Partially Met ○ Not Met
R. Supervision Agreements	◉ Met ○ Partially Met ○ Not Met
PRACTICUM AND INTERNSHIP COURSE LOADS	
S. Course Load and Ratio for Individual/Triadic Supervision	◉ Met ○ Partially Met ○ Not Met
T. Course Load and Ratio for Group Supervision	◉ Met ○ Partially Met ○ Not Met
U. Group Supervision Ratio	◉ Met ○ Partially Met ○ Not Met
V. Course Load and Ratio for Supervision of Student Supervisors	◉ Met ○ Partially Met ○ Not Met

Strengths:

1) Faculty clinical experience is infused in both the curriculum and site placement process.

2) The site supervisor the team interviewed hires interns from the program regularly.

Suggestions:

1) We suggest that adjuncts continue to receive training specific to their courses and continue to pursue licensure, additional training and experience in supervision at the highest level.

2) We suggest that all log forms include terminology that details group counseling hours. The final log did not include this even though weekly logs did.

SECTION 4: EVALUATION OF THE PROGRAM

Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of student's knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

EVALUATION OF THE PROGRAM	
A. Systematic Evaluation Plan for Program Objectives	(•) Met ( ) Partially Met ( ) Not Met
B. Use of Data in Program Evaluation	(•) Met ( ) Partially Met ( ) Not Met
C. Use of Program Evaluation Data to Inform Program Modifications	(•) Met ( ) Partially Met ( ) Not Met
D. Development, Posting and Notification of Annual Report	(•) Met ( ) Partially Met ( ) Not Met
E. Annual Posting of Data	(•) Met ( ) Partially Met ( ) Not Met
ASSESSMENT OF STUDENTS	
F. Systematic Assessment of Individual Student Progress	(•) Met ( ) Partially Met ( ) Not Met
G. Systematic Assessment of Individual Student Dispositions	(•) Met ( ) Partially Met ( ) Not Met
H. Process for Use of Data for Retention, Remediation and Dismissal	(•) Met ( ) Partially Met ( ) Not Met
EVALUATION OF FACULTY AND STUDENTS	
I. Written Procedures for Student Evaluation of Faculty	(•) Met ( ) Partially Met ( ) Not Met
J. Student Evaluation of Faculty	(•) Met ( ) Partially Met ( ) Not Met
K. Student Evaluation of Supervisors	(•) Met ( ) Partially Met ( ) Not Met

Strengths:

1) Faculty have numerous opportunities to receive both summative and formative feedback on teaching effectiveness from a variety of sources.

2) The assessment plan is systematic and flows well with program objectives.

Suggestions:

The team suggests hiring additional help to aid in the assessment process once the 2024 standards are implemented.

ADDICTION COUNSELING

This program/specialty area is not included in this review.

CAREER COUNSELING

This program/specialty area is not included in this review.

CLINICAL MENTAL HEALTH COUNSELING

5.C.1. FOUNDATIONS	
5.C.1.a History and Development	◉ Met ○ Partially Met ○ Not Met
5.C.1.b Theories and Models	◉ Met ○ Partially Met ○ Not Met
5.C.1.c Case Conceptualization and Treatment Planning	◉ Met ○ Partially Met ○ Not Met
5.C.1.d Addiction and Co-Occurring Disorders	◉ Met ○ Partially Met ○ Not Met
5.C.1.e Tests and Assessments	◉ Met ○ Partially Met ○ Not Met
5.C.2. CONTEXTUAL DIMENSIONS	
5.C.2.a Roles and Settings	◉ Met ○ Partially Met ○ Not Met
5.C.2.b Mental and Emotional Disorders	◉ Met ○ Partially Met ○ Not Met
5.C.2.c Mental Health Service Delivery	◉ Met ○ Partially Met ○ Not Met
5.C.2.d Diagnostic Process	◉ Met ○ Partially Met ○ Not Met
5.C.2.e Potential to Mimic and/or Co-Occur	◉ Met ○ Partially Met ○ Not Met
5.C.2.f Crisis and Trauma	◉ Met ○ Partially Met ○ Not Met
5.C.2.g Biological and Neurological Mechanisms	◉ Met ○ Partially Met ○ Not Met
5.C.2.h Psychopharmacological Medications	◉ Met ○ Partially Met ○ Not Met
5.C.2.i Legislation and Policy	◉ Met ○ Partially Met ○ Not Met
5.C.2.j Cultural Factors	◉ Met ○ Partially Met ○ Not Met
5.C.2.k Professional Organizations, Standards, and Credentials	◉ Met ○ Partially Met ○ Not Met
5.C.2.l Legal and Ethical Considerations	◉ Met ○ Partially Met ○ Not Met
5.C.2.m Practice and Management Issues	◉ Met ○ Partially Met ○ Not Met
5.C.3. PRACTICE	
5.C.3.a Treatment Planning and Caseload Management	◉ Met ○ Partially Met ○ Not Met
5.C.3.b Techniques and Interventions	◉ Met ○ Partially Met ○ Not Met
5.C.3.c Interfacing with Legal System	◉ Met ○ Partially Met ○ Not Met
5.C.3.d Interfacing with Health Care Professionals	◉ Met ○ Partially Met ○ Not Met
5.C.3.e Advocacy Strategies	◉ Met ○ Partially Met ○ Not Met

Strengths:

1) Current students appreciate the faculty's experience and availability. Faculty help students evaluate job offers, work best with clients, find clinical sites, and navigate advising.

2) Current sudents appreciate the vast number of course electives from which they can choose. These courses support their advanced specialization and goals for their future practice.

3) Current students appreciate that the program was designed for working adults.

Suggestions:

1) The program might consider offering additional summer courses so students don't have to take 5 courses at one time.

2) Alum suggested that the program offer a few elective classes face-to-face rather than hybrid and expand offerings.

CLINICAL REHABILITATION COUNSELING

This program/specialty area is not included in this review.

COLLEGE COUNSELING AND STUDENT AFFAIRS

This program/specialty area is not included in this review.

MARRIAGE, COUPLE, AND FAMILY COUNSELING

This program/specialty area is not included in this review.

SCHOOL COUNSELING

This program/specialty area is not included in this review.

REHABILITATION COUNSELING

This program/specialty area is not included in this review.

DOCTORAL STANDARDS FOR COUNSELOR EDUCATION AND SUPERVISION

This program/specialty area is not included in this review.



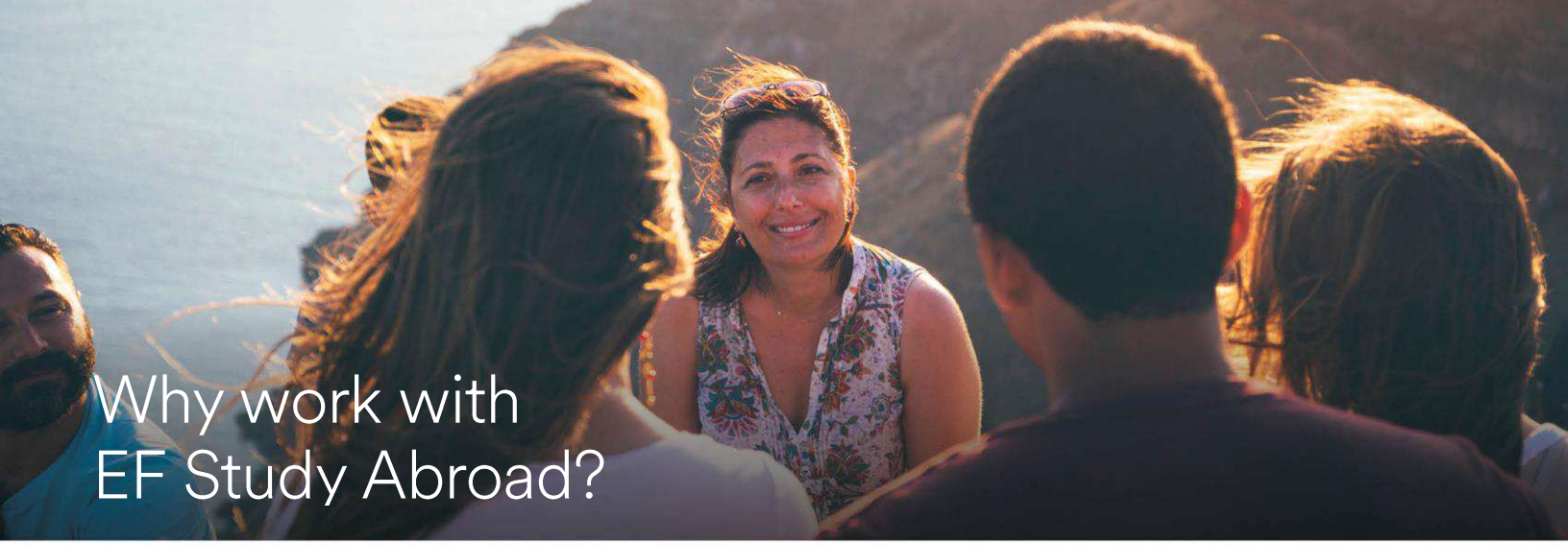
Designed for Dr. Terrilyn Battle

The Black Experience in Paris

Stockton University

PROGRAM DATES ↘

March 2, 2025–March 11, 2025



Why work with EF Study Abroad?



EDUCATIONAL INNOVATION

Our programs are meticulously crafted to cultivate global competencies through our Global Learning Model. We deploy exclusive academic tools to enrich the educational value of each experience, bolstered by pre- and post-immersion assessments for tangible impact measurement. With our dedicated Academic Affairs team, we seamlessly integrate your unique learning objectives into our program design, ensuring powerful academic experiences abroad.



STUDENT SUPPORT AND SAFETY

Our global presence, spanning 116 countries with a team of 52,000 staff members, guarantees support wherever your journey takes you. With a strong focus on risk management backed by $50 million in general liability coverage, students will have access to our global network of staff and partners who work round-the clock to coordinate care and crisis response.



INSTITUTION SUPPORT

Our staff is dedicated to your goals, we bring decades of experience to curating high-quality learning experiences. We offer fully funded professional development and year-round networking for faculty and administrators. Our comprehensive resources streamline recruitment, enrollment, and financial assistance. Plus, we're committed to fostering inclusive experiences for all identities, both at home and abroad.

We are a quintuple-accredited learning service provider

EF's approach to student learning and program design has been vetted and validated by the accreditation boards you know so well, and we have become a quintuple-accredited learning service provider.

Accreditation International · NEASC Accredited · MSA CESS · WASC

Credit Transfer & Transcripts

EF works closely with its School of Record, **Colorado State University (CSU)**, to ensure high academic standards across the development and implementation of its study abroad programs. Students enrolled in EF programs will receive an official transcript from CSU that awards and documents credit for the work they've completed on-program.

Colorado State University / EF



Innovations in Educational Programming

The EF Study Abroad Global Learning Model

Built in collaboration with leading industry experts, our **Global Learning Model** acts as a catalyst for ever-expanding growth throughout the entire learner journey. Embracing a unique blend of educational and cultural elements alongside academic resources, this model maximizes learning before, during, and after immersion.

Pre-Immersion

Goal-setting
Learners outline what they want to get out of the experience to ground them in an approach for their upcoming journey.

Global Competencies Assessment
You may choose to include our assessment as part of their program to benchmark intercultural competencies. Learn more about our assessment tool on page 08.

Academic resources
Access to resources including journal prompts and webinars; educators can leverage our Course Planning Guide for integration with their curriculums.

In-Country

Curated experiences
Each program includes intentionally designed components informed by subject matter experts:

- **Guided learning:** Moments that emphasize intentional learner development like guided intercultural visits, design thinking workshops, industry engagement experiences, and more.
- **Cultural engagement:** Authentic connections with the community to gain deeper insight into local culture and build a broader network.
- **Independent exploration:** Personal time to reflect on an individual level is just as important as group participation.
- **Choice module:** On select programs, choice modules can personalize the experience based on unique learning outcomes and areas of focus.

Academic resources
Access to reflection prompts, discussion guides, and journaling exercises.

Post-Immersion

Global Competencies Assesment
Those who opted into our assessment will retake it to measure the growth of skill development while abroad; educators can then analyze and compare results to demonstrate evidence of learning.

Credentialing
Receive badges and certificates that further demonstrate evidence of learning and skills development.

Academic resources
Group Leaders have access to EF's post-travel resources, including assignments to tie the in-country experience to their students' academic, personal, and professional development.

Academic Affairs Team

Our Academic Affairs and Programming team, many with PhDs and a background in higher education themselves, works with our faculty partners to ensure your learning outcomes are accomplished with the itinerary we create for you. This team is hyper-focused on ensuring that your program maximizes learning opportunities and moments of reflection to help students gain global competencies while abroad.



Safety and support

Student resources



PRE-DEPARTURE SUPPORT

Leading up to departure day, your Program Manager will work with you every step of the way to ensure that you are ready to travel and make the most of your experience abroad.



24/7 GLOBAL SUPPORT NETWORK

While on the program, you will have access to our global network of staff and partners that work round-the-clock to coordinate care and responses for students in crisis.



MENTAL & PHYSICAL HEALTH

We offer telehealth services to better support your students' mental and physical health and wellness during their program.

Your dedicated support team



INSTITUTIONAL PARTNERSHIPS TEAM

Your institutional partnerships team will help you articulate your goals for your students studying abroad and ensure you find the right program for you.



EF FIELD DIRECTORS

While traveling, EF Field Directors provide local expertise & perspective that helps your students develop a deeper understanding of new cultures.



EDUCATIONAL PARTNERS

Our global partners are committed to your students' growth throughout every step of your program experience.



Program Inclusions

Transportation as specified
Student accommodations
Faculty single room accommodations

Activities & Entrance Fees
Group Meals as specified
Expert Local Guides

COVID Policies & Coverage
EF Safety & Support Network
24/7 In-Country support

TRANSPORTATION

Public transportation passes
Transportation to activities
Private coach airport transfers (in-country)
Round trip airfare

OVERNIGHTS

Hotel accommodations with private bathrooms

8

GRATUITIES INCLUDED

Gratuities for Field Director, bus driver, local guides, and meal waitstaff

GROUP MEALS

Breakfast daily
Dinner (2)

0

SAFETY, SECURITY, RISK COVERAGE

Full 24/7 support of EF Global Safety and Security Infrastructure.
Full access to EF Covid Policies and Complete Coverage, detailed here:
EF Health & Safety Hub

EF IN-COUNTRY SUPPORT

EF Field Director: Trained to provide care, leadership, and logistics management throughout your program. Your Field Director will accompany your group 24/7 on all EF-organized excursions to manage all logistics, enabling the group to focus on site connection and experience. They are also trained in handling emergencies and offering suggestions and coordination of free time activities.

EXCURSIONS & EXPERIENCES

Latin Quarter, Guided Tour of Black History in Paris, Musee d'Orsay, Montmarte

Versailles

(1) Academic Experiences
To be developed in collaboration with Faculty Leader(s). Examples include lectures, panels, and visits with local businesses, associations, and universities.



Your Itinerary

The Black Experience in Paris

March 2, 2025–March 11, 2025

Day 1: Fly overnight to France

Day 2: Paris
Meet your Field Director at the airport
Take a walking tour of the Latin Quarter
See Notre-Dame Cathedral
Enjoy dinner in the Latin Quarter

Day 3: Paris
Independent Exploration Day

Day 4: Paris
Cultural engagement: Discover how diverse African communities express their identity within Paris with a visit to Little Africa, a vibrant neighborhood with African markets, cuisine, fashion, and more

Day 5: Paris
Explore art from around the world at the Louvre

Visit the Musee d'Orsay

Day 6: Paris
Take a guided tour of Versailles
With your expert local guide you will see:

- State Apartments of the King and Queen
- The lavish Hall of Mirrors
- Meticulously landscaped gardens and dozens of ornate fountains

Day 7: Paris
Independent Exploration Day

Day 8: Paris
Academic Engagement Experience: meet with a clinician to explore how mental health professionals work with Communities of Color in France.

Day 9: Paris
Take a guided tour of Montmartre:

- Place du Tertre, an artistic center of France, and see street artists
- Sacré-Cœur Basilica, a white-domed basilica that marks the highest point in Paris

Enjoy dinner in Montmartre and explore the district has long been a haven for artists

Day 10: Depart for Home



Investment

Below are investment details for the travel and academic components of the itinerary outlined in this proposal. Everything you need from start to finish is covered in this price. No hidden fees or surprises. We can tailor this program to flex to your desired outcomes. Please let us know if you wish to exclude any components of this program to better serve your specific needs.

NOTE

Prices listed here have been calculated per student and include two fully funded faculty member(s).

PRICING GRID

GROUP SIZE # OF PAYING PARTICIPANTS	PROGRAM PRICE FLIGHTS INCLUDED	PROGRAM PRICE LAND ONLY
35+	$3,779	$2,179
30 – 34	$3,819	$2,219
25 – 29	$3,869	$2,269
20 – 24	$3,959	$2,359
15 – 19	$4,089	$2,489

EF / STUDY ABROAD

It's nice to meet you

We've spent the last 55 years creating learning opportunities and travel experiences that change lives and open a world of possibilities. EF employs 52,000 educators, staff, and guides in 654 schools and offices worldwide.

FOR ADDITIONAL INFO ↘

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efstudyabroad.com

