



2024-25 Annual Report

Department of Counselor Education
MS in Addiction Counseling
MS in Clinical Mental Health Counseling

INTRODUCTION:

The 2024–2025 academic year marked a period of continued growth, innovation, and refinement for the Department of Counselor Education at Johnson & Wales University. Building on the momentum of CACREP accreditation, awarded in February 2025, the department deepened its commitment to excellence in counselor preparation through strategic enhancements in curriculum, assessment, faculty development, and student support.

This annual report reflects the department's proactive and collaborative approach to continuous improvement. Faculty, site supervisors, and assessment staff engaged in four dedicated "Focused Educational Effectiveness (EE) Days," which provided structured opportunities to review data, refine rubrics, and ensure alignment with CACREP core and specialty standards. These efforts have fostered a data-informed culture that prioritizes transparency, stakeholder engagement, and evidence-based decision-making.

The report also highlights the adoption of new program objectives designed to strengthen professional identity, ethical practice, cultural competence, and clinical readiness across both the Clinical Mental Health Counseling and Addiction Counseling degrees. These objectives serve as the foundation for revised assessment strategies and curricular innovations that support student learning and professional development.

In addition to academic and assessment updates, this report showcases student and faculty achievements, program statistics, retention and graduation outcomes, licensure acquisition, and employment data. Together, these elements provide a comprehensive view of the department's progress and its ongoing commitment to preparing counselors who are ethically grounded, clinically skilled, and responsive to the diverse needs of the communities they serve.

MISSION STATEMENT:

The mission of the Department of Counselor Education is to educate students to have the skills and knowledge to become ethically conscious and professionally disposed counselors. Our program fosters evidence-based practices to prepare students to meet the diverse needs of the populations they will serve in a variety of community settings as well as for lifelong personal and professional growth. Faculty represent diverse professional backgrounds, theoretical orientations, and clinical experiences who value experiential learning practices to contribute to student development.

CONTINUOUS IMPROVEMENT:

During the 2024–2025 academic year, the Department of Counselor Education made significant strides in advancing its commitment to continuous improvement. Central to this effort were four dedicated "Focused Educational Effectiveness (EE) Days," which brought together full- and part-time faculty, site supervisors and Educational Effectiveness staff to collaboratively review student learning data, refine assessment rubrics, and ensure that course content was clearly mapped to CACREP core and specialty standards.

This structured and inclusive process led to enhanced scoring calibration, improved transparency in data interpretation, and a more robust integration of EE principles across all aspects of program assessment. Core faculty play an active role in analyzing assessment results, identifying priorities for improvement, and documenting follow-up actions within the annual assessment cycle. The inclusion of adjunct faculty, site supervisors, admissions officers, institutional research and assessment staff has further expanded stakeholder engagement, helping to close the feedback loop across curriculum, field experience, and post-graduate outcomes. Future site supervisor training and surveys will be incorporated into the data collection process during the upcoming year.

As a result, the program's approach to continuous improvement has evolved into a proactive, systematic model that aligns closely with CACREP expectations for quality assurance and accountability. To sustain this momentum, EE

Detailed results and analysis for this assessment cycle, including an action plan for improvements, are reported in the tables following this narrative.



PROGRAM ASSESSMENT:

Adoption of Expanded Program Objectives

In alignment with CACREP standards and the department's commitment to holistic counselor development and at the recommendation of the visiting accreditation team, the Department of Counselor Education undertook a strategic expansion of its program objectives during the 2024–2025 academic year. While the foundational objectives (A–C) continue to emphasize **Core Learning Outcomes (A)** and **Specialization-Specific Learning Outcomes in Addiction Counseling (B)** and **Clinical Mental Health Counseling (C)**, the department has broadened its assessment framework to include five additional domains: **Student Dispositions (D-i)**, **Learning Environment and Field Experiences (D-ii)**, **Learning Environment and Student Demographics (E)**, **Professional Identity (F)**, and **Continuous Improvement (G)**.

This expansion reflects a deliberate shift toward evaluating not only students' clinical knowledge and skills, but also their professional behaviors, ethical orientation, and readiness to engage meaningfully in diverse counseling environments. The newly adopted objectives are supported by a robust system of Key Performance Indicators (KPIs) and Key Professional Dispositions (KPDs), which provide measurable evidence of student growth and program effectiveness.

- **Student Dispositions (D-i):** The department implemented a new dispositional assessment tool in introductory courses to evaluate professionalism, ethics, and interpersonal behavior early in the student experience. These formative assessments are complemented by summative evaluations from site supervisors during practicum and internship placements, ensuring developmental feedback is integrated throughout the program.
- **Learning Environment and Field Experiences (D-ii):** Systematic follow-up studies with site supervisors and employers revealed strengths in empathy, ethical responsibility, and self-awareness among graduates, while also identifying areas for growth in legal knowledge and diagnostic skills. In response, the curriculum was enhanced to include expanded instruction in ethical decision-making and DSM-5 application across field experience courses.
- **Learning Environment and Student Demographics (E):** Across all indicators, the counseling program demonstrated strong performance in maintaining a high-quality, inclusive learning environment that supports student success from admission through post-graduation. Gains in recruitment, retention, dispositional monitoring, and instructional quality highlight the program's ongoing commitment to its mission and CACREP standards. Continuous improvement efforts—including enhanced licensure preparation, refined communication with students, strengthened re-engagement structures, improved alumni tracking, and increased evaluation response rates—will further support the success, persistence, and professional readiness of future cohorts.
- **Professional Identity (F):** Preliminary results from the Counselor Identity Survey indicated that students benefit from structured opportunities for professional socialization. To foster identity development, the department will initiate efforts to establish a Chi Sigma Iota Honor Society chapter and expand professional engagement activities such as guest lectures, conference participation, and alumni networking.
- **Continuous Improvement (G):** The department institutionalized “Focused Educational Effectiveness (EE) Days” each semester, bringing together full and part-time faculty, and EE staff to collaboratively review data, refine rubrics, and align assessments with CACREP standards. This proactive model ensures that curricular revisions and advising practices are informed by real-time data and stakeholder feedback.

Together, these expanded objectives and associated KPIs and KPDs represent a comprehensive framework for counselor education—one that prioritizes clinical excellence, ethical integrity, and professional readiness. The department remains committed to continuous improvement and to preparing graduates who are equipped to meet the evolving needs of the communities they serve.

PROGRAM OBJECTIVE LABEL	PROGRAM OBJECTIVE DESCRIPTION
Program Objective A Core Learning Outcomes	Foster the development of professional counselors who are equipped with comprehensive knowledge, ethical decision-making skills, and cultural competencies to effectively serve and advocate for diverse populations across a variety of professional settings.
Program Objective B Specialization (Addictions) Learning Outcomes	Equip students in the Addiction Counseling degree with knowledge, clinical tools, and evidence-based treatment strategies necessary for effective diagnosis and intervention in addiction and co-occurring disorders, fostering professional competence in addiction care.
Program Objective C Specialization (Clinical Mental Health) Learning Outcomes	Equip students in the Clinical Mental Health Counseling program to provide comprehensive mental health assessments, diagnoses, and treatment interventions that support clients' psychological well-being, utilizing a range of therapeutic approaches across diverse clinical settings.
Program Objective D-i Student Dispositions	Students will demonstrate the professional dispositions essential to professional growth and effective interactions with clients, faculty, supervisors, and peers.
Program Objective D-ii Learning Environment and Field Experiences	Provide all students with diverse, high-quality field placement experiences that integrate theoretical learning with practical, hands-on clinical work, enhancing the development of professional skills and dispositions, ethical practices, and client care.
Program Objective E Learning Environment and Student Demographics	Cultivate an inclusive, supportive, and high-quality learning environment that fosters the recruitment, retention, and graduation of diverse students, while promoting personal and professional growth, ethical decision-making, and readiness for successful careers in counseling.
Program Objective F Professional Identity	Cultivate a strong professional identity and sense of community among students, faculty, and alumni, fostering collaboration, networking, and ongoing professional development within the counseling profession.
Program Objective G Continuous Improvement	Ensure continuous program improvement through systematic assessment of student learning outcomes, program effectiveness, and alignment with CACREP standards, with a focus on enhancing the quality of counseling education and student support services.

PROGRAM EVALUATION SUMMARY:

Program Objective A: Professional Counseling Competence – Core Learning Outcome

The program demonstrated strong achievement in fostering professional counselors equipped with ethical decision-making skills, cultural competence, and comprehensive knowledge. Across formative and summative assessments, students consistently met or exceeded expectations in core areas such as professional orientation, multicultural counseling, human development, and career counseling. For example, 100% of students successfully identified professional standards, and 87% accurately applied ACA ethical guidelines in Professional Orientation and Ethical Practice (CSLG 5250), while summative internship evaluations confirmed proficiency in ethical practice. Improvements

focused on rubric refinement, norming sessions for adjunct faculty, and integration of standardized exams (CPCE/CECE) to enhance alignment and data sensitivity. These changes aim to strengthen vertical alignment and ensure accurate measurement of competencies across formative and summative stages.

Program Objective B: Addiction Counseling – Specialization Learning Outcome

Students in the Addiction Counseling track demonstrated high levels of skill acquisition, with 90% meeting or exceeding expectations in foundational counseling micro-skills during formative assessments. Summative evaluations through CCS-R site supervisor assessments indicated strong clinical performance, with 100% of students meeting or exceeding expectations. Identified gaps included misalignment between rubrics and CACREP standards, prompting revisions to focus on individual counseling skills and the development of a new summative knowledge assessment in Advanced Co-occurring Disorders II, CSLG 6205. These enhancements will ensure that assessments reflect cumulative mastery of addiction counseling competencies.

Program Objective C: Clinical Mental Health Counseling – Specialization Learning Outcome

The Clinical Mental Health Counseling program achieved substantial success in preparing students for comprehensive mental health care. Formative assessments showed 85% of students meeting or exceeding expectations in applying theoretical models during role-play exercises. Summative CCS-R evaluations confirmed strong performance, with 100% of students meeting or exceeding expectations. Faculty identified the need to remove unrelated criteria from rubrics and improve supervisor training for consistent evaluation of group counseling skills. Planned improvements include rubric revisions and enhanced supervisor orientation to strengthen alignment with CACREP standards and ensure reliable assessment of applied competencies.

Program Objectives D-i and D-ii: Student Professional Dispositions and Field-Based Learning Environment

Students demonstrated progressive growth in professional dispositions, with site supervisor evaluations showing average scores increasing from 88% in practicum to 96% in Internship II. Summative CCS-R data confirmed steady improvement in professionalism, ethics, and interpersonal skills. Additionally, surveys of site supervisors and employers highlighted graduates' strengths in empathy, ethical responsibility, and critical thinking, while identifying areas for growth in legal knowledge and DSM-5 diagnostic application. In response, faculty introduced a new dispositional assessment tool for early identification of developmental needs and implemented curricular enhancements in ethics and diagnostic training. These initiatives, combined with ongoing supervisor training and site quality reviews, ensure a robust learning environment that integrates theory with practical experience.

Program Objective E: Learning Environment and Student Demographics

Across all indicators, the counseling program demonstrated strong performance in maintaining a high-quality, inclusive learning environment that supports student success from admission through post-graduation. Gains in recruitment, retention, dispositional monitoring, and instructional quality highlight the program's ongoing commitment to its mission and CACREP standards. Continuous improvement efforts—including enhanced licensure preparation, refined communication with students, strengthened re-engagement structures, improved alumni tracking, and increased evaluation response rates—will further support the success, persistence, and professional readiness of future cohorts.

Professional Identity (F): Professional Identity

Preliminary results from the Counselor Identity Survey indicated that students benefit from structured opportunities for professional socialization. To foster identity development, the department will initiate efforts to establish a Chi Sigma Iota Honor Society chapter and expand professional engagement activities such as guest lectures, conference

participation, and alumni networking.

Continuous Improvement (G): Continuous Improvement

The department institutionalized “Focused Educational Effectiveness (EE) Days” each semester, bringing together full and part-time faculty, and EE staff to collaboratively review data, refine rubrics, and align assessments with CACREP standards. This proactive model ensures that curricular revisions and advising practices are informed by real-time data and stakeholder feedback.

PROGRAM HIGHLIGHTS:

CACREP Accreditation: Self-Study, Site Visit, and Achievement

The 2024–2025 academic year marked a pivotal milestone for the Department of Counselor Education culminating in the **successful achievement of CACREP accreditation**. This accomplishment reflects years of strategic planning, collaborative effort, and a deep commitment to excellence in counselor preparation.

The journey began with the comprehensive development of the CACREP self-study, a rigorous process that required the department to critically examine every facet of its programs. Faculty, staff, and administrators worked in concert to compile evidence of alignment with CACREP’s core and specialty standards, including curriculum design, assessment practices, faculty qualifications, student support services, and clinical training protocols. The self-study served not only as a documentation of compliance but also as a catalyst for reflection and continuous improvement.

Following submission, **the department welcomed the CACREP site visit team to campus**. The visit provided an opportunity to showcase the program’s strengths, engage in meaningful dialogue with reviewers, and receive constructive feedback. Faculty, administrators, senior leadership, students, alumni, and site supervisors participated in interviews and presentations, offering authentic insights into the program’s culture, outcomes, and impact on the counseling profession.

In the months following the visit, the department received **formal notification of accreditation**, affirming that both the M.S. in Clinical Mental Health Counseling and M.S. in Addiction Counseling programs met the rigorous standards set forth by CACREP. This recognition not only validates the quality and integrity of the department’s academic and clinical training but also enhances the professional mobility and licensure readiness of its graduates. CACREP found our programs to “substantially meet the standards,” while noting one minor, standards-related issue associated with Standard 4.B, evaluation of program outcomes, for which the Board required further information. A follow up report addressing this standard was submitted to CACREP in November 2025.

Programmatic accreditation has already begun to yield tangible benefits, including increased program visibility, a surge in applications, and strengthened partnerships with clinical sites and employers. Most importantly, it **reinforces the department’s mission** to prepare ethically grounded, clinically skilled counselors who are equipped to serve diverse communities with compassion and competence.

Looking ahead, the department remains committed to sustaining the standards of CACREP through ongoing assessment, faculty development, and stakeholder engagement. The accreditation serves as both a benchmark and a springboard for future innovation, ensuring that the Counselor Education programs continue to evolve in response to the needs of students and the communities they will serve.

Program Improvements: 2024–2025 and Future Priorities

The 2024–2025 academic year marked substantial progress for the Department of Counselor Education, highlighted by CACREP accreditation for both the Clinical Mental Health Counseling and Addiction Counseling programs. This achievement strengthened program credibility, increased applications, and enhanced relationships with clinical partners.

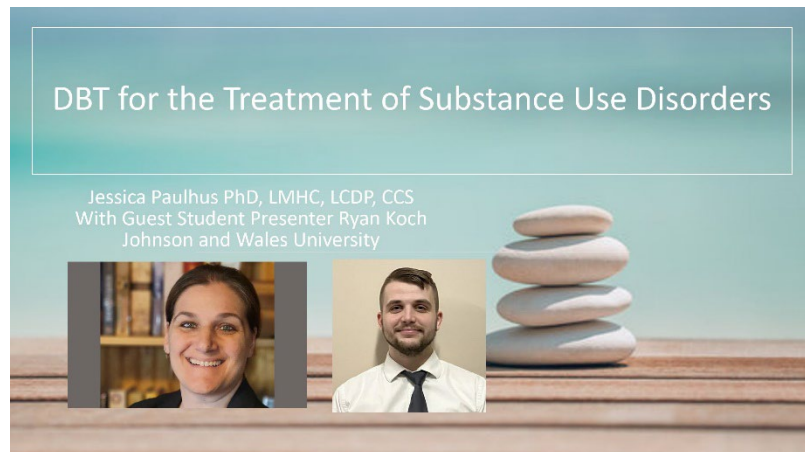
The department also broadened its program objectives to address student dispositions, professional identity, and ongoing quality improvement. Key initiatives included earlier and more consistent dispositional assessments, strengthened evaluation practices during field experiences, updates to ethical and diagnostic instruction, and the implementation of semesterly Educational Effectiveness Days to support data-driven decision-making and stronger assessment calibration.

Looking ahead to AY 2025–26, priorities include refining assessment rubrics, expanding faculty norming practices, and piloting standardized comprehensive exams to benchmark student learning. Additional efforts will focus on enhancing field experience quality through improved supervisor training, supporting professional identity development through tools, such as the Counselor Identity Survey and a new Chi Sigma Iota chapter, and improving alumni engagement via redesigned surveys and more effective tracking of licensure and employment outcomes. These initiatives reinforce the department's commitment to continuous improvement and its mission to prepare ethically grounded, clinically competent counseling professionals.

Student and Faculty Highlights



On September 22, 2024, students from the Counselor Education Department collaborated with students from the MS in Physician Assistant Studies Program at the Rally 4 Recovery. The Rally 4 Recovery is a free annual event to celebrate recovery from addiction. This recovery expo features information about various wellness activities and resources to aid individuals in or interested in recovery. As part of this event, the counseling students educated rally goers on mindfulness and progressive relaxation strategies to reduce stress while the physician assistant students provided health education.



On January 28, 2025, Dr. Jessica Paulhus and graduate student Jon Tryhubczak presented on *Wellness for Gambling: A Holistic Approach to Recovery for the Rhode Island Council for Problem Gambling (RICPG)*. This presentation highlighted how gambling addiction disrupts personal wellness using the eight domains of wellness and holistic approaches to gambling addiction recovery.

Faculty Publications, Professional Development and Presentations

During the 2024-2025 academic year, Counselor Education faculty actively researched, published, and delivered presentations at regional and national workshops and conferences.

Publications

Dr. Yesim Giresunlu (Assistant Professor, promoted to Associate Professor, Fall 2025)

Journal Article (Published)

Rocha, J., Carrola, P. A., **Giresunlu, Y.**, Shin, S. M. (2025). Counseling supervisees perspectives of supervisee behaviors that hinder the supervision process: a mixed-methods approach. *The Clinical Supervisor*, 1-21.
<https://doi.org/10.1080/07325223.2025.2506394>

Journal Article (Accepted)

Giresunlu, Y. (in press). Focus of Clinical Supervision in Integrated Behavioral Health (IBH) Settings: Mental Health Counselor Trainees' Perceptions. *The Clinical Supervisor*.

Dr. Evan Smarinsky (Associate Professor)

Book Chapter (Published)

Smarinsky, E. C., Freedle, A., Moore, M., Hampton, A. (2024). Trauma-Informed Gatekeeping Through a Social Justice Lens in Counselor Education. *Cases on Trauma-Informed Gatekeeping in Counselor Education*. IGI Global.
<https://www.igi-global.com/chapter/trauma-informed-gatekeeping-through-a-social-justice-lens-in-counselor-education/364173>

Presentations

Paulhus, Jessica H. (Main Presenter), **Seippel, Briana** (Student Co-Presenter), "Embedding Self-Awareness Practices into Counseling Coursework: Fostering Growth and Emotional Intelligence in Future Counselors," NARACES. (March 28, 2025).

Paulhus, Jessica H. (Main Presenter), **Seippel, Briana** (Student Co-Presenter), "Embedding Self-Awareness Practices into Counseling Coursework: Fostering Growth and Emotional Intelligence in Future Counselors," NARACES. (March 24, 2025).

Paulhus, Jessica H. (Co-Presenter), **Rocchio, Paul** (Main Presenter), "Unveiling Gambling Disorder: Approaches to Accurate Screening & Assessment," Rhode Island Council for Problem Gambling (RICPG). (March 11, 2025).

Paulhus, Jessica H. (Main Presenter), **Giresunlu, Yesim** (Co-Presenter), **Cicalese, Vincent** (Co-Presenter & **alumnus**), "JWU Athletics & Counseling Department Athletic Workshops Day Two," JWU Athletic Department. (February 22, 2025).

Giresunlu, Yesim (Main Presenter), **Paulhus, Jessica H.** (Co-Presenter), **Seippel, Brianna** (Co-Presenter & **alumna**), **Cicalese, Vincent** (Co-Presenter & **alumnus**), "JWU Athletics & Counseling Department Athletic Workshops Day One," JWU Athletic Department. (February 21, 2025).

Paulhus, Jessica H. (Primary Presenter), **Tryhubczak, Jonathan E.** (Co-Presenter & graduate student), "Wellness for Gambling Addiction: A Holistic Approach to Recovery," Rhode Island Council for Problem Gambling (RICPG), Warwick, RI. (January 28, 2025).

Mosko, Jonathan E (Panel Moderator), **Fede, Jessica** (Panel Moderator), **Dixon, Stephanie** (Panel member; Director of Counseling Services), **Smarinsky, Evan C.** (Panel member), **Taylor, Kline** (Panel member and **alumnus**), **Gieseke, Karen** (Panel member), N/A, "The Many Faces of Psychology: Exploring Psychology Careers," JWU College of Arts & Sciences, Department of Social Sciences, Providence, RI, United States. (October 28, 2024).

Brow, Cian, **Smarinsky, Evan C.**, **Lewis, Olivia**, Association for Assessment and Research in Counseling, "Graphic Information: Recommendations for Graph Construction," Pittsburgh, PA. (September 2024).

Lewis, Olivia, **Brown, Cian**, **Smarinsky, Evan C.**, Association for Assessment and Research in Counseling, "Single Case Just Got Bigger: Using SCRD with Groups," Pittsburgh, PA. (September 2024).

Smarinsky, Evan C., Association for Assessment and Research in Counseling, "Small Sample Size, Lots of Data: Measuring Single-Case Effect in Counseling," Pittsburgh, PA. (September 2024).

PROGRAM STATISTICS:

Core/Non-Core Faculty Ratios

CACREP standard Sec.1.S. specifies that the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty. During the academic year 2024-2025, four core, full-time faculty taught courses for the Counselor Education Department. As shown in the chart below, the department met this criterion.

	Courses offered	Credits per semester	Credits carried by core faculty	Credits carried by adjunct faculty	Credits carried (%) by core faculty each semester
Fall 2024	13	39	33	6	85%
Spring 2025	18	63	39	24	62%
Summer 2025	13	39	12	27	31%
Total 2024-25	44	141	84	57	60%

New Program Enrollment AY 2024-25

The M.S. Clinical Mental Health Counseling (CMHC) and M.S. Addiction Counseling (AC) programs welcomed two cohorts to the university during the 2024-25 academic year. As part of our commitment to continuous improvement, the program tracks trends in applications, acceptances and enrollments.

Fall 2024 (202510)				Spring 2025 (202530)			
Applications	F	M	Total	Applications	F	M	Total
Addiction Counseling	1	0	1	Addiction Counseling	3	5	8
Clinical Mental Health Cslg.	66	19	85	Clinical Mental Health Cslg.	51	22	73
Applications withdrawn	12	2	14	Applications withdrawn	4	1	5
Net Applications Total	67	19	86	Net Applications Total	54	27	81
Accepts	F	M		Accepts	F	M	Total
Addiction Counseling	0	0	0	Addiction Counseling	0	0	0
Clinical Mental Health Cslg.	29	6	35	Clinical Mental Health Cslg.	18	3	21
Total	29	6	35	Total	18	3	21
Enrolled	F	M		Enrolled	F	M	Total
Addiction Counseling	0	0	0	Addiction Counseling	0	0	0
Clinical Mental Health Cslg.	20	6	26	Clinical Mental Health Cslg.	13	1	14
Total	20	6	26	Total	13	1	14

Admissions Overview

Application Trends

- The program saw a **significant increase in applications** following CACREP accreditation, leading to **deferrals to Spring 2025** to manage cohort sizes.

Acceptances & Enrollment

- Controlled Admissions:** Acceptance numbers were kept consistent to maintain CACREP's faculty-to-student ratio.
- Withdrawals:** Application withdrawals remain low, and are often due to self-selection, as the program clarified expectations around workload and licensure.
- Enrollment:** Enrollment remains healthy overall, though spring cohorts were slightly below the ideal size of 23–25 total new students.

Key Insights from Progress Report Analysis

- Admissions Strategy:** The program is leveraging increased demand to **enhance the academic and professional readiness** of incoming cohorts.
- Yield Management:** One area of focus is on improving **conversion rates** from acceptance to enrollment through better communication, advising, and early engagement.
- Future Action Plan:** The program will:
 - Refine admissions criteria to further prioritize candidates with strong counseling aptitude and readiness.
 - Continuously monitor withdrawal trends to identify and address barriers to enrollment and persistence.
 - Disseminate admissions and enrollment data to stakeholders for transparency and planning.

These efforts aim to ensure **sustainable growth, cohort stability, and alignment with accreditation standards.**

Total Program Enrollment

The table below shows total (new and returning) enrollment and full-time equivalent (FTE) enrollment by semester, including full time/part time status, and those students participating in the accelerated undergraduate-graduate pathway. Part time students are defined by JWU as those students taking fewer than 12 credits. FTE is prorated based on the number of credits being taken.

Fall 2024	Graduate		GR Total	Accelerated Undergraduate		UG Total	Total
	Addiction Counseling	Clinical Mental Health Counseling		Psychology BS/MS Addiction Counseling	Psychology BS/MS Clinical Mental Health Counseling		
Full Time	1	43	44	0	0	0	44
Part Time	1	15	16	0	4	4	20
3cr	0	2	2	0	1	1	3
6cr	1	12	13	0	3	3	16
9cr	0	1	1	0	0	0	1
Grand Total	2	58	60	0	4	4	64
Student FTE	1.5	50.25	51.75	0	1.75	1.75	53.5

Spring 2025	Graduate		GR Total	Accelerated Undergraduate		UG Total	Total
	Addiction Counseling	Clinical Mental Health Counseling		Psychology BS/MS Addiction Counseling	Psychology BS/MS Clinical Mental Health Counseling		
Full Time	1	38	39	0	0	0	39
Part Time	1	30	31	0	5	5	36
3cr	0	0	0	0	0	0	0
6cr	1	12	13	0	5	5	18
9cr	0	18	18	0	0	0	18
Grand Total	2	68	70	0	5	5	75
Student FTE	1.5	57.5	59	0	2.5	2.5	61.5

Summer 2025	Graduate		GR Total	Accelerated Undergraduate*		UG Total	Total
	Addiction Counseling	Clinical Mental Health Counseling		Psychology BS/MS Addiction Counseling	Psychology BS/MS Clinical Mental Health Counseling		
Full Time	0	31	31	0	0	0	31
Part Time	1	20	21	0	0	0	21
3cr	0	1	1	0	0	0	1
6cr	0	8	8	0	0	0	8
9cr	0	11	11	0	0	0	11
Grand Total	1	51	52	0	0	0	52
Student FTE	1	43.5	44.5	0	0	0	44.5

*No accelerated undergraduate students were enrolled in graduate courses during the summer 2025 term.

Program Retention and Graduation Rates

The 2024–2025 academic year demonstrated strong retention and timely graduation outcomes across cohorts, affirming the department’s commitment to student success and program stability. Notably, **Cohort 12 (Spring 2023)** achieved a **24-month graduation rate of 87.5%**, while **Cohort 13 (Fall 2023)** achieved a **1-year retention rate of 82.8%** and an **18-month graduation rate of 80.8%**. These metrics reflect consistent engagement and academic progress among students.

Exit interviews with non-completers revealed that most withdrawals were due to **personal or financial reasons**, rather than academic difficulty. This insight has prompted the department to prioritize **financial planning support** and **re-engagement strategies**, particularly for part-time students who often balance complex professional and personal commitments. To deepen understanding of student persistence, the department will **systematically track reasons for non-completion**, including withdrawals, transfers, and leaves of absence. This analysis will help distinguish between academic and non-academic factors contributing to attrition and informing targeted interventions.

Faculty advisors will take a **more intentional and individualized approach** to student support, maintaining consistent

communication, offering flexible advising opportunities, and encouraging steady progress toward degree completion. These efforts aim to strengthen cohort stability and ensure timely graduation.

Looking ahead, the department will continue to monitor retention and graduation trends, evaluate the effectiveness of new interventions, and celebrate progress toward sustained student success. All findings and improvement activities will be reviewed and reported as part of the **AY25–26 Educational Effectiveness (EE) Day** in Fall 2026 and included in the department’s **continuous improvement deliverables**.

The tables below show Student Retention Rates and Student Full Time Graduation Rates for Cohorts 12 and 13. The graduation data for the Counselor Education programs are reported for cohorts that start two years prior to provide for 100% and 150% graduation rates.

Cohort 12 January 2023 (202330)								
1 Year Retention			Full Time Graduation Rates - 18 mo. and 24 mo.					
Total Cohort (FT + PT)	Count Retained or Graduated at 1YR	%	FT Cohort	Count Graduated	Count Graduated w/in 18 MO	%	Count Graduated w/in 24 MO	%
10	9	90%	8	7	6	75.0%	7	87.5%

Cohort 13 September 2023 (202410)								
1 Year Retention			Full Time* Graduation Rates - 18 mo. and 24 mo.					
Total Cohort (FT + PT)	Count Retained or Graduated at 1YR	%	FT Cohort	Count Graduated	Count Graduated w/in 18 MO	%	*Count Graduated w/in 24 MO	*%
29	24	82.8%	26	21	21	80.8%		

* The department cannot calculate "true" 150% graduation rate until the end of the Fall 2025 term for this cohort.

Total Program Graduates:

The program also reports annually the total number of students from any cohort who graduated during the past year.

Graduates 2024-25	
Addiction Counseling	2
Clinical Mental Health Counseling	28
Total:	30

Exit Interviews, Alumni Follow-Up, and Licensure Outcomes

The Department of Counselor Education continues to prioritize student feedback and alumni engagement as integral components of its continuous improvement process. Exit interviews conducted with graduating students during the 2024-2025 academic year revealed strong satisfaction with the program's alignment to licensure standards and clinical preparation. Students consistently praised the quality of faculty support and the rigor of field experiences. However, several areas for enhancement emerged, including clearer communication during internship placement, expanded guidance on state-specific licensure requirements, and greater consistency among adjunct instructors. Graduates also expressed interest in additional diversity-focused learning opportunities, structured student mentorship, and stronger post-graduation transition resources. These insights have informed targeted action steps, such as increasing orientation sessions for field experiences, integrating licensure preparation into practicum and internship courses, and developing faculty-led mentorship initiatives.

Among respondents, **83% reported employment within the counseling field**, while 17% were employed outside the profession. Of those currently employed (in or out of field) 20% reported that they were also pursuing further education.

PASS RATES ON CREDENTIALING EXAMINATIONS:

The program conducts an annual survey of all graduates to collect updated information regarding examinations taken, examination pass rates, certification outcomes, and licensure documentation. These data are supplemented through an annual review of publicly available records from the Rhode Island Department of Health, which maintains a registry of active Licensed Mental Health Counselors (LMHCs) in the state. Because the information relies on voluntary alumni reporting and program-initiated verification through state records, the resulting dataset is necessarily incomplete. All graduates who obtain licensure are required to pass the National Clinical Mental Health Counseling Examination (NCMHCE).

LICENSE ACQUISITION

Post-graduate licensure outcomes reflect strong alignment between curricular content, clinical training, and state credentialing standards. The majority of alumni successfully obtained LMHC-A credentials shortly after graduation, positioning them to pursue full licensure following the required supervised practice period. In response to student feedback, faculty have embedded licensure preparation resources into the field experience sequence (CSLG 5899, 6888, and 6899) and will continue to provide guidance on multi-state licensure requirements. These efforts ensure graduates leave the program with confidence and readiness to navigate the credentialing process.

License Acquisition by Cohort						
Cohort #	Entry Year	Enrollment	LMHC/LPC	LMHC-A	LMHC/LPC only %	All Licenses %
1	2014	15	6	0	40%	40%
2	2015	20	12	0	60%	60%
3	2016	16	12	0	75%	75%
4	2017	22	13	2	59%	68%
5	2018	16	14	0	88%	88%
6	2019	31	15	0	48%	48%
7	2020	23	9	2	39%	48%
8	2021 (Spr.)	12	5	4	42%	75%
9	2021 (Sum.)	14	10	4	71%	100%
10	2022 (Spr.)	10	1	2	10%	30%
11	2022 (Fall)	17	0	13	0%	76%
12	2023 (Spr.)	12	0	4	0%	33%

*Cohort 10 is now eligible for the LMHC. Cohorts 11 and 12 are eligible for LMHC-A only

PLACEMENT:

Program effectiveness is also measured by employment. The annual alumni follow-up survey of 38 graduates provided valuable data on early career outcomes. Among respondents, **83% reported employment within the counseling field**, while 17% were employed outside the profession. Of all respondents, **20% reported that they were also pursuing further education**. These findings affirm the program's effectiveness in preparing graduates for professional roles, while highlighting opportunities to strengthen career support and licensure readiness. Challenges in survey response rates were primarily attributed to outdated contact information. To address this, the department is building a comprehensive alumni database and implementing a redesigned survey process with follow-up reminders and clearer communication explaining how alumni feedback informs program improvements.

Survey of 2024-25 Graduates (of 25 responses)	
Employment	
Employed in field	83%
Employed out of field	17%
Education	
Continuing Education	20%

PROFESSIONAL COUNSELOR IDENTITY:

Assessment Process, Results, and Action Plan

During the Fall 2025 orientation, the Department of Counselor Education introduced a new **Counselor Identity Survey** to establish a baseline measure of students' professional identity development. This instrument evaluates key dimensions, such as understanding of counseling philosophy, familiarity with professional organizations, ethical frameworks, and engagement with the broader counseling community. Administering the survey at program entry provides valuable insight into students' initial perceptions and readiness for professional socialization.

Results from the baseline assessment revealed that incoming students exhibit an emerging sense of professional identity, with strong interest in the counseling field but limited knowledge of professional organizations and clarity around counseling philosophy. Lower scores in these areas underscore the need for structured opportunities to foster identity development throughout the curriculum.

Action Plan: To address these findings, the department will implement a multi-tiered strategy. The Counselor Identity Survey will be administered at both entry and program completion to track growth and evaluate the impact of interventions. Faculty will expand professional development opportunities through guest lectures, conference participation, alumni networking, and job fairs. Additionally, the department will establish a **Chi Sigma Iota Honor Society chapter** to promote leadership and professional engagement. A centralized tracking system will document student participation in identity-building activities, ensuring alignment with CACREP standards. Finally, partnerships with site supervisors will be strengthened through CEU-eligible annual trainings, led by program faculty, reinforcing professional identity expectations during field experiences. These initiatives aim to cultivate a strong sense of professional identity, preparing graduates to enter the counseling profession with confidence and clarity of purpose.

SUMMARY OF FOLLOW-UP STEPS:

Continuous Improvement: High-Level Summary and Future Priorities

The 2024–2025 academic year marked significant progress in advancing program quality and alignment with CACREP standards. Faculty engaged in systematic review of student learning outcomes, assessment rubrics, and program objectives during Educational Effectiveness (EE) Days, resulting in enhanced scoring calibration and improved transparency across assessment processes. A comprehensive table of all student learning assessments is included in Appendix A. Building on these achievements, the department has identified several high-level priorities to guide continuous improvement in AY 2025–26:

1. **Strengthen Assessment Alignment and Rubric Design:** Multiple courses will undergo rubric revisions to ensure accurate measurement of core competencies, including ethical reasoning, multicultural counseling, and developmental theory. Expanded 5-point scales and norming sessions for adjunct faculty will improve inter-rater reliability and data sensitivity.
2. **Integrate Standardized Comprehensive Exams:** The department will pilot the Counselor Preparation Comprehensive Exam (CPCE) or Counselor Education Comprehensive Exam (CECE) as a summative measure of student mastery across core areas. Full implementation is anticipated in future cycles to strengthen vertical alignment and provide nationally benchmarked data.
3. **Enhance Field Experience Quality and Supervisor Training:** Expanded orientation sessions and CEU-eligible annual trainings for site supervisors will reinforce dispositional assessment, evaluation of clinical skills, and inter-rater consistency. Curricular updates will deepen instruction in ethical decision-making and DSM-5

application during practicum and internship courses.

4. **Advance Professional Identity Development:** The Counselor Identity Survey will be administered at entry and program completion to track growth. Initiatives such as establishing a Chi Sigma Iota Honor Society chapter, increasing professional engagement opportunities, and embedding licensure preparation into field experience courses will support students' readiness for clinical practice.
5. **Improve Alumni Engagement and Outcome Tracking:** A redesigned alumni survey process using verified email addresses will enhance response rates and provide more accurate data on employment, licensure, and professional readiness. These insights will inform ongoing program enhancements and stakeholder reporting.

Collectively, these initiatives reflect the department's commitment to a proactive, data-driven model of continuous improvement. By embedding these priorities into the upcoming academic cycle, the program will sustain its momentum toward excellence in counselor education and student success.

Together, these priorities position the department to strengthen assessment practices, enhance clinical training quality, deepen professional identity development, and improve alumni outcome tracking through a systematic, data-driven approach to continuous program improvement in AY 2025–26.

The 2024–2025 academic year positioned the Department of Counselor Education for **sustained excellence through CACREP accreditation, enhanced assessment practices, and strategic priorities** for AY 2025–26 focused on rubric refinement, standardized exams, strengthened field experiences, professional identity development, and improved alumni engagement—all reinforcing the **program's mission to prepare ethically grounded, clinically skilled counselors**.

Glossary of Key Terms

Accreditation: Formal recognition that a program meets established standards of quality and rigor set by an accrediting body (e.g., CACREP for counseling programs).

Aggregate: Combined data from multiple sources or individuals, summarized for analysis rather than reported individually.

Assessment: A systematic process of measuring student learning, program effectiveness, or outcomes using defined tools and criteria.

CACREP Standards: The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards that outline required competencies, curriculum, and quality benchmarks for counseling programs.

CCS-R: Counselor Competency Scale–Revised; an evaluation tool used by site supervisors and faculty to assess counseling students' skills and dispositions during practicum and internship.

Comprehensive Exams: Standardized or program-specific exams designed to measure cumulative knowledge and skills across the counseling curriculum, often used to benchmark student mastery.

Continuing Education Unit (CEU): A measure used to quantify participation in professional development activities; typically required for maintaining licensure.

Continuous Improvement: An ongoing, systematic process of using data to identify areas for enhancement and implementing changes to improve program quality and student outcomes.

Cultural Competence: The ability to understand, respect, and effectively work with individuals from diverse cultural backgrounds.

Educational Effectiveness: A structured approach to evaluating and improving teaching, learning, and program outcomes through data-driven processes.

Ethical Practice: Adherence to professional codes of ethics and standards (e.g., ACA Code of Ethics) in all counseling activities.

Evidence-Based Practices: Interventions and strategies grounded in research and proven to be effective in achieving desired outcomes.

Feedback Loops: Processes that ensure information from assessments, stakeholders, and evaluations are communicated back to faculty and program leadership for decision-making and improvement.

Formative: Assessment conducted during a course or learning experience to provide feedback and guides improvement before final evaluation.

Full-Time Equivalent (FTE): A metric that converts part-time student enrollment into an equivalent number of full-time students based on credit load.

Key Performance Indicators (KPIs): Quantifiable measures used to evaluate progress toward specific objectives, such as student learning or program effectiveness.

Key Professional Dispositions (KPDs): Essential attitudes and behaviors—such as professionalism, ethics, and interpersonal skills—required for effective counseling practice.

Licensure Acquisition: The process by which graduates obtain professional credentials (e.g., LMHC-A) necessary for legal practice in counseling.

Outcomes: The measurable results of educational processes, including student learning achievements, graduation rates, and employment data.

Professional Counselor Identity: A counselor's sense of belonging to the profession, demonstrated through engagement with professional organizations, adherence to ethical standards, and commitment to ongoing development.

Program-Level Student Learning Outcome: A specific, measurable statement describing what students should know or be able to do upon completion of the program.

Retention: The percentage of students who remain enrolled and progress toward degree completion over a specified time frame.

Stakeholder: Any individual or group with an interest in the program's success, including students, faculty, alumni, employers, and accrediting bodies.

Student Dispositions: Observable attitudes and behaviors—such as professionalism, ethical conduct, and interpersonal skills—that support effective counseling practice.

Summative assessment: Assessment conducted at the end of a course or program to evaluate overall achievement of learning objectives.

Targeted Interventions: Specific strategies implemented to address identified gaps or challenges in student learning or program performance.

Appendix A. Program Objectives A.- D.

Program Objective A: Foster the development of professional counselors who are equipped with comprehensive knowledge, ethical decision-making skills, and cultural competencies to effectively serve and advocate for diverse populations across a variety of professional settings.				
Program-Level Student Learning Outcome	Description	Assessment Methods & Target	Results & Analysis	Action Plan for Improvement & Follow-Up
A1. Professional Orientation and Identity	Demonstrate professional proficiency and exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.	Formative assessment: CSLG 5250 Professional Orientation & Ethical Practices. Current Issues/Topics Presentation. Data type: Aggregate student assessment data	Assessment year: 24-25 Semester(s) assessed: Fall 2024; Spring 2025 Students were evaluated on professional proficiency and ethical practice through the course presentation. Results indicated strong overall performance, with 100% of students successfully identifying professional standards and 87% accurately applying ACA ethical guidelines. However, the current rubric did not fully capture the depth of student competency in ethics or alignment with program outcomes.	Formative: CSLG 5250 A new outcome rubric for Program Outcome A1 was developed to ensure more accurate measurement of ethical reasoning and professional identity. Beginning in Fall 2025 , CSLG 5250 will use the <i>Ethics Case Study</i> or <i>Exam</i> as the updated formative assessment. Summative: CSLG 6899 The new outcome rubric developed for Program Outcome A1 will be implemented to evaluate the summative assessment as well. Overall, these updates will enhance data accuracy, support stronger alignment between formative and summative measures, and provide clearer evidence of student competency in professional ethics.
		Summative assessment: CSLG 6899 Counseling Internship II/ethical dilemma paper & presentation.	Assessment year: 24-25 Semester(s) assessed: Fall 2024; Summer 2025 All students (n = 24) met or exceeded expectations on the summative assessment, demonstrating proficiency in ethical	Follow-up: The revised assessment rubric for Program Outcome A1 will be

		Data type: KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8)	decision-making and adherence to ACA standards.	implemented in Fall 2025 and results will be incorporated into the AY25-26 Educational Effectiveness (EE) Day reporting and continuous improvement deliverables.
A2. Social and Cultural Diversity	Illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.	Formative assessment: CSLG 5170 Multicultural Counseling Theories & Techniques/paper & presentation. Data type: Aggregate student assessment data	Assessment year: 24-25 Semester(s) assessed: Fall 2024; Spring 2025 All 28 students (100%) achieved a score of 3 on the assessment rubric, indicating consistent demonstration of competency in applying multicultural concepts. During data review, faculty discussed the need to enhance inter-rater consistency across evaluators. Faculty also noted that the existing rubric's limited 3-point scale restricts data sensitivity and differentiation of performance levels.	Formative: CSLG 5170 To enhance inter-rater consistency, the program will implement a brief rubric norming session for adjunct faculty at the start of each academic year. Additionally, faculty will work to expand rubric design to include 1-5 scale to get more nuanced assessment data. Faculty will review and refine rubric criteria to ensure alignment with program outcomes and ACA multicultural standards. Summative: CSLG 6888 This new summative assessment will directly measure students' ability to integrate multicultural counseling principles into professional practice. The revised A2 rubric developed for CSLG 5170 will also be utilized here to ensure vertical alignment across the curriculum and consistency in outcome evaluation.
		Summative assessment: CSLG 6888 Counseling Internship I/paper and presentation Data type: KPIs (knowledge and skills	Assessment year: 25-26 Semester(s) assessed: Fall 2025; Spring 2026 In reviewing the summative assessment method, faculty determined that this assignment and rubric did not properly evaluate	

		indicators in each of the 8 Core areas (A1-8)	a student's understanding of cultural diversity. Therefore, a revised assignment and rubric will be developed.	Follow Up: The expanded 5-point rubric and adjunct faculty norming sessions will be implemented beginning Fall 2025, with the new summative assignment launching in Spring 2026. Faculty will review and report the results of these improvement activities as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and include findings in subsequent continuous improvement deliverables.
A3. Human Growth and Development	Provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.	Formative assessment: CSLG 5150 Counseling across the Lifespan/developing an age-specific community program Data type: Aggregate student assessment data	Assessment year: 24-25 Semester(s) assessed: Spring 2025; Summer 2025 All students met or exceeded expectations on the formative assessment, with 90.91% exceeding expectations. Results demonstrate strong comprehension and application of developmental theory to counseling practice. During the review, faculty identified that several assigned readings and case examples in the course were outdated.	Formative: CSLG 5150 Since the review of the common assignment for this course found outdated articles assigned as required readings, all readings have been updated to ensure continued alignment with current scholarship and best practices. Summative: CSLG 5400 To correct assignment and rubric alignment, faculty will modify the CSLG 5400 rubric to incorporate developmental objectives. Faculty will also consider utilizing the Comprehensive Counselor

		Summative assessment: CSLG 5400 Psychopathology and Treatment Planning/developing age-appropriate treatment plan Data type: KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8))	Assessment Year: 25-26 Semester(s) assessed: Spring 2026; Summer 2026 Faculty review determined that the existing rubric for CSLG 5400 does not sufficiently align with the developmental objectives of the corresponding formative assessment (CSLG 5150). While the assignment itself effectively measures treatment planning skills, the rubric lacks criteria explicitly tied to human growth and development outcomes.	Preparation Exam (CPCE) or Counselor Education Comprehensive Exam (CECE) as a cumulative measure of Outcome A3. Follow-Up: Updated CSLG 5150 readings and rubric will be implemented in Spring 2026. While the Capstone exam pilot for CSLG 5400 outcome assessment will launch in Spring 2026, with full integration expected in Spring 2027.
A4. Career Development	Demonstrate planning and implementation of career development practices and theoretical perspectives	Formative assessment: CSLG 5100 Advanced Career Counseling/pre-test multiple choice mid-term exam Data type: Aggregate student assessment data	Assessment year: 25-26 Semester(s) assessed: Spring 2026; Summer 2026 Historically, the <i>pre-test</i> used in CSLG 5100 was a 40-question, multiple choice exam administered on the first day of class, which produced consistently low scores and did not yield meaningful formative data. This assessment was discontinued. As a result, the formative pre-test will become the mid-term for CSLG 5100 and will provide baseline data on student's understanding of professional identity and career development competencies.	Formative: CSLG 5100 The faculty propose that administering the Counselor Professional Identity Survey would be an optimized way to measure outcome A4, via a pre- and post-assessment in 2025–2026. The mid-term exam will serve as the pre-test for assessing students understanding of professional identity and career development competencies. Summative: CSLG 5100 This assessment will also be discontinued, and a standardized cumulative exam (CPCE or CECE) will be used to measure summative data.

		Summative assessment: CSLG 5100 Advanced Career Counseling/post-test multiple choice Data type: KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8))	Assessment year: 25-26 Semester(s) assessed: Spring 2026; Summer 2026 A paper and presentation are assessed at the end of the semester. The summative data for all classes resulted in 6 students (25%) met expectations, and the remaining 18 students exceeded expectations. The current summative assessment, a paper and presentation, did not yield meaningful summative data and will be discontinued.	Student performance within each subsection and core counseling area related to this outcome will be analyzed and reported. Faculty plan to transition to standardized comprehensive exams in future assessment cycles. Follow Up: Once the appropriate exam (CPCE or CECE) is selected, it will be piloted in May 2026 for data collection purposes only and will not serve as a graduation requirement. Pending review of pilot results, full implementation as a graduation requirement is anticipated for May 2027. Results from these revised assessment methods will be incorporated into the AY25-26 Educational Effectiveness (EE) Day reporting and continuous improvement of deliverables.
A5. Helping Relationships	Show command of counseling theories and how to conceptualize cases from a wellness perspective.	Formative assessment: CSLG 5300 Adv. Individual Counseling Theory & Techniques video Data type: Aggregate student assessment	Assessment year: 24-25 Semester(s) assessed: Fall 2024; Spring 2025 Students averaged 2.50/3 (83.3%) overall. Performance was strongest in Counseling Relationship (88%) and Use of Skills (86%), while	Formative: CSLG 5300 Faculty will revise the student learning outcome, assignment, and rubric for CSLG 5300 during AY25–26. Additionally, group counseling measures will be removed from the

		data KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8))	Structure and Direction of Session (76%) was identified as a weaker area. Current data also includes an assessment of students' ability to run groups, which is not appropriate for this course and will be removed. Overall, faculty identified two key misalignments: 1. The inclusion of group counseling data not relevant to this course. 2. The current rubric's limited alignment with the Helping Relationships outcome and wellness component.	formative assessment, as these will be assessed under A6. Group Work. Summative: CSLG 6899 Moving forward, the program will strengthen site supervisor engagement by reinforcing the importance of evaluation discussions and ensuring supervisors play a more active role in assessing and supporting student growth. Follow-up: The new wellness-related outcome in CSLG 5350 Health & Wellness in Counseling with a new rubric and common assignment will be implemented by May 2026.
		Summative assessment: CSLG 6899 Counseling Internship II/Supervisor evaluation and video and transcript of session Data type: Aggregate student assessment data KPIs (knowledge and skills indicators in	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Spring 2025 29 students were analyzed. 8/29 (28%) met and 21/29 (72%) exceeded expectations. The collection and use of site supervisor evaluations represent an area of opportunity for program enhancement. While reviewing evaluations with students is valuable for developmental feedback, faculty found that this	Faculty will review and report the results of these improvement activities as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and include findings in subsequent continuous improvement deliverables.

		each of the 8 Core areas (A1-8)	process is not consistently completed.	
A6. Group Work	Exhibit knowledge of group dynamics, group leadership, group development and the ability to apply these concepts in a variety of group types.	Formative assessment: CSLG 5500 Group Counseling Theories & Techniques/co-facilitation Data type: Aggregate student assessment data KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8)	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Spring 2025 In this formative assessment, of the 22 students assessed, 2 students (9.09%) were approaching expectations, 6 students (27.27%) met expectations, and 14 students (63.64%) exceeded expectations. Faculty identified a need for more opportunities to assess students' application of group counseling skills. Current exams assess knowledge effectively but not skill integration. The existing rubric measures both knowledge and application, but practical skills are not adequately assessed through written exams.	Formative: CSLG 5500 Faculty recommended incorporating case scenarios and role-play demonstrations to measure applied competency. They will develop new applied assignments to implement in the course. Faculty will also develop essay assessments in midterm and final exams to strengthen evaluation of conceptual understanding. Summative: CSLG 6899 Faculty will pilot the CPCE exam in Spring 2026 to evaluate students' competency in group facilitation and overall mastery of core counseling skills. Based on the outcomes of this pilot, full implementation is anticipated for Fall 2026.
		Summative assessment: CSLG 6899 Counseling Internship II/Supervisor evaluation of intern group facilitation skills	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Spring 2025 Site supervisors assessed students' ability to run group counseling in 6899. Data indicated strong competency in group dynamics,	

		Data type: Aggregate student assessment data KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8))	leadership, and application of group concepts. Assessment results highlight gaps in knowledge of the concepts related to group counseling.	development. Follow Up: Faculty will review and report the results of these improvement activities as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and include findings in subsequent continuous improvement deliverables.
A7. Assessment	Implement basic and advanced assessment techniques in the framework of helping relationships.	Formative assessment: CSLG 5450 Testing & Assessment in Counseling/assessment test development & presentation Data type: Aggregate student assessment data KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8))	Assessment year: 24-25 Semester(s) assessed: Fall 2024; Summer 2025 In this formative assessment, of the 19 students assessed, 16.67% of the students were approaching expectations, 50% met expectations, and 33.33% exceeded expectations. However, because the assignment was group-based, data reflected groups rather than individual competencies. Faculty determined that the group format limits assessment precision for individual skills. Additionally, rubric alignment between CSLG 5450 and CSLG 6888 (Internship I) requires revision to ensure assessment data capture both technical and applied competencies.	Formative: CSLG 5450 Convert the group assignment to an individual Client Assessment Report to capture student-specific performance, which will allow them to assess individual student skills. Summative: CSLG 6888 Develop a new rubric in Taskstream to correspond with the formative assignment during AY25–26. Ensure alignment between 5450 and 6888 to assess development of treatment planning skills. Consider incorporating CPCE or CECE as additional summative measures of assessment knowledge. Follow-up: Faculty will review and report the results of these improvement

		Summative assessment: CSLG 6888 Counseling Internship I/developing a treatment plan including testing Data type: Aggregate student assessment data KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8))	Assessment year: 25-26 Semester(s) assessed: Fall 2025; Spring 2026 The common assignment has been developed but currently needs an assessment rubric that corresponds to the formative in Taskstream. The rubric will be developed during AY25-26 and implemented once the faculty agree on the tool.	activities as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and include findings in subsequent continuous improvement deliverables.
A8. Research and Program Evaluation	Demonstrate the role of research in advancing the counseling profession.	Formative assessment: PSYC 5200 Neuroscience & psychopharmacology/ research paper Data type: Aggregate student assessment data KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8))	Assessment year: 24-25 Semester(s) assessed: Fall 2024; Spring 2025 Formative results (n=14) averaged 4.36/5 (87.14%), with strong demonstration of comprehension. However, analysis indicated weaker performance in depth of literature synthesis (78%), though this improved to 81% in the summative measure. Rubrics across PSYC 5200 and RSCH 6100/6150 are well-aligned, but scoring inconsistencies were noted among evaluators. The lowest	Formative: PSYC 5200 To enhance inter-rater consistency, the program will implement a brief rubric norming session for adjunct faculty at the start of each academic year. Summative: RSCH 6100 & 6150 Enhance course content and assignments related to data analysis methodology to give students more practice and exposure to these topics. Follow Up: Faculty will review and report the results of these improvement

			summative rubric category was Description of Data Analysis Method (74%) , suggesting a need for strengthened instruction in this area.	activities as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and include findings in subsequent continuous improvement deliverables .
		Summative assessment: RSCH 6100 & 6150/Research paper Data type: Aggregate student assessment data KPIs (knowledge and skills indicators in each of the 8 Core areas (A1-8))	Assessment year: 24-25 Semester(s) assessed: Fall 2024; Spring 2025 Scores for Description of Data Analysis Method were the lowest (74.07). It may be beneficial for course lectures, activities, and readings to focus on this topic in more detail.	

Program Objective B: Equip students in the Addiction Counseling degree with knowledge, clinical tools, and evidence-based treatment strategies necessary for effective diagnosis and intervention in addiction and co-occurring disorders, fostering professional competence in addiction care.				
Program-Level Student Learning Outcome	Description	Assessment Methods & Target	Results & Analysis	Action Plan for Improvement & Follow-Up
B1. Program Area Standards/Addiction Counseling	Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models, and approaches individuals and groups who face addiction.	Formative Assessment: CSLG 6150 Adv. Individual Counseling Theory & Techniques II role play and video Data type: Aggregate student assessment live role play.	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Spring 2025 Findings show that 90% of students meet or exceed foundational counseling micro-skills through role plays. During this evaluation, faculty identified issues with alignment between the rubric, CACREP standards, and course content, with the course focusing on skill development.	Formative: CSLG 6150 Revise the formative assessment and rubric in CSLG 6150 to focus solely on individual counseling skills and ensure alignment with CACREP standards. Remove wellness and group counseling components from both CSLG 6150 and CSLG 6100, as these are assessed elsewhere in the curriculum. Summative: CSLG 6100 Assessment of B1 will no longer take place in CSLG 6100. Faculty will develop a new summative knowledge assessment specific to Addiction Counseling students in CSLG 6205 , addressing the advanced content unique to this specialization.
		Summative Assessment: CSLG 6100 Adv. Co-occurring Disorders & Addiction Counseling/live role play assignment and CSLG 6899 Counseling Internship II/Supervisor evaluation	Assessment year: 24-25 Semester(s) assessed: Fall 2024; Spring 2025 The summative assessment currently used for CSLG 6100 and as an SLO for all Addiction Counseling students does not represent a cumulative assessment of student skills (occurs in semester 2 of the curriculum). An assessment later in the program will be developed.	Continue analyzing CCS-R site supervisor evaluations in CSLG 6899 (Internship II) to provide summative data on student clinical skills.

		Data type: KPIs (knowledge and skills indicators in Addictions Counseling specialization area)	Analysis of the CCS-R site supervisor assessment of students' skills was used to provide summative data; 29 students were analyzed. 8/29 (28%) met and 21/29 (72%) exceeded expectations.	Follow-Up: Faculty will implement the revised formative assessment and new summative measures during AY25–26 . The results of these improvement activities and analyses of site supervisor evaluations will be reviewed and reported as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and included in subsequent continuous improvement deliverables .
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Program Objective C: Equip students in the Clinical Mental Health Counseling program to provide comprehensive mental health assessments, diagnoses, and treatment interventions that support clients' psychological well-being, utilizing a range of therapeutic approaches across diverse clinical settings.				
Program-Level Student Learning Outcome	Description	Assessment Methods & Target	Results & Analysis	Action Plan for Improvement & Follow-Up
C1. Program Area Standards/Clinical Mental Health Counseling	Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models, and approaches individuals and groups who face a variety of	Formative assessment: CSLG 6150 Individual Counseling Theories and Techniques Data Type: Aggregate student assessment data	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Spring 2025 Data suggests that 85% of students meet or exceed applying theories and concepts well in their role-playing assignments. Faculty determined that the current CSLG 6150 rubric includes	Formative: CSLG 6150 Revise the CSLG 6150 rubric to align directly with CACREP standards and remove unrelated wellness and group counseling descriptors . Ensure assessment alignment between course objectives and the

	mental health disorders.		criteria not addressed in the course (e.g., wellness and group counseling skills). These elements will be removed to strengthen alignment with CACREP standards. Analysis of the CCS-R site supervisor evaluations in CSLG 6899 indicated strong summative performance, with 28 percent of students meeting expectations and 72 percent of students exceeding expectations. However, supervisors noted challenges in consistently evaluating group counseling competencies.	learning outcome through rubric review during AY 25–26. Summative: CSLG 6899 Enhance site supervisor training to improve consistency in evaluating group counseling skills and application of theoretical models. Continue utilizing CCS-R evaluations in CSLG 6899 as the summative measure of applied counseling competency until further assessment tools are developed.
		Summative assessment: CSLG 6899 Counseling Internship II/Supervisor evaluation Data Type: KPIs (knowledge and skills indicators in the Clinical Mental Health Counseling specialization area)	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Spring 2025 Analysis of the CCS-R site supervisor evaluations in CSLG 6899 indicated strong summative performance, with 28 percent of students meeting expectations and 72 percent of students exceeding expectations. However, supervisors noted challenges in consistently evaluating group counseling competencies.	Follow Up: Faculty will implement rubric revisions and supervisor training initiatives during AY 25–26. Results of these improvement activities will be reviewed and reported as part of AY 25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and included in subsequent continuous improvement deliverables.

Program Objective D-i (Student Dispositions): Students will demonstrate the professional dispositions essential to professional growth and effective interactions with clients, faculty, supervisors, and peers.				
Assessment of Student Professional Competencies and Dispositions	Description	Assessment Methods & Target	Results & Analysis	Action Plan for Improvement & Follow-Up
D-i-1. Survey of Student	Site Supervisor Evaluation of Student	Formative assessment: CSLG 5899 Practicum site supervisor evaluation; CSLG 6888 Counseling Internship I site supervisor evaluation Data type: Aggregate student assessment data.	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Fall 2024; Spring 2025 Practicum (CSLG 5899): Average skill score 88%, disposition score 92%. Internship I (CSLG 6888): Continued improvement observed, with 99% of students scoring 4 or 5, meeting or exceeding expectations. Data show a consistent upward trend in professional growth and dispositional development as students progress through field experiences. These findings affirm that students demonstrate increasing competence and professionalism aligned with CACREP standards and program expectations.	Formative & Summative: Continue routine review of site supervisor evaluations each semester to monitor trends and ensure interrater consistency. Reinforce feedback loops between supervisors, faculty, and students to ensure evaluations are discussed and used for ongoing professional growth. Address data quality issues, if any, through enhanced supervisor orientation and rubric calibration. Follow-up: Faculty will maintain regular semester-based reviews of site supervisor evaluations and student disposition data to ensure sustained progress. The results of these improvement activities will be reviewed and reported as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and

		Summative assessment: CSLG 6899 Counseling Internship II site supervisor evaluation Data type: KPDs (professional dispositions)	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Spring 2025 Internship II (CSLG 6899): Average skill score 95%, disposition score 96%, reflecting a 7% and 4% increase respectively from formative measures.	included in subsequent continuous improvement deliverables .
D-i-2. Disposition Assessment	Informal dispositional Surveys and CCS-R Assessment of Professional Counselor Competencies.	Formative assessment: An Informal dispositional survey is completed by faculty and used in the 8 introductory courses in the first two semesters. Data type: Aggregate student assessment data. KPDs (professional dispositions) assessed by faculty, site supervisors and self-assessment by student	Assessment year: 25-26 Semester(s) assessed: Fall 2025; Spring 2026 A new dispositional assessment tool was developed for use in the introductory courses to evaluate student professionalism, ethics, and interpersonal behavior early in the program. Data collection will begin in Fall 2025.	Formative: A new dispositional assessment tool was developed for use in the introductory courses to evaluate student professionalism, ethics, and interpersonal behavior early in the program. Data collection will begin in Fall 2025. Summative: CSLG 5899/6888/6899 During Fall 2025, a webinar tutorial developed through a collaboration between program faculty and Instructional Design & Technology. This training focused on how to assess student dispositions and was disseminated to all new and experienced site supervisors. Follow Up: Formative dispositional data will be collected in Fall 2025. Once formative data is available, faculty will conduct an analysis and
		Summative assessment: CCS-R is used in CSLG 5899 Counseling Practicum; CSLG 6888	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Fall 2024; Spring 2025	

		Counseling Internship I; and CSLG 6899 Counseling Internship II by site supervisor and faculty instructor Data type: Aggregate student assessment data. KPDs (professional dispositions) assessed by faculty, site supervisors and self-assessment by student	Site supervisor evaluation of student dispositions via the CCS-R summative data for AY24–25 indicated steady improvement in dispositional performance across field experiences, with average dispositional scores increasing from 92% to 96%. Findings suggest that students demonstrate consistent growth in professional dispositions as they progress through practicum and internship experiences. The introduction of the new formative tool will enable earlier identification of professional strengths and areas for growth, allowing for timely developmental feedback.	comparison of formative and summative scores. Overall, the results of these improvement activities will be reviewed and reported as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and included in subsequent continuous improvement deliverables.
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Program Objective D-ii (Learning Environment): Provide all students with diverse, high-quality field placement experiences that integrate theoretical learning with practical, hands-on clinical work, enhancing the development of professional skills and dispositions, ethical practices, and client care.				
Learning Environment Indicator	Description	Assessment Methods & Target	Results & Analysis	Action Plan for Improvement & Follow-Up
D-ii-1. Field Experience Quality	Data from systematic follow-up studies of site supervisors and employers of program graduates assessing professional skills, dispositions, and readiness for clinical practice.	Data source: Annual survey of active site supervisors and known employers of program graduates	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Fall 2024 Spring 2025 Survey data identified key strengths and areas for growth among program graduates: Strengths: Critical thinking (62%), receptivity to feedback (61%), empathy (68%), ethical responsibility (67%), and self-awareness (62%). Areas for Growth: Legal and ethical knowledge (8% unsatisfactory) and understanding of DSM-5 criteria (47%, lowest skill average). Overall, site supervisors and employers perceive program graduates as demonstrating strong interpersonal and dispositional competencies. However, the findings reveal a need for deeper integration of applied ethical and diagnostic training within clinical	During the fall 2025 and spring 2026 semesters, more details in ethical decision-making and legal knowledge will be added in CSLG 5250 and CSLG 6888 and CSLG 6899. These include: Incorporate expanded instruction and applied activities on ethical decision-making and legal knowledge into CSLG 5250 (Professional Orientation & Ethics) beginning Fall 2025. Enhance DSM-5 diagnostic application through case-based exercises and clinical simulations in CSLG 6888 (Internship I) and CSLG 6899 (Internship II). Follow-Up: Faculty will implement the curricular enhancements during Fall 2025 and Spring 2026. The results of these improvement activities will be reviewed and reported as part of AY25–26 Educational Effectiveness (EE) Day reporting in Fall 2026 and

			coursework.	included in subsequent continuous improvement deliverables .
D-ii-2. Field Experience Quality	Aggregate review of clinical coordinator's site assessments. Clinical Coordinator Site Approval Process	Data source: Clinical coordinator reports of site visits and site supervisor interviews to assess appropriateness of site	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Fall 2024; Spring 2025 All new field sites and supervisors were reviewed by the Clinical Coordinator to ensure compliance with institutional and CACREP standards. Approval decisions were based on criteria such as supervisor credentials and licensure, provision of weekly supervision, and access to appropriate client experiences. The current approval process is functioning efficiently and ensures consistent site quality.	Maintain existing site and supervisor approval procedures, ensuring documentation of all review and approval decisions. Continue emphasizing credential verification and supervision quality in the site review process. Follow-Up: The current site and supervisor approval process will continue under the oversight of the Clinical Coordinator. Faculty will review and report the results of these activities as part of AY25–26 EE Day reporting in Fall 2026 and include findings in subsequent continuous improvement deliverables.
D-ii-3. Field Experience Quality	Student Evaluation of Clinical Site Supervisor	Data source: Student assessment of clinical site supervisor at end of practicum and internships I & II	Assessment year: 24-25 Semester(s) assessed: Summer 2024; Fall 2024; Spring 2025 Data collected from student evaluation of site supervisors in CSLG 5899, CSLG 6888, and CSLG 6899, indicated interns assessed supervisors on average as meeting or exceeding expectations in all areas.	Continue annual spring training for all new and returning site supervisors, led by the Clinical Internship Coordinator. Include focused sessions on dispositional assessment, evaluation of clinical skills, and building interrater reliability to ensure consistency in student evaluations.

				Follow-Up: The site supervisor training program will continue each spring semester, with results of supervisory evaluations and training effectiveness reported during AY25–26 EE Day (Fall 2026) and included in continuous improvement deliverables.
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