



**GWYNEDD MERCY UNIVERSITY**  
**COUNSELING M.S., Clinical Mental Health Counseling and School Counseling 2024-25**  
**PROGRAM EVALUATION REPORT**

MAY 2025

Counseling faculty review program evaluation data during our annual Counseling Data Retreat. This report, designed to inform all stakeholders of the counseling program, summarizes statistics related to (1) applicants, current students, and 2024-25 program graduates; (2) follow-up studies of program stakeholders; (3) data from measures of students' dispositions, knowledge, and skills collected during the 2024-2024 5 academic year; and (4) an overall assessment of program objectives. Plans for program improvement based on program evaluation data are presented.

### **Introduction**

Established within a faith-based tradition, Gwynedd Mercy University embraces the following core values: Integrity in Word and Deed, Respect for the Dignity of Each Person, Service to Society, and Social Justice in a Diverse World. The Counseling Program reflects the mission of the larger university through its commitment to service, advocacy, equity, and diversity. We prepare our students to be strong scholar-practitioners with a foundation in evidence-based practices.

Gwynedd Mercy University's Counseling Program is a distance-learning, 60-credit Master of Science degree in Counseling that prepares students to assume professional roles in community mental health and primary and secondary schools. Students choose between two program concentrations, both of which are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2032: Clinical Mental Health Counseling or School Counseling. The bulk of our program is completed online, allowing maximum flexibility while ensuring quality preparation. A one weekend residency and the faculty-supervised field practice requirements provide multiple opportunities to synthesize theory and practice.

### **Selected 2024-2025 Program Highlights**

#### **CACREP Accreditation Efforts**

The program received CACREP accreditation in July 2024. Both program concentrations are CACREP accredited through 2032. The program submitted a CACREP progress report in April 2025.

**Program Efficiencies**

The program continued collaboration with Gwynedd Mercy University's Psychology program to develop complete calendars for students wishing to enter the "4+2" early entry program. Undergraduate students who begin in Summer, Fall, or Spring now have a complete schedule of classes that will allow them to finish the master's program in two years.

Core faculty monitored trends in admissions over the course of Fall 2023, which revealed a noticeable shift toward students choosing the "accelerated" model over the "traditional" (slower) model. Core faculty made the decision to stop offering the "traditional" track option as of Fall 2024 to make course enrollment more predictable.

Core faculty also made the decision to eliminate the option for students to choose two or three internships. Starting in Fall 2025, all students will complete their internships over the course of two semesters. Additionally, the core faculty made the decision to eliminate CNS 536 Group Counseling and Facilitation Skills in K-12 Settings, which was the group counseling course for school counseling students. All students will take CNS 535 Group Counseling and Facilitation Skills, which will address skills needed in both school and clinical mental health settings. This course will be part of the core curriculum for both concentrations. Both of these changes went through the college and university approval process, and they will result in fewer under-enrolled courses and simpler plans of study for students.

**New Courses and Major Course Revisions**

Our faculty created one new course: CNS 530 Child and Adolescent Counseling. Additionally, we undertook major revisions of three core counseling courses, two clinical mental health courses, one school counseling course, and one elective.

Counseling program faculty also implemented many more changes to improve the program and the student experience. A complete list of program changes from 2023-2025 can be found in Appendix A.

**Program Completion Rates and Student Demographic Data****Program Completion**

At the conclusion of the Spring 2025 semester, 86 students were enrolled in the counseling program at Gwynedd Mercy University (this number reflects the reduction in total enrollment due to graduation). In August 2024, there were 4 graduates in the clinical mental health concentration. In December 2024, there were 14 graduates in the clinical mental health concentration and 8 in the school counseling concentration. In May 2025, there were 5 graduates of the school counseling concentration, along with 1 student who completed the CMHC Post-graduate Certification Program.

## Student Demographic Data

### *Applicant Demographics: 2024-2025*

Applicants	Fall 2024
Total	74
Started	20

Gender	Fall 2024
Male	9
Female	37

\*remaining applicants' gender not listed

Age	Fall 2024
1 - 25	22
26 - 30	11
31 - 35	8
36 - 40	3
41 - 50	10
51+	8
Average Age	33
Median	27
Mode	33

Race	Fall 2024
American Indian	1
Asian	0
Black	9
Hispanic	1
Unknown	36
White	27

Applicants	Spring 2025
Total	48
Started	17

Gender	Spring 2025
Male	8
Female	40
Unknown	N/A

Age	Spring 2025
1 - 25	19
26 - 30	12
31 - 35	5
36 - 40	4
41 - 50	5
51+	3
Unknown	0
Average Age	31
Median	28
Mode	24

Race	Spring 2025
American Indian	1
Asian	1
Black	11
Hispanic	4
Unknown	0
White	29

\*\*We have two students who reported 2 or more races.

***Total Enrolled Students' Demographics: 2024-2025***

Gender	
Male	19
Female	75

Age	
1 - 24	24
25 - 29	30
30 - 34	9
35 - 39	10
40 - 49	16
50+	5

Race	
Asian	4
Black/African American	9

Hawaiian/Pacific Islander	0
Hispanic/Latin	6
Two or more	4
Unknown	0
White	71
<b>TOTAL</b>	<b>94</b>

For our 2024-25 enrolled students, 20.2% identify as male, and 79.7% identify as female. This is largely in line with students enrolled in CACREP accredited master's programs across the U.S. In 2024, CACREP's vital statistics report (<https://www.cacrep.org/wp-content/uploads/2025/05/2024-Vital-Statistics.pdf>) indicated 18.7% of students in CACREP accredited master's programs nationwide identified as male, while 80.3% identified as female. With regard to race, 75.5% of our enrolled students identified as White, compared to 57.3% of students nationwide. While this area does indicate a discrepancy between our program and programs nationwide, the racial breakdown of students is in line with the demographic statistics in Pennsylvania, where the majority of our students are located. According to the US Census Bureau, estimates as of July 1, 2024 indicate that 80.6% of the population in PA identify as White (<https://www.census.gov/quickfacts/fact/table/PA/PST045223>).

### **Constituent Surveys**

Surveys were sent electronically in March 2025 to the following stakeholder groups: (1) Fall 2024 and Spring 2025 graduates, (2) alumni of the program with graduation dates between 2022 and Spring 2024, (3) site supervisors of students in practicum and internship courses throughout 2024-25, and (4) employers of program graduates from years 2022 – May 2024. Graduates were asked to supply information on exam passage rates and post-graduate employment. Other survey recipients were asked to provide their perception of preparation in the areas of the 10 Program Learning Outcomes, feedback on program experience, strengths and areas of opportunity, and (for site supervisors) to rate students on counseling knowledge and skills.

The following sections provide an analysis of the data collected from each of the stakeholder groups.

### **Graduate Exit Surveys**

**December 2024 graduates:** A graduate exit survey was sent in January 2025 to the 22 students who graduated from the Gwynedd Mercy University counseling program in December 2024. All 22 of the students completed the survey (response rate of 100%). Fourteen of the students graduated from the clinical mental health counseling program, and eight of the students graduated from the school counseling program.

Students were asked about their plans regarding licensure and certification exams. 72.7% of the students indicated they had not yet taken the National Counselor Exam (NCE) but planned to do so. 18.2% indicated they had taken the exam and passed, and the remaining respondents reported they did not intend to take the exam. 28.6% of the students reported that they took and passed the Praxis Professional School Counselor Exam. One student indicated they took the exam and did not pass, while one student reported they had plans to take the exam in the future. 61.9% of

students reported they do not intend to take the Praxis exam.

When asked about post-graduation employment plans, 50% of the students reported that they had already secured employment in counseling or a related field, while the other 50% were currently searching for a position or did not plan to pursue a position in the counseling field.

**May 2025 graduates:** A graduate exit survey was sent in March 2025 to the five students who were scheduled to graduate from the Gwynedd Mercy University counseling program in May 2025. All five of the students completed the survey (response rate of 100%). All five of the students are graduates of the school counseling program.

Students were asked about their plans regarding licensure and certification. One student reported they had taken and passed the NCE, while the remaining four indicated they had not yet taken the exam but planned to do so. Two students indicated they had taken and passed the Praxis Professional School Counselor Exam, and the remaining three indicated they had not yet taken the exam but planned to do so.

When asked about post-graduation employment plans, one student indicated they had already accepted an offer as a school counselor, while three are currently searching for counseling positions. One student indicated they do not plan to search for a counseling position.

### **Alumni Survey**

An alumni survey was sent to the 57 students who graduated from the clinical mental health and school counseling programs between May 2022 and August 2024. Six of the alumni had provided email addresses that were undeliverable. 19 of the remaining 51 alumni responded to the survey (response rate of 37%).

68.4% of respondents were school counseling graduates and 31.6% were clinical mental health counseling graduates. Alumni were asked to rate the overall training they received in the Gwynedd Mercy University's counseling program on a scale of 1-5 (1 = poor, 5 = excellent). The average rating was 4.47, indicating a very high level of satisfaction with the training they received.

Alumni were asked about post-graduation employment. The majority (52%) of respondents indicated they had obtained employment in counseling or a related field prior to graduation. 26.3% of respondents indicated they obtained employment in counseling or a related field within three months of graduation. The remaining respondents indicated they obtained employment in counseling or a related field within 4-12 months of graduation, or that they had not obtained employment due to challenges or choice (10.5%).

Alumni were also asked about pass rates on the National Counselor Exam (NCE). 52.6% of respondents indicated they had taken the NCE, and 100% of these respondents reported that they passed the exam.

Alumni were then asked to rate how well the program prepared them in terms of the knowledge

and skills described in each of our 10 program objectives on a scale of 1-5 (1= poor, 5 = excellent). Results are depicted in the table below.

<b>Program Objective</b>	<b>Mean Rating (N = 19)</b>
Professional Orientation: Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	4.64
Cultural Diversity: knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individuals' views of others	4.68
Human Development: knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	4.58
Career Development: knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation	4.11
Counseling Relationship: knowledge of essential interviewing, counseling, and case conceptualization skills	4.79
Group Counseling: knowledge of approaches to group formation, including recruiting, screening, and selecting members	4.53
Assessment: knowledge of the use of assessments for diagnostic and/or planning purposes	4.0
Research: knowledge of the analysis and use of data in research and counseling	4.26
For mental health counseling students only: Clinical Mental Health Counseling: understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues	4.00
For school counseling students only: School Counseling: knowledge of the school counselor roles as leaders, advocates, and systems change agents in P-12 schools	4.60

In general, all program objectives were rated with an average between “good” and “excellent”. The Counseling Relationship program objective was rated highest (4.79), while the Assessment program objective was rated lowest (4.00).

Alumni were asked to provide comments on the strengths of the Gwynedd Mercy Counseling Program. The results are as follows:

- The internship experiences
- Cohort model
- While the program was still fairly new and just coming out of COVID, I feel the program was growing and adapting to be effective and supportive of its students.
- I think the internship group supervision was very helpful with building confidence and providing support while navigating this. I liked feeling like I got to know cohort through mutual classes together and feel connected with others. It was also easy to prove CACREP equivalency, which I needed to do in order for provisional licensure for Colorado.
- I learned so much through my time at GMU. The depth and breadth of programming, the course offerings, the professional level of staff was that of a doctoral program. While I felt overwhelmed at times due to working full time, and being a student, I am so grateful for the education I received. I loved having zoom meetings offered with professors and even the COVID shutdown online weekends. I think you all created a wonderful experience for both of those weekends while dealing with a tough situation of how to navigate keeping us all safe from the virus.
- The practicum and internship professors and the weekly meetings to discuss our sites and cases. They were always so positive and helpful for talking to us about "real world" scenarios and how to handle them. It was useful to hear classmates' input on particular cases and to compare how the counseling departments were run at different schools.
- I loved the weekly calls for accountability! I loved working at my own pace. I love the freedom that an online school afforded me.
- Positive community in the cohort, engaged and willing professors, and curriculum felt relevant and informed on the modernization of clinical mental health
- Flexibility to work with many different types of schedules. Professors who are invested in their students.
- Individualized attention, small cohort sizes, incredible staff, diversity
- I felt the program prepared me from my transition of being a special education teacher to a school counselor. The class content was relevant to current trends and societal changes. I enjoyed having adjunct professors who were current counselors to teach the courses and share their experiences.
- The strengths are the wealth of knowledge that the staff can provide, especially faculty mentors and those involved with developing the program. Additionally, the option for the advanced track to get the internships completed sooner was a great strength that came out during my time at GMU. I anticipate further improvements that will meet the needs of the counseling students.
- The professors are extremely engaged and committed to the professional development of their students.
- I think I learned so much about the counseling relationship, cultural diversity, ethics, and professional orientation. The professors were approachable and made themselves

available to all the students. I thought the weekend residencies were really helpful both at learning counseling skills and building community among the students because learning through an online program can be difficult to navigate.

- Comprehensive curriculum, practical experience, emphasis on ethical and inclusive practices, small class sizes and faculty support, strong connections with schools and agencies, preparation for licensure
- Flexibility of classes, Residency

Alumni also provided the following comments related to areas for growth for the program:

- NCE Prep and Internship opportunities, some classes need to be for the full semester
- The program was only three years old and beginning CACREP accreditation when I began the program. COVID was still fairly new as well. The program was changing and adapting as best it could. Most of the struggles we had at that time were easily mentioned and resolved at the time. I cannot identify areas of growth necessary at this time.
- I think it would be helpful to provide opportunities for students to have resourcing with alumni, as well as possibly to help with connecting with locations for internship opportunities. I was new to the field when I started the program, and so I felt stressed with having to find connections.
- I think it would be beneficial to offer more opportunities to meet virtually with professors. I was happy to connect with students and staff in that way. I believe we could have had more information and preparation for the NCE and Praxis. I felt unprepared for those exams and while I did pass the Praxis my first time it was very stressful. I am hesitant to take the NCE and would have liked the opportunity to work with some of you in a group supervision setting to help with offsetting the costs of supervision hours post-graduation.
- Improvement could be made in the process of obtaining and getting approval for internship sites and supervision of the interns.
- More prep for school counseling praxis exam
- I honestly felt I did not know enough about special education. At my school, counselors are the case managers for students with 504s, so I really had no idea what I was doing. Additionally, I deal with a lot of IEP kids, so I almost wish there was a class dedicated to Special Education within the school specifically.
- Curriculum growth points: a deeper understanding of treatment planning & interventions. more practice conceptualizing complex/co-morbid cases. Providing more career development information (what are the norms for working in each field, what to look for vs what to avoid)
- 80% of the work I completed was discussion forums in my entire program. I never want to do a discussion forum again.
- I feel the program has grown significantly since I left
- Some of the adjunct professors were not as strong for the subjects they taught - in particular, I felt like the class relating to working with the ELL population was a lot of project-based work and left a lot to be desired. Additionally, for the school counseling track, I feel that there is an assumption that a lot of the students are familiar with a school working environment and there should be better opportunities to discuss things like how to job search for school counseling jobs, how to navigate clearances, and other general school culture information that someone from a different career background/just starting

their career might not be familiar with (for example, expectations and information around school induction ceremonies, the requirements and information regarding Level I and Level I certifications, and general norms in the day-to-day interactions in a school setting).

- I thought my experiences at Gwynedd were incredible. I honestly don't have any areas for growth. As a certified school counselor, I feel prepared to fulfill my duties working in a school. I also know that I could reach out to any of my professors for guidance, even after graduation.
- I think it would be helpful for the residencies to be broken up by clinical mental health and school counseling students or at least allow time during the collective weekend for the groups to get together for tailored instruction/reflection depending on the specific track. I think it may be helpful to have recent graduates in both SC or CMH to come and talk about some of their challenges and successes post-graduation. They can also answer questions or give advice to the students. If this cannot happen in person, perhaps they can join one of the online internship classes. There is so much learning that happens on the job and each school district varies from another, but there are some things that we have learned in our first year as counselors that we could help others in the process.
- Increased Internship and Field Placement Support, More Integration of Technology in Counseling, Alumni Networking and Career Development
- More guidance for connecting with other professionals in the field

Finally, six alumni left the following additional comments:

- I feel proud to have been a part of a program that worked really hard to grow in a time of challenge and strain. I learned a lot and have made some very impactful connections from this program.
- I miss school and the connection with fellow students and staff. I am forever grateful to you all and my time at GMU.
- Thanks for the degree and the great experience!
- LOVED my experience in the Clinical Mental Health Counseling program. I am proud to be an Alumn and would recommend the program to others!
- I would recommend Gwynedd's program to anyone interested in becoming a counselor.
- Overall, it was very helpful for developing my career.

### **Employer Survey**

An employer survey was sent to the 57 students who graduated from the clinical mental health and school counseling programs between May 2022 and August 2024. Alumni were asked to forward the survey to their employers. Six of the alumni provided email addresses that were undeliverable. Five employers responded to the survey.

Employers of Gwynedd Mercy University counseling program graduates were asked to rate the overall competence of the counselor graduate during their time as an employee in their organization on a scale of 1 – 5 (1 = poor, 5 = excellent). The overall mean rating was 4.60, indicating a high perception of competence of the graduates.

Employers were asked to rate their employee in terms of the knowledge and skills described in each of our 10 program objectives on a scale of 1-5 (1= poor, 5 = excellent). The following are

the results.

<b>Program Objective</b>	<b>Mean Rating (N = 5)</b>
Professional Orientation: Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	4.00
Cultural Diversity: knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individuals' views of others	4.60
Human Development: knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	4.40
Career Development: knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation	4.20
Counseling Relationship: knowledge of essential interviewing, counseling, and case conceptualization skills	4.60
Group Counseling: knowledge of approaches to group formation, including recruiting, screening, and selecting members	4.60
Assessment: knowledge of the use of assessments for diagnostic and/or planning purposes	4.40
Research: knowledge of the analysis and use of data in research and counseling	4.25
For mental health counseling students only: Clinical Mental Health Counseling: understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues	4.67
For school counseling students only: School Counseling: knowledge of the school counselor roles as leaders, advocates, and systems change agents in P-12 schools	4.75

In general, employers rated all program objectives between “good” and “excellent” on average. The School Counseling program objective was rated highest (4.75), while the Professional Orientation program objective was rated lowest (4.00).

Employers were asked, “On a scale of 1 to 10 (1 = not likely at all, 10 = very likely), how likely would you be to recommend a colleague to hire a graduate of Gwynedd Mercy University’s counseling program?” The average rating that employers provided was 9.2, indicating a high

likelihood that they would recommend a Gwynedd Mercy University graduate.

One employer gave a suggestion as to how we could improve the program:

- There could be an increase in the focus on documentation skills which is an essential part of providing behavioral health treatment.

### Site Supervisor Survey

A survey was sent to 65 individuals who had served as site supervisors for Gwynedd Mercy University counseling students in 2024-25. 32 site supervisors responded, resulting in a response rate of 49%.

Site supervisors of Gwynedd Mercy University counseling students were asked to rate the overall competence of the counselor trainee during their time under their supervision on a scale of 1 – 5 (1 = poor, 5 = excellent). The overall mean rating was 4.65, indicating a high perception of competence of the graduates.

Site supervisors were asked to rate their supervisees in terms of the knowledge and skills described in each of our 10 program objectives on a scale of 1-5 (1= poor, 5 = excellent). The following are the results.

Program Objective	Mean Rating (N = 32)
Professional Orientation: Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	4.61
Cultural Diversity: knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individuals' views of others	4.47
Human Development: knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	4.5
Career Development: knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation	4.09
Counseling Relationship: knowledge of essential interviewing, counseling, and case conceptualization skills	4.61
Group Counseling: knowledge of approaches to group formation, including recruiting, screening, and selecting members	4.47
Assessment: knowledge of the use of assessments for diagnostic and/or planning purposes	4.13
Research: knowledge of the analysis and use of data in research and counseling	4.27
For mental health counseling students only: Clinical Mental Health Counseling: understanding of	4.43

techniques and interventions for prevention and treatment of a broad range of mental health issues	
For school counseling students only: School Counseling: knowledge of the school counselor roles as leaders, advocates, and systems change agents in P-12 schools	4.45

On average, the site supervisors rated students between “good” and “excellent” on all program objectives. Professional Orientation and Counseling Relationship program objectives were rated highest (4.61), while the Career Counseling program objective was rated lowest (4.09). Site supervisors were asked to note the strengths of the Gwynedd Mercy counseling program.

The following comments were provided:

- Professionalism, collaboration
- My intern displays a mature and professional demeanor at all times; he is well read in counseling theory & practice.
- Raising up candidates that have a good knowledge base with up-to-date practices and training
- What stuck out to me in supervising an intern from Gwynedd, was the strength of their counseling skills. This is especially important in school counseling where I believe the foundation of our profession should be a strong knowledge of clinical/counseling skills.
- Preparing students to be successful in their practicums and internships
- Advocating and referencing ASCA.
- Leadership
- The students are well prepared and open to feedback.
- knowledge base, professionalism, therapeutic rapport
- Required tasks entered into Supervise Assist
- The strength of the counseling program is the knowledge the student has acquired in the program. My student has a strong knowledge in ethics, counseling standards and relevant student issues.
- communication, project-based learning
- The students are very mindful of diversity as well as ethical issues
- Students seem very well prepared for their role
- Great supervision
- The connection with the field advisor is strong and helpful.
- Student was well prepared for the internship
- Throughout the practicum, the classes she was in had her ask good thorough questions about procedures, cultural diversity, ethics, etc.
- Responsive and Engaged
- I think that Gwynedd does an excellent job of making sure their students are on the right path by communicating and checking in with the placement to make sure the students are doing what they are supposed to.
- Preparing a well-rounded student, she had good background knowledge of school practices

- My intern seemed prepared coming in!
- Site support and student support at several levels. Students are well prepared for understanding the basics of several theories. Students are especially adept at active listening skills.
- Good communication, clear expectations
- Good communication between the program and the site
- Case discusses to assist with developing problem-solving skills
- The assignments that the students are asked to do correspond well to their work in the school setting.
- Giving them the opportunity to learn while at their placements.
- Ability for the student to have different learning settings
- The classes my intern has been enrolled in seem to be very relevant to his internship.
- Both interns I have worked with have been eager to get started and have shown a passion for working in the field and learning the job.

Site supervisors were also asked to identify areas for growth or opportunity for the counseling program at Gwynedd. The following comments were provided:

- General training around assessments
- I am amazed at the duration of the program and wonder if that proves to be an onus for adults to manage current employment if they are seeking to change careers.
- More extensive training on the college exploration process, as well as a study of what various colleges and universities have to offer their students; especially those within the mid-Atlantic region.
- Assessments
- Counseling interns employed as special educators have acquired many of the skills on the job. Many of the assignments seem to be redundant for them.
- The only area for growth is to make sure the school counseling students take a special education course or at least have knowledge of how special education works and the process of getting evaluated.
- It is hard to tell. I think it would be helpful for supervisors to have a layout of classes with a description
- The large gap between the fall semester and winter semester poses an issue with individual clients being without their therapist for several weeks. (we have made accommodations as best we can)
- Continue to discuss realistic goals with clients
- Make the onboarding process for school counseling site supervisors WAY easier and less time consuming. There was too much to do prior to the student starting. This will prevent me from taking Gwynedd students again in the future.
- More training in cultural diversity such as special needs, social economic status, etc.
- I have noticed that the placement class has mixed students with psych, outside counseling and school counseling. I think those are all very different experiences and some students cannot relate to the other student's placements/situation. In the past I have seen students have assignments that did not really relate to what they were doing in school counseling and were more appropriate for outside counseling.
- Having an intern for the full year (school wise) would allow for them to see different aspects of school counseling. For example, my intern was in an elementary school for the

Fall and therefore did not get to see any of the college application process and scheduling craziness that happens at the start of the school year (this is huge for a high school).

- Preparing students better for clinical supervision and expectations regarding supervision.
- the real-world experiences and the fact that counselors wear MANY hats
- Having the students not be able to work during semester breaks is a challenge for continuity of care for the clients. No other programs that we work with have this requirement.
- Special education / 504 writing
- Continue to work on cultural competency.
- Teach them more about 504s and writing them.
- Communication with the site supervisor and the student more collaboratively

### **Discussion of Results from Stakeholder Surveys**

Alumni and site supervisors provided the most extensive narrative feedback. Overall, the program was highly regarded by alumni for its community support, experienced faculty, flexible and comprehensive curriculum, and strong emphasis on practical experience and professional preparation. These elements combine to create a robust and adaptable learning environment that meet the needs of students. In general, the program is highly regarded for its professionalism, comprehensive skill development, and strong support network, all of which helped students succeed in their internships and prepare for their future careers.

### **Proposed Improvements Based on Results**

Based on the feedback provided by alumni, three primary suggestions for improvement for the counseling program emerged:

#### **1. Strengthen Internship and Field Placement Support**

- **Clearer Internship Approval Process:** Alumni highlighted challenges in obtaining and getting approval for internship sites. Streamlining and clarifying the process would help students feel more supported and reduce stress, especially for those new to the field. Providing more detailed guidance and a broader network of internship opportunities would also be beneficial.
- **Alumni and Professional Networking:** Creating a more structured approach to connecting students with alumni and professionals for internship placements or career advice could help alleviate concerns about finding sites. Alumni could play a key role in providing mentorship or offering practical guidance on securing internships.

#### **2. Improve NCE and Exam Preparation**

- **Dedicated Exam Preparation Resources:** Several alumni felt preparation for the NCE and Praxis exams could have been improved. Offering more structured and focused exam prep courses, study groups, or review sessions could help students feel more confident and reduce the stress associated with these exams.
- **Group Supervision for Exam Support:** Encourage students to organize and participate in study groups. This recommendation is also aligned with feedback from IDEA student course evaluations, which ranks collaborative learning/team work as one of the lowest

areas.

### 3. Enhance Curriculum and Career Development Support

- **Specialized Classes and Real-World Skills:** Alumni mentioned a desire for enhanced preparation in certain areas, such as special education (504s, IEPs) and career development. Adding more content on special education within the school counseling track and additional career development content would better equip students for the specific challenges they'll face in the field.
- **Practical Experience and Case Conceptualization:** There were requests for more focus on treatment planning, interventions, and complex case conceptualization. Incorporating more opportunities to practice these skills in a real-world context (e.g., role-playing, case studies) could enhance the program's preparation for students entering the workforce.

Based on the feedback provided by site supervisors, the following are the three primary suggestions for improvement within the counseling program:

#### 1. Enhance Training in Special Education and 504 Plans

- **Special Education Knowledge:** Several supervisors emphasized the need for better training in special education processes, including understanding how to work with students with 504 plans and writing them. Counselors, especially those in school settings, need to have a foundational understanding of the special education process, as well as how to navigate 504 plans and related accommodations. Incorporating more special education training into the curriculum for school counseling students would help them better support students with disabilities.
- **Hands-On Experience with 504s:** Providing more practical assignments or role-playing related to the creation and management of 504 plans would enhance students' ability to handle real-world tasks effectively.

#### 2. Improve Internship Structure and Site Supervision

- **Onboarding and Communication with Supervisors:** Supervisors noted that the onboarding process for site supervisors is often cumbersome and time-consuming. Streamlining the process and making it more efficient could improve the experience for both the students and their supervisors. Ensuring that clear communication and expectations are set up front can lead to a smoother internship experience.
- **Supervisor Collaboration:** Encouraging more collaborative communication between the program, the student, and the site supervisor could ensure that students receive targeted support and align their coursework and internship experiences with their career goals.

#### 3. Expand Cultural Competency and Diversity Training

- **Training in Cultural Diversity:** Several supervisors emphasized the importance of training in cultural diversity, particularly in areas such as socioeconomic status, special needs, and cultural differences. It is critical for counselors to be equipped with the skills to work effectively with diverse populations and to address the various challenges that may arise in a multicultural context. Strengthening the curriculum around these areas and

incorporating more real-world scenarios where cultural competency is needed would benefit students greatly.

## **2024-2025 Student Data**

### **Student Dispositions**

CACREP (2016) Standard 4.G requires that the counselor education program faculty systematically assess each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

Counselor dispositions are assessed at multiple points over the program using two measures, the Professional Dispositions Competency Assessment –Revised (PDCA-R) and the Site Supervisor Evaluations [Assessment of Clinical Mental Health Competencies (ACMHC), and the Assessment of School Counselor Competencies (ASCC)]. The PDCA-R is completed by the faculty instructor for each student in three core courses: CNS 501, CNS 513, and CNS 535/536. The ACMHC and the ASCC are completed by site supervisors during practicum and during Internships I, II, and III. Both measures ask the assessors to rate each student on a scale of 1-4, where a score of 3 meets expectations.

The table below depicts the percentage of students meeting expectations for dispositions on each measure.

	<b>PDCA-R</b>	<b>ACMHC</b>	<b>ASCC</b>
Summer 2024	100%	100%	ASCC data not collected in summer term
Fall 2024	97.37%	79.8%	96.15%
Spring 2025	92.11%	100%	95.65%

Appendix C contains comprehensive results for all sections of the PDCA-R for Summer 2024, Fall 2024 and Spring 2025.

Appendix D contains comprehensive results for all sections of the Site Supervisor Evaluations (AMHCC and ASCC) for Summer 2024 (only clinical concentration), Fall 2024, and Spring 2025.

***Discussion of Results of Student Dispositions Assessment:*** Students scored highly on the dispositions assessments. However, there was a noticeable variation in terms of how the PDCA was scored among raters. The program plans to provide more training and guidance to instructors on how to score the assessment in order to improve inter-rater reliability.

### Student Knowledge and Skills

CACREP (2016) Standard 4.F. requires that the counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

The following table depicts the ten Program Objectives/Student Learning Outcomes, along with the associated CACREP (2016) standard and the two measures that assess each standard.

Program Objective /Student Learning Outcome	Primary Measurement	Secondary Measurement
<b>PO 1:</b> Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (3.A.10.)	CNS 540 Final Exam	CECE: Professional Counseling Orientation and Ethical Practice
<b>PO 2:</b> Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. (3.B.2.)	CNS 527 Week 7: Cultural Immersion Paper	CECE: Social and Cultural Diversity
<b>PO3:</b> Students will demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. (3.C.7,11.)	CNS 504 Week 7: Research Analysis Paper	CECE: Human Growth and Development
<b>PO4:</b> Students will demonstrate knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation. (3.D.6.)	CNS 531: Week 2 "Trait and Decision Based Theory Case Study"	CECE: Career Development
<b>PO5:</b> Students will demonstrate knowledge of essential interviewing, counseling, and case conceptualization skills. (3.E.3,9.)	CNS 501 Week 12: Mock Session 3	CNS 513 Case Conceptualization
<b>PO6:</b> Students will demonstrate	CNS 535/536 Week 8: Group	CECE: Group Counseling

knowledge of approaches to group formation, including recruiting, screening, and selecting members. (3.F.5)	Counseling Proposal Part 3 – Literature Review	
<b>PO7:</b> Students will demonstrate knowledge of the use of assessments for diagnostic and intervention planning purpose. (3.G.7.)	CNS 521 Week 7: Case Conceptualization and Assessment Plan	CECE: Assessment and Testing
<b>PO8:</b> Students will demonstrate knowledge of the analysis and use of data in counseling. (3.H.6.)	CNS 510 Week 7: Research proposal slide presentation	CECE: Research and Program Evaluation
<b>PO9:</b> Clinical Mental Health Students will demonstrate understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues. (5.C.5.)	CNS 502: Week 7 Discussion “Mental Health Program Presentation”	CNS 506: Week 6 Case Study Part IV
<b>PO10:</b> School Counseling Students will demonstrate knowledge of the school counselor roles as leaders, advocates, and systems change agents in P-12 schools. (5.H.6.)	CNS 609 Week 12 Discussion: “Leaders, advocates and change agents “	CNS 523 Week 3 Multi-tier support system Case Study

### **Evaluation of Program Objectives/Program Outcomes**

<b>PO/PLO</b>	<b>Course(s) / Measure</b>	<b>Results</b>
<b>PO 1:</b> Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (3.A.10.)	CNS 540 Final Exam Benchmark: 2 ----- CECE: Professional Counseling Orientation and Ethical Practice subtest Benchmark: 9/15 (60%)	Mean = 2.65  ----- Mean (Summer 2024) = 13% Mean (Fall 2024) = 57% Mean (Spring 2025) = 50%
<b>PO 2:</b> Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. (3.B.2.)	CNS 527 Week 7: Cultural Immersion Paper Benchmark: 2 ----- CECE: Social and Cultural Diversity subtest Benchmark: 9/15 (60%)	Mean = 2.86  ----- Mean (Summer 2024) = 38% Mean (Fall 2024) = 100% Mean (Spring 2025) = 75%
<b>PO3:</b> Students will demonstrate knowledge of ethical and	CNS 504 Week 7: Research	Mean = 3

<p>culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. (3.C.7,11.)</p>	<p>Analysis Paper</p> <p>Benchmark: 2</p> <p>-----</p> <p>CECE: Human Growth and Development</p> <p>Benchmark: 9/15 (60%)</p>	<p>-----</p> <p>Mean (Summer 2024) = 25%</p> <p>Mean (Fall 2024) = 69%</p> <p>Mean (Spring 2025) = 50%</p>
<p><b>PO4:</b> Students will demonstrate knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation. (3.D.6.)</p>	<p>CNS 531: Week 2 “Trait and Decision Based Theory Case Study”</p> <p>Benchmark: 2</p> <p>-----</p> <p>CECE: Career Development</p> <p>Benchmark: 9/15 (60%)</p>	<p>Mean = 2.6</p> <p>-----</p> <p>Mean (Summer 2024) = 38%</p> <p>Mean (Fall 2024) = 63%</p> <p>Mean (Spring 2025) = 75%</p>
<p><b>PO5:</b> Students will demonstrate knowledge of essential interviewing, counseling, and case conceptualization skills. (3.E.3,9.)</p>	<p>CNS 501 Week 12: Mock Session 3</p> <p>Benchmark: 2</p> <p>-----</p> <p>CNS 513 Case Conceptualization</p> <p>Benchmark: 2</p>	<p>Mean = 2.4</p> <p>-----</p> <p>Mean = 2.9</p>
<p><b>PO6:</b> Students will demonstrate knowledge of approaches to group formation, including recruiting, screening, and selecting members. (3.F.5)</p>	<p>CNS 535/536 Week 8: Group Counseling Proposal Part 3 – Literature Review</p> <p>Benchmark: 2</p> <p>-----</p> <p>CECE: Group Counseling</p> <p>Benchmark: 9/15 (60%)</p>	<p>Mean = 2.1</p> <p>-----</p> <p>Mean (Summer 2024) = 50%</p> <p>Mean (Fall 2024) = 75%</p> <p>Mean (Spring 2025) = 75%</p>
<p><b>PO 7:</b> Students will demonstrate knowledge of the use of assessments for diagnostic and intervention planning purpose. (3.G.7.)</p>	<p>CNS 521 Week 7: Case Conceptualization and Assessment Plan</p> <p>Benchmark: 2</p>	<p>Mean = 2.8</p>

	----- CECE: Assessment and Testing Benchmark: 9/15 (60%)	----- Mean (Summer 2024) = 13% Mean (Fall 2024) = 50% Mean (Spring 2025) = 0%
<b>PO8:</b> Students will demonstrate knowledge of the analysis and use of data in counseling. (3.H.6.)	CNS 510 Week 7: Research proposal slide presentation Benchmark: 2 ----- CECE: Research and Program Evaluation Benchmark: 9/15 (60%)	Mean = 3  ----- Mean (Summer 2024) = 13% Mean (Fall 2024) = 44% Mean (Spring 2025) = 0%
<b>PO9:</b> Clinical Mental Health Students will demonstrate understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues. (5.C.5.)	CNS 502: Week 7 Discussion “Mental Health Program Presentation” Benchmark: 2  ----- CNS 506: Week 6 Case Study Part IV Benchmark: 2	Mean = 2.7  ----- Mean = 2.5
<b>PO10:</b> School Counseling Students will demonstrate knowledge of the school counselor roles as leaders, advocates, and systems change agents in P-12 schools. (5.H.6.)	CNS 609 Week 12 Discussion: “Leaders, advocates and change agents “ Benchmark: 2 ----- CNS 523 Week 3 Multi-tier support system Case Study Benchmark: 2	Mean = 2.3  ----- Mean = 2.9

**Discussion of Program Outcomes/Student Learning Outcomes:** All benchmarks for course based-assignments used to measure the program objectives/students learning outcomes were met or exceeded. While scores on the subtests of the CECE were improved

from last year, in some areas (most notably Research and Assessment), students failed to meet the benchmark. Our Research Methods and Assessment classes are due for revision in 2025-26. We have performed an item analysis on the items from these subtests to ensure that the information students missed on these sections will be emphasized in the newly revised version of the courses.

Appendix B contains comprehensive results for student learning outcome measures for Summer 2024, Fall 2024 and Spring 2025.

### **Program Improvement**

The Gwynedd Mercy University Counseling Program uses program evaluation data to inform program modifications (CACREP, 2016, Standard 4.C). The following section details actions taken based on the program modification recommendations made for the 2024-2025 academic year.

Category of recommendation	Action taken
Increase diversity of student body and program faculty	Counseling faculty met with representatives from Risepoint to discuss increasing our program marketing efforts to include a broader geographical area. Our program promoted a state grant program (PA HELPS) to give financial support to students in school counseling internships.
More streamlined and systematic review of student data	Faculty mentors now use a checklist to track the progress of their student mentees each semester on a variety of metrics. Student progress is reviewed during the data review meetings our program holds at the beginning of each semester. Additionally, faculty mentors complete a graduate checklist for each of their graduating student mentees to close the loop and ensure all program requirements are met.
Transition to use of the student-centered syllabi, with the inclusion of the university disability policy	The program worked with TLI to change the syllabus template and include the university disability policy on all syllabi.
Clarify and clearly state fieldwork policies related to required clock hours and liability insurance	Fieldwork handbooks have been revised to clearly state fieldwork policies. We have worked with Supervision Assist to generate reports of all students' final internship hour

	logs to ensure all students have met the required hours.
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In addition to addressing the recommendations from the previous year, a complete list of program improvement actions implemented from 2023-2025 can be found in Appendix A.

### **Program Improvement Plans for Academic Year 2025-26**

The following is a list of planned program improvement efforts based on our comprehensive evaluation of student data and program evaluation data.

#### **Implications from Stakeholder Surveys**

1. Include an alumni panel to aid students in networking and career exploration during the CNS 537 Special Topics Residency.
2. Improve communication to students surrounding the purpose of the weekly quizzes embedded in internship classes. These quizzes are specially designed to prepare students for the CECE and the NCE. Additionally, the program will market the NCE preparation workshops more widely and farther in advance of the workshop date in order to increase participation
3. Monitor student progress and feedback on their preparation in the areas of special education and IEPs/504 plans. CNS 507 Disabilities in the School Setting was revised to include more information and assignments related to these topics in spring 2025.
4. Develop resources for fieldwork instructors and site supervisors on the topic of IEPs/504 plans to use with students in supervision.
5. Provide students with 504 plan template and integrate an assignment using this template into CNS 507.
6. Pursue a proposed training initiative that is part of a grant applied to by the program that would provide an innovative training platform for diagnosis and treatment planning.
7. Include more targeted information on specific populations in the CNS 527 Multicultural class that is scheduled for revision during 2025-26.

#### **Implications from Student Dispositions Assessment**

1. Provide more training and guidance to instructors on how to use the assessment in order to increase inter-rater reliability.

#### **Implications from Site Supervisor Evaluations**

1. We noted a high number of “0”s (not observed) in the diagnosis, interventions, and psychopharmacology sections of the clinical mental health site supervisor evaluations. The fieldwork coordinator will gather data from site supervisors during her mid semester check in to ask site supervisors more about the reasons for the “not observed” ratings.
2. Revise the individual and case conceptualization assignment in internship to add requirements to include intake, diagnosis, assessment, and psychopharmacology considerations.
3. Include interventions practice in CNS 537 Special Topics Residency

## Appendix A

### Data-Driven Programmatic Changes: 2023-2025

Data/Rationale to Support Change	Description of Change	Rollout Date	Point Person(s) or Group
Psychology faculty; market research; upper admin support	Creation of a 4+2 program in cooperation with the undergraduate psychology program	2025	Elizabeth/Becky Gullan/Stephanie Frattantaro
Curriculum review	Add a Child and Adolescent course	Spring 2025	Core
Support students in accelerated track	Allow variable credits for Internships 1 & 2	Fall 2024	Core
Faculty feedback regarding difficulty of having a calendar that differed from the university	Adopt 14-week semesters to align with university	Fall 2024	Core
Curriculum review	Add an Ethics course	Fall 2024	Core/Elizabeth (SME)
Fall 2023 feedback from new students regarding the stress of having to apply for fieldwork so early in their program	Change the course progressions for better developmental sequencing	Fall 2024	Tina, Sarah, Elizabeth
Instructor feedback	Revise Counseling Skills (501)	Fall 2024	Meghan
Instructor feedback	Revise Career Counseling (531)	Fall 2024	Jen
Instructor feedback	Revise Counseling Agencies	Fall 2024	Tina
Instructor feedback; also need to revise due to creating a separate Ethics course (CNS 540)	Revise Foundations (505)	Fall 2024	Tina
Student feedback and instructor assessment of CACREP standard alignment	Inclusion of engaging technologies (e.g., Miro) to replace traditional discussion boards in courses	Fall 2024	Core faculty
Improved alignment with CACREP standards AND Constituent survey results	Adjusted program outcomes to align with student learning outcomes that are tied to CACREP standards	Fall 2024	Core
CACREP standard 2.K; student feedback regarding cost of attending two residencies from out of state.	Change the program's residency model (extract from Group & Skills & develop new summer course)	Summer 2024	Core/Elizabeth (SME)
Feedback from TLI survey regarding CNS 602; Core faculty review	Drop the Portfolio requirement from Internship 3 and add a session on portfolios to the summer	Summer 2024	Core

	residency		
Constituent surveys	Add career development support for students in summer residency course	Summer 2024	Core
Core faculty feedback; student inquiry	Allow students under the “old” accelerated/3-internship option who would otherwise end their program with 2 electives to take an extra course in each of two semesters to ensure they graduate in the same semester they finish fieldwork.	Summer 2024 onward	Elizabeth & Sarah (Advisor)
Constituent surveys	Included classroom management assignment and resources in CNS 536 for school counseling students	Spring 2024	Jen
Support students in accelerated track	Allow students a choice to complete Internship in 2 or 3 semesters	Spring 2024	Core
Feedback in 2022-2023 from Professors Walter & Brokamp about students’ performance in their sections of CNS 520	Revise Counseling Theories (520)	Fall 2023	Meghan
CACREP standard 1.K.	Form Counselors for Social Justice Student Group/Application Submitted April 1, 2024	Fall 2023	Jen
KPI measures	Integrated practice quizzes and study materials in newly revised Internship I and II courses to support student success on CECE	Fall 2023	Elizabeth
KPI and course Update - Improved alignment with CACREP standards	Updated KPI for CNS 535/536 from group project presentation to Part III Literature Review	Fall 2023	Jen and Tina – course update Jen - KPI update
CACREP standard 1.AA	Enhance program communication with adjuncts (email briefs)	Summer 2023 onward	Elizabeth
Review conducted for CACREP Self-Study	Create a hiring matrix for program instructors	Summer 2023	Core
Improved alignment with CACREP standards	Added evidence-based evaluations (ASCC and ACMHCC) for fieldwork courses	Summer 2023	Core and Jody Lerner

Embedded student course evaluations for CNS 521 Assessment	Students were dissatisfied with the instructor. We have removed the instructor from our pool of adjuncts.	Summer 2023	Elizabeth
Embedded student course evaluations for CNS 521 and contemporaneous student feedback	Students voiced frustrations with the MyLab component of the course; we eliminated the component and integrated alternative delivery of assignments	Summer 2023	Elizabeth
CACREP standard 2.F.6.h	Revise Group Counseling (535 & 536)	Spring 2023	Tina and Jen
Evaluated admissions data regarding how many applicants were choosing traditional versus accelerated	Eliminated the “traditional track” that moved at a slower pace		Core

**Appendix B:**  
Key Performance Indicator Data, Summer 2024, Fall 2024 and Spring  
2025

<b>PO 1 and Associated Standard</b>	
<b>PO 1:</b> Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (3.A.10.)	

**Measure #1 CNS 540 Ethical and Legal Issues in Counseling: Core Area 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**  
**Fall (2024)**

**2024 – 2025**

Number of Students	34
Average Score	2.65
Met expectations (2 or above)	100%
Number of students that met expectations	34
Number of students that failed to meet expectations	0

**Measure #2 CECE: Core Area 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

**CECE 2024 - 2025**

Number of Students	28
Average Score	8.5/15 correct items (57%)
Met expectations (60% or above)	43%
Number of students that met expectations	12
Number of students that failed to meet expectations	16

\*Improved from 28% to 43% meeting expectations and an average score from 56% to 57%, the summer CECE score of 13% significantly impacted the overall percentage. In Fall 2024 a new course CNS 540 was implemented that helped to improve Fall and Spring scores.

<b>PO 2 and Associated Standard</b>	
<b>PO 2:</b> Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. (3.B.2.)	

**Measure #1 CNS 527 Social Justice, Multicultural, and Diversity Issues in Counseling: Core Area 2: SOCIAL AND CULTURAL DIVERSITY**

**2024 – 2025**

Number of Students	29
Average Score	2.86
Met expectations (2 or above)	100%
Number of students that met expectations	29

Number of students that failed to meet expectations	0
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**Measure #2 CECE: Core Area 2: Social and Cultural Diversity**

**CECE 2024 - 2025**

Number of Students	28
Average Score	8.4/15 correct items (56%)
Met expectations (60% or above)	79%
Number of students that met expectations	22
Number of students that failed to meet expectations	6

\*Improved from 28% to 79% meeting expectations

**PO 3 and Associated Standard**

**PO3:** Students will demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. (3.C.7,11.)

**Measure #1 CNS 504 Human Development: Core Area 3: HUMAN GROWTH AND DEVELOPMENT**

**2024 - 2025**

Number of Students	15
Average Score	3
Met expectations (2 or above)	100%
Number of students that met expectations	15
Number of students that failed to meet expectations	0

**Measure #2 CECE: Core Area 3: HUMAN GROWTH AND DEVELOPMENT**

**CECE 2024 - 2025**

Number of Students	28
Average Score	9.5/15 correct items (63%)
Met expectations (60% or above)	53%
Number of students that met expectations	15
Number of students that failed to meet expectations	13

**PO 4 and Associated Standard**

**PO4:** Students will demonstrate knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation. (3.D.6.)

**Measure #1 CNS 531 Career Development: Core Area 4: CAREER DEVELOPMENT**

**2024 - 2025**

Number of Students	24
Average Score	2.6
Met expectations (2 or above)	96%

Number of students that met expectations	23
Number of students that failed to meet expectations	1

\* One student needed to use more examples with written responses to each prompt for understanding

### Measure #2 CECE: Core Area 4: CAREER DEVELOPMENT

#### CECE 2024 - 2025

Number of Students	28
Average Score	9.8/15 correct items (65%)
Met expectations (60% or above)	57%
Number of students that met expectations	16
Number of students that failed to meet expectations	12

\*Improved from 28% to 57% meeting expectations and an average score from 62% to 65%

#### PO 5 and Associated Standard

**PO5:** Students will demonstrate knowledge of essential interviewing, counseling, and case conceptualization skills. (3.E.3,9.)

### Measure #1 CNS 501 Counseling Skills: Core Area 5: Counseling and Helping Relationships

#### 2024 - 2025

Number of Students	36
Average Score	2.4
Met expectations (2 or above)	92%
Number of students that met expectations	33
Number of students that failed to meet expectations	3

### Measure #2 CNS 513 Case Conceptualization: Core Area 5: Counseling and Helping Relationships

#### 2024 - 2025

Number of Students	16
Average Score	2.9
Met expectations (2 or above)	100%
Number of students that met expectations	16
Number of students that failed to meet expectations	0

#### PO 6 and Associated Standard

**PO6:** Students will demonstrate knowledge of approaches to group formation, including recruiting, screening, and selecting members. (3.F.5)

### Measure #1 CNS 535/536 Group Counseling and Facilitation Skills and Group Counseling and Facilitation Skills for the School Setting: Core Area 6: Group Counseling and Group Work

#### 2024 – 2025

Number of Students	33
Average Score	2.1
Met expectations (2 or above)	76%
Number of students that met expectations	25
Number of students that failed to meet expectations	8

### Measure #2 CECE Group Counseling

#### CECE 2024 - 2025

Number of Students	28
Average Score	10.1/15 correct items (67%)
Met expectations (60% or above)	68%
Number of students that met expectations	19
Number of students that failed to meet expectations	9

\*Improved from 33% to 68% meeting expectations and an average score from 62% to 67%

<b>PO 7 and Associated Standard</b>
<b>PO7:</b> Students will demonstrate knowledge of the use of assessments for diagnostic and intervention planning purpose. (3.G.7.)

### Measure #1 CNS 521 Assessment Techniques and Counseling: Core Area 6: Assessment and Diagnostic Process

#### 2024 - 2025

Number of Students	29
Average Score	2.8
Met expectations (2 or above)	93%
Number of students that met expectations	27
Number of students that failed to meet expectations	2

### Measure #2 CECE: Core Area 6: Assessment and Diagnostic Process

#### CECE 2024 - 2025

Number of Students	28
Average Score	7.4/15 correct items (50%)
Met expectations (60% or above)	32%
Number of students that met expectations	9
Number of students that failed to meet expectations	19

<b>SLO 8 and Associated Standard</b>
<b>PO8:</b> Students will demonstrate knowledge of the analysis and use of data in counseling. (3.H.6.)

**Measure #1 CNS 510 Research Methods: Core Area 8: Research and Program Evaluation****2024 - 2025**

Number of Students	21
Average Score	3
Met expectations (2 or above)	100%
Number of students that met expectations	21
Number of students that failed to meet expectations	0

**Measure #2 CECE: Core Area 8: RESEARCH AND PROGRAM EVALUATION****CECE 2024 - 2025**

Number of Students	28
Average Score	7.3/15 correct items (49%)
Met expectations (60% or above)	29%
Number of students that met expectations	8
Number of students that failed to meet expectations	20

\*Improved from 0% to 29%

**PO 9 and Associated Standard**

**PO9:** Clinical Mental Health Students will demonstrate understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues. (5.C.5.)

**Measure #1 CNS 502 Counseling Agencies: Specialty Area: Clinical Mental Health Counseling****2024 - 2025 School Year**

Number of Students	26
Average Score	2.7
Met expectations (2 or above)	96%
Number of students that met expectations	25
Number of students that failed to meet expectations	1

**Measure #2 CNS 506 Marriage and Family Counseling: Specialty Area: Clinical Mental Health Counseling****2024 – 2025 School Year**

Number of Students	20
Average Score	2.5
Met expectations (2 or above)	100%
Number of students that met expectations	20
Number of students that failed to meet expectations	0

**PO 10 and Associated Standard**

<b>PO10:</b> School Counseling Students will demonstrate knowledge of the school counselor roles as leaders, advocates, and systems change agents in P-12 schools. (5.H.6.)
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**Measure #1 CNS 609 School Counseling Internship: Specialty Area: SCHOOL COUNSELING**

**2024 – 2025 School Year**

Number of Students	12
Average Score	2.3
Met expectations (2 or above)	100%
Number of students that met expectations	12
Number of students that failed to meet expectations	0

**Measure #2 CNS 523 Intervention Techniques in School Counseling: Specialty Area: SCHOOL COUNSELING**

**2024 - 2025 School Year**

Number of Students	11
Average Score	2.9
Met expectations (2 or above)	100%
Number of students that met expectations	11
Number of students that failed to meet expectations	0

**Appendix C:**  
Comprehensive PDCA results for Summer 2024, Fall 2024  
and Spring 2025

\*Students are assessed on a scale of 1 -5, where a score of “3” indicates  
proficiency

**Counseling Skills 2024-2025**

Number of students	35
Average	4.20
% >2.99	97.14%
number <3	1

**Counseling Skills Fall 2024**

Number of students	21
Average	4.52
% >2.99	100.00%
number <3	0

**Counseling Skills Spring 2025**

Number of students	14
Average	3.71
% >2.99	92.86%
number <3	1

**Practicum 2024-2025**

Number of students	27
Average	4.10
% >2.99	88.89%
number <3	3

**Practicum Summer 2024**

Number of students	3
Average	4.83
% >2.99	100.00%
number <3	0

**Practicum Fall 2024**

Number of students	17
Average	4.01
% >2.99	94.12%
number <3	1

**Practicum Spring 2025**

Number of students	7
Average	4.00
% >2.99	71.43%
number <3	2

**Group Counseling 535 2024-2025**

Number of students	23
Average	4.83
% >2.99	100.00%
number <3	0

**Group Counseling 535 Summer 2024**

Number of students	9
Average	4.93
% >2.99	100.00%
number <3	0

**Group Counseling 535 Spring 2025**

Number of students	14
Average	4.76
% >2.99	100.00%
number <3	0

**Group Counseling 536 2024-2025**

Number of students	16
Average	4.88
% >2.99	100.00%
number <3	0

**Group Counseling 536 Summer 2024**

Number of students	13
Average	5.00
% >2.99	100.00%
number <3	0

**Group Counseling 536 Spring 2024**

Number of students	3
Average	4.37
% >2.99	100.00%
number <3	0

### **Appendix D:**

#### Comprehensive Site Supervisor Evaluation Results (AMHCC and ASCC) for Summer 2024, Fall 2024, and Spring 2025

\*Students are assessed on a scale of 1 -4, where a score of “3” indicates  
proficiency

#### **Summer 2024**

#### **CMHC PRACTICUM**

##### **Therapeutic Skills: Summer 2024 CMHC Practicum Students**

Number of Students	3
Average Score	3.3
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

##### **Clinical Diagnosis and Assessment: Summer 2024 CMHC Practicum Students**

Number of Students	3
Average Score	3
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

##### **Clinical Treatment and Interventions: Summer 2024 CMHC Practicum Students**

Number of Students	3
Average Score	2.6
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

##### **Professional Dispositions and Behaviors: Summer 2024 CMHC Practicum Students**

Number of Students	3
Average Score	3.6
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

#### **Summer 2024**

#### **CMHC INTERNSHIP**

##### **Therapeutic Skills: Summer 2024 CMHC Internship Students**

Number of Students	13
Average Score	3.6
Missing data	0
Met expectations (3 or above)	13
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

#### **Clinical Diagnosis and Assessment: Summer 2024 CMHC Internship Students**

Number of Students	13
Average Score	3.3
Missing data	0
Met expectations (3 or above)	13
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

#### **Clinical Treatment and Interventions: Summer 2024 CMHC Internship Students**

Number of Students	13
Average Score	3.3
Missing data	0
Met expectations (3 or above)	11
Percentage of students that met expectations	85% [*2 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	2

#### **Professional Dispositions and Behaviors: Summer 2024 CMHC Internship Students**

Number of Students	13
Average Score	3.7
Missing data	0
Met expectations (3 or above)	13
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

### **Fall 2024 CMHC PRACTICUM**

#### **Therapeutic Skills: Fall 2024 CMHC Practicum Students**

Number of Students	12
Average Score	3.25
Missing data	0
Met expectations (3 or above)	7
Percentage of students that met expectations	58% [*1 students were not observed (received 0) for one or more items within

	this section]
Number of students that failed to meet expectations	5

### **Clinical Diagnosis and Assessment: Fall 2024 CMHC Practicum Students**

Number of Students	12
Average Score	2.55
Missing data	0
Met expectations (3 or above)	4
Percentage of students that met expectations	33% [*5 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	8

### **Clinical Treatment and Interventions: Fall 2024 CMHC Practicum Students**

Number of Students	12
Average Score	2.83
Missing data	0
Met expectations (3 or above)	7
Percentage of students that met expectations	58% [*2 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	5

### **Professional Dispositions and Behaviors: Fall 2024 CMHC Practicum Students**

Number of Students	12
Average Score	3.53
Missing data	0
Met expectations (3 or above)	9
Percentage of students that met expectations	75%
Number of students that failed to meet expectations	3

## **Fall 2024 CMHC INTERNSHIP**

### **Therapeutic Skills: Fall 2024 CMHC Internship Students**

Number of Students	13
Average Score	3.53
Missing data	0
Met expectations (3 or above)	12
Percentage of students that met expectations	92%
Number of students that failed to meet expectations	1

### **Clinical Diagnosis and Assessment: Fall 2024 CMHC Internship Students**

Number of Students	13
Average Score	2.75
Missing data	0
Met expectations (3 or above)	7
Percentage of students that met expectations	54% [*5 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	6

#### **Clinical Treatment and Interventions: Fall 2024 CMHC Internship Students**

Number of Students	13
Average Score	3.21
Missing data	0
Met expectations (3 or above)	10
Percentage of students that met expectations	77% [*3 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	3

#### **Professional Dispositions and Behaviors: Fall 2024 CMHC Internship Students**

Number of Students	13
Average Score	3.66
Missing data	0
Met expectations (3 or above)	11
Percentage of students that met expectations	92%
Number of students that failed to meet expectations	2

#### **Spring 2025**

#### **CMHC PRACTICUM**

#### **Therapeutic Skills: Spring 2025 CMHC Practicum Students**

Number of Students	3
Average Score	3.5
Missing data	0
Met expectations (3 or above)	2
Percentage of students that met expectations	67%
Number of students that failed to meet expectations	1

#### **Clinical Diagnosis and Assessment: Spring 2025 CMHC Practicum Students**

Number of Students	3
Average Score	2.89
Missing data	0
Met expectations (3 or above)	2

Percentage of students that met expectations	67% [*1 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	1

#### **Clinical Treatment and Interventions: Spring 2025 CMHC Practicum Students**

Number of Students	3
Average Score	2.44
Missing data	0
Met expectations (3 or above)	1
Percentage of students that met expectations	33% [*2 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	2

#### **Professional Dispositions and Behaviors: Spring 2025 CMHC Practicum Students**

Number of Students	3
Average Score	3.85
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

#### **Spring 2025 CMHC INTERNSHIP**

#### **Therapeutic Skills: Spring 2025 CMHC Internship Students**

Number of Students	13
Average Score	3.62
Missing data	0
Met expectations (3 or above)	12
Percentage of students that met expectations	92%
Number of students that failed to meet expectations	1

#### **Clinical Diagnosis and Assessment: Spring 2025 CMHC Internship Students**

Number of Students	13
Average Score	2.56
Missing data	0
Met expectations (3 or above)	4
Percentage of students that met expectations	31% [*6 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	9

#### **Clinical Treatment and Interventions: Spring 2025 CMHC Internship Students**

Number of Students	13
Average Score	3.14
Missing data	0
Met expectations (3 or above)	9
Percentage of students that met expectations	69% [*3 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	4

#### **Professional Dispositions and Behaviors: Spring 2025 CMHC Internship Students**

Number of Students	13
Average Score	3.68
Missing data	0
Met expectations (3 or above)	13
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

#### **Fall 2024**

#### **SCHOOL COUNSELING PRACTICUM**

#### **School Counseling Program Development: Fall 2024 SCH Practicum Students**

Number of Students	6
Average Score	3.63
Missing data	0
Met expectations (3 or above)	6
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

#### **Academic, Career, and Social/Emotional Student Services: Fall 2024 SCH Practicum Students**

Number of Students	6
Average Score	2.93
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	50% [*4 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	3

#### **Evaluation & Assessment: Fall 2024 SCH Practicum Students**

Number of Students	6
Average Score	3.13
Missing data	0
Met expectations (3 or above)	4

Percentage of students that met expectations	66.67% [*2 students were not observed (received 0) for two items within this section]
Number of students that failed to meet expectations	2

### **Professional Dispositions & Behaviors: Fall 2024 SCH Practicum Students**

Number of Students	6
Average Score	3.75
Missing data	0
Met expectations (3 or above)	6
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

### **Fall 2024 SCHOOL COUNSELING INTERNSHIP**

#### **School Counseling Program Development: Fall 2024 SCH Internship Students**

Number of Students	20
Average Score	3.55
Missing data	0
Met expectations (3 or above)	18
Percentage of students that met expectations	90%
Number of students that failed to meet expectations	2

#### **Academic, Career, and Social/Emotional Student Services: Fall 2024 SCH Internship Students**

Number of Students	20
Average Score	3.40
Missing data	0
Met expectations (3 or above)	17
Percentage of students that met expectations	85% [*5 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	3

#### **Evaluation & Assessment: Fall 2024 SCH Internship Students**

Number of Students	20
Average Score	3.20
Missing data	0
Met expectations (3 or above)	14
Percentage of students that met expectations	70% [*2 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	6

**Professional Dispositions & Behaviors: Fall 2024 SCH Internship Students**

Number of Students	20
Average Score	3.81
Missing data	0
Met expectations (3 or above)	19
Percentage of students that met expectations	95%
Number of students that failed to meet expectations	1

**Spring 2025****SCHOOL COUNSELING PRACTICUM****School Counseling Program Development: Spring 2025 SCH Practicum Students**

Number of Students	5
Average Score	3.42
Missing Data	0
Met Expectations (3 or above)	5
Percentage of students that met expectations	80%
Number of students that failed to meet expectations	1

**Academic, Career, and Social/Emotional Student Services: Spring 2025 SCH Practicum Students**

Number of Students	5
Average Score	3.05
Missing Data	0
Met Expectations (3 or above)	3
Percentage of students that met expectations	60% [*2 students were not observed (received 0) for two or more items within this section]
Number of students that failed to meet expectations	2

**Evaluation & Assessment: Spring 2025 SCH Practicum Students**

Number of Students	5
Average Score	2.32
Missing Data	0
Met Expectations (3 or above)	3
Percentage of students that met expectations	60% [*2 students were not observed (received 0) for two or more items within this section]
Number of students that failed to meet expectations	2

**Professional Dispositions & Behaviors: Spring 2025 SCH Practicum Students**

Number of Students	5
Average Score	3.65

Missing Data	0
Met Expectations (3 or above)	5
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

**Spring 2025****SCHOOL COUNSELING INTERNSHIP****School Counseling Program Development: Spring 2025 SCH Internship Students**

Number of Students	18
Average Score	3.63
Missing Data	0
Met Expectations (3 or above)	17
Percentage of students that met expectations	94%
Number of students that failed to meet expectations	1

**Academic, Career, and Social/Emotional Student Services: Spring 2025 SCH Internship Students**

Number of Students	18
Average Score	3.46
Missing Data	0
Met Expectations (3 or above)	13
Percentage of students that met expectations	72% [*7 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	5

**Evaluation & Assessment: Spring 2025 SCH Internship Students**

Number of Students	18
Average Score	3.20
Missing Data	0
Met Expectations (3 or above)	13
Percentage of students that met expectations	72% [*4 students were not observed (received 0) for one or more items within this section]
Number of students that failed to meet expectations	5

**Professional Dispositions & Behaviors: Spring 2025 SCH Internship Students**

Number of Students	18
Average Score	3.79
Missing Data	0
Met Expectations (3 or above)	17
Percentage of students that met expectations	94%

Number of students that failed to meet expectations	1
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