



Department of Counselor Education  
Annual Assessment Report  
2024-2025

Written by Dr. Katherine M. Bender  
Finalized by Dr. Kevin Duquette  
DGCE Chairs

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## Introduction and Overview

### **Programs**

The Department of Counselor Education at Bridgewater State University is an all graduate-level department. The department houses four graduate programs: Mental Health Counseling; Mental Health Counseling- Dual License; School Counseling (PreK-8; 5-12); and Student Affairs Counseling.

### **Accreditation**

The Council for Accreditation and Related Education Programs (CACREP) is the leading accrediting body for the profession of counseling. CACREP sets a level of standards that assures the quality of a program. Having CACREP accreditation enhances the reputation of the Department of Counselor Education; increases student enrollment numbers; stimulates self-review and self-directed improvements; and demonstrates a commitment to meeting the highest academic standards, which enables the department to attract the most qualified faculty and student applicants. The CACREP standards include five sections: The Learning Environment; Professional Counseling Identity, which includes eight core academic areas; Professional Practice, which addresses student fieldwork experiences; Evaluation in the Program; and Entry-Level Specialty Areas, of which Bridgewater State University has two: Mental Health Counseling and School Counseling.

The Student Affairs Counseling program at Bridgewater State University discontinued its CACREP accreditation to stay competitive with Student Affairs and other higher education preparation programs at regional, state, and national universities. The Department of Counselor Education's Student Affairs program currently adheres to the competencies of the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA).

### **Reaccreditation**

The Department of Counselor Education at Bridgewater State University first attained CACREP accreditation on July 19, 2007. Since then, the department was approved for reaccreditation through October 31, 2023, under the 2009 set of CACREP standards. To seek reaccreditation beyond 2023, the department was required to transition to the 2016 CACREP standards which focus on student and program assessment. After extensive planning, the department began the transition of their assessment process starting with students matriculating into the program in Fall 2021. The onsite CACREP reaccreditation visit took place in September of 2023 and the department received official notification from CACREP that it has been reaccredited until March 31, 2032. CACREP created new standards for 2024, and programs have until July 1, 2026 to implement the 2024 standards.

The Department's assessment process, in compliance with the 2016 CACREP standards, features requirements for evaluation of the program, students, faculty, and supervisors. CACREP's required assessment process is extremely comprehensive and requires a well mapped out plan to collect data at multiple points, in multiple methods, and includes a clear understanding of who collects the data, when, and documentation of how the data impacts the program and its curriculum decisions. For more detail, please see the Student & Program Assessment Guidebook.

## Executive Summary

The Department of Counselor Education (CNED) at Bridgewater State University continues to demonstrate excellence in graduate-level counselor preparation through robust data collection, programmatic responsiveness, and an enduring commitment to continuous improvement. The 2024–2025 academic year highlights a department functioning at a high level, evidenced by above-average student performance on national and internal metrics, strong stakeholder satisfaction, and strategic planning aligned with accreditation and institutional goals.

### Programmatic Achievements and Highlights

- **Reaccreditation Success and Future Preparedness:** Following the 2023 CACREP site visit, the department was reaccredited through 2032. Preparations are now underway for implementing the 2024 CACREP standards by the July 2026 deadline, demonstrating foresight and compliance.
- **Student Learning Outcomes:** Data from Key Performance Indicator (KPI) assignments and the Counselor Preparation Comprehensive Examination (CPCE) indicate that students consistently exceed the program's 80% benchmark for knowledge acquisition and skill application. Introductory cognitive-level assessments (KPI rubric scores) and reinforcement-level affective journal scores suggest strong alignment between instructional methods and CACREP standards.
- **CPCE Performance:** The 2024–2025 CPCE results show that BSU students meet or exceed national averages in six of eight core areas. Notable improvements were observed in Group Counseling, an area of concern in the previous cycle. However, non-passing scores in Assessment and Testing, Social and Cultural Diversity, and Helping Relationships highlight areas for further curricular reinforcement and exam preparation supports.
- **Site Supervisor Evaluations:** Across mental health, school counseling, and student affairs programs, site supervisors consistently report that interns demonstrate professional readiness, clinical competence, and strong interpersonal and communication skills. Specific praise was given for students' use of supervision, client rapport, and cultural sensitivity. Areas for growth include documentation, theoretical integration, and confidence-building.
- **Curricular and Administrative Modifications:** Several structural changes were enacted this academic year:
  - Adjusted prerequisites to better prepare students for fieldwork (especially in school settings).
  - Catalog updates to clarify course sequences and admissions language.
  - Increased use of the TherapyNotes platform and reinforced documentation training in coursework.
  - Revised orientation and syllabi to include the Carnegie credit hour standard and workload transparency.
- **Diversity and Inclusion Initiatives:** The department continued its efforts to diversify both student and faculty representation. Strategies include leveraging a \$1.9 million BIPOC grant to support fieldwork for students of color, co-hosting recruitment events

with student life and affinity groups, and refining search strategies for faculty hiring through inclusive outreach platforms.

### **Key Strengths**

1. Consistently strong assessment outcomes across CACREP core areas, especially evidenced in CPCE scores and KPI rubric data, illustrate the department's strength in delivering robust content instruction at the cognitive (introductory) and affective (reinforcement) levels.
2. Qualitative data from site supervisors highlights intern strengths in clinical insight, use of supervision, communication, professionalism, and cultural responsiveness.
3. Strategic updates to admissions processes, course prerequisites, and catalog clarity reflect the department's commitment to continuous improvement and responsiveness to stakeholder needs.
4. The department is proactive in preparing for the 2025 CACREP standards while remaining in compliance with current accreditation expectations and programmatic integrity.

### **Identified Areas for Program Improvement**

1. Though many aspects of student learning are thriving, CPCE performance data revealed that Assessment, Helping Relationships, and Social and Cultural Diversity remain areas where some students struggle. These domains may benefit from reinforced content integration throughout the curriculum and expanded exam preparation strategies.
2. A need persists to support student self-care, academic balance, and wellness. Initiatives to scaffold understanding of workload expectations (e.g., Carnegie credit hour integration, wellness planning) should continue and expand to mastery-level applications.
3. As EHR use becomes standard in the field, the department should extend the use of platforms like TherapyNotes and increase opportunities for documentation training across the curriculum, especially in applied and ethics-focused courses.
4. In light of ongoing retirements and reliance on part-time faculty, maintaining CACREP-mandated faculty-to-student ratios and ensuring core courses are taught by full-time faculty remains an area of structural concern and institutional advocacy.
5. Although significant strides have been made to promote diversity through the BIPOC grant and outreach events, long-term planning for recruitment and retention of diverse faculty and students should remain a high priority.

## **Program Modifications/Substantial Changes**

In the 2024-25 academic year, the department of Counselor Education (CNED) made both internal departmental modifications/changes as well as some programmatic modifications that were heard at GEC but will likely not be in effect until Fall 2025 or Spring 2026.

Internal departmental changes were made to better support students if/when they face challenging circumstances at their internship placement sites, in their academic program, and/or if they are concerned about a peer.

Additionally, CNED made some minor changes (awaiting GEC approval at the time of this writing) regarding grade requirements for classes. CNED also made some significant programmatic changes regarding the school, mental health, mental health dual, and student affairs counseling programs. At the writing of this document, the major changes are awaiting GEC approval but were heard at GEC in April 2025.

### **Internal departmental changes**

- We updated our ongoing competency form or student support form to include “disposition less than 3” or “KPI assignment less than 3” as part of the reason for the form. We also converted the form to an adobe form for ease of use in tracking and monitoring student/advisor/ and others as needed viewing the form. The updated form allows for a more transparent and streamlined approach to documenting student concerns. [Link](#) to form.
- The department created a procedure for students to report any concerns about ethical issues at their internship sites. The procedure form will now be included in any fieldwork documentation so that the department can keep track of internship sites that may have “frequent” violations. Additionally, students are required to share the form with their fieldwork instructor and site supervisor at the beginning of the semester.
- While. The Department of Counselor Education already had procedures in place for faculty concerns about students, now we have a policy in place for student concerns about students.
  - In their commitment to maintaining a supportive and ethical learning environment, ensuring that all concerns related to student behavior - whether related to personal well-being, academic integrity, or professional conduct—are addressed through appropriate channels and with the necessary documentation, CNED created a policy that was added to the student handbook and to the new faculty orientation module on ultra titled Policy on Peer Reporting.

### **Minor changes through GEC**

1. Ensured that all classes will have a grade policy that reflects that students need to earn a B- or above (previously the catalogue said C-) which better reflects the College of Graduate Studies polices for graduate students maintaining a 3.0 GPA

## **Recommendations Based on the 2024–2025 Annual Assessment Report Results**

### **Continue Reinforcing Workload and Work-Life Balance**

To continue addressing workload and wellness, the department will continue the introduction, reinforcement, and mastery (IRM) model across the curriculum. The Carnegie credit hour tool will be introduced in orientation, reinforced in course syllabi via the Carnegie calculator, and embedded in advising conversations and classroom culture.

Efforts will expand on last year's framework by including explicit time management and workload planning strategies into the ethics course and the initial fieldwork advising session. Advisors may also use Orientation Quiz results to address misunderstandings about program pacing and expectations during benchmark meetings.

The *professional portfolio* and *wellness plan* developed in the ethics course serves as a reference point in both group and internship classes, encouraging longitudinal reflection and reinforcement of self-care skills throughout the program. Faculty are encouraged to discuss wellness overtly in supervision and to model boundary-setting and reflective practices during seminar discussions.

### **Expand Documentation and Treatment Planning Integration**

The department will continue expanding the use of TherapyNotes and case documentation. Specifically, skills-based courses (i.e., CNGC 532, CNMH 535, CNSC 524, CNSA 530) may ask students to complete at least one graded documentation assignment (e.g., SOAP or DAP note) using a mock or real clinical session. Ethics courses will introduce documentation and treatment planning with structured practice, and internship seminars will include a minimum of one live supervision feedback session on documentation per student.

In line with 2024 CACREP standards adoption, the department will scaffold documentation and treatment planning across the IRM framework: Introduction in ethics, reinforcement in group/skills classes, and mastery in internship. Additionally, CNED will re-evaluate the potential for a Special Education (SPED) overview course or workshop tailored to the documentation expectations of school counseling and dual-track interns.

### **Increase Diversity Recruitment and Retention**

Based on positive feedback from stakeholder groups, the “Lunch and Learn” outreach events may be expanded in partnership with undergraduate affinity organizations and/or the Student Success, Equity and Diversity Office. Faculty hiring strategies will continue to prioritize diversity and inclusion, including revisiting job ad language and expanding outreach through identity-affirming professional organizations and job boards.

### **Continue Upholding CNED's Reputation and CACREP Accreditation**

The department will finalize a written implementation timeline for the 2024 CACREP standards, which must be fully adopted by 2026. This includes updates to the Student & Program Assessment Guidebook and alignment of course KPIs and assessments to the new competency domains.

Institutional advocacy remains essential. With three retirements since 2020, CNED will continue to work with university leadership to replenish tenure-line faculty and uphold full-time faculty-to-student ratios as required by CACREP. Emphasis will be placed on securing sufficient instructional support for core content and experiential courses considering rising enrollment trends and fieldwork demands.

## Department Assessment Planning

### Introduction

The CACREP 2016 standards require assessment of student’s knowledge, skills, and professional dispositions. To achieve this goal, an empirically based plan for systematically evaluating the department’s program objectives and student learning is required. Hence, the department of counselor education has rooted program and student evaluation in alignment with our mission statement and goals.

### Program Mission Statement and Goals

The principal mission of the Department of Counselor Education at Bridgewater State University is to prepare high quality master’s level counselors for various settings in Massachusetts and the nation. More specifically, we prepare; quality School Counselors to serve students, families, and communities in PreK-12 educational settings; Clinical Mental Health Counselors to serve individuals, families, and/or groups in community, non-profit, or private agencies; and Student Affairs professionals to serve as academic advisors, career advisors, residential hall advisors, or likewise in institutes of higher education. Our program learning objectives are to:

1. Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.
2. Foster the development of expertise in counseling skills.
3. Instill a commitment to uphold best practices within counseling and student affairs professions.
4. Cultivate diversity and social justice competence within counseling and student affairs professions.

### Program Learning Outcomes and Assessment Procedures

The curriculum map below shows how and when the core content areas for our CACREP programs are evaluated at the introductory (I), reinforcement (R), and mastery (M) levels.

Each of the core content areas are required to have a KPI assignment. The KPI assignment is designed to showcase student’s knowledge in the context of both the CACREP standards **and** the program learning objectives set by the department and scored with a percentage of success score. The courses marked with an I in the table below, indicate the *introduction* of our program learning objectives as they relate to the specific course (it is expected that the program learning objectives are applicable to all the core courses), and students are assessed via the identified KPI assignment and cognitive KPI rubric. The program learning objectives are *reinforced* in the courses below indicated with an R, and students are assessed at the behavioral level using a KPI affective assignment. Lastly, the program learning objectives are assessed at the *mastery* level,

indicated by the M in the table below, through both site supervisor's **final** evaluation of the student intern, and the national Counselor Preparation Comprehensive Exam (CPCE).

### Program Learning Outcomes and Curriculum Map

Learning Objective	Research CNGC 500	Counseling Theories CNGC 528	Multicultural Counseling CNGC 529	Group Counseling CNGC 538	Career Counseling CNGC 539	Devt Thru Lfspn CNGC 514	Ethics CNMH 535 CNSC 515 CNSA 520	Psych Assessment CNGC 532	Skills CNMH 535 CNSC 524 CNSA 530	Internship	Exit Req. (CPCE)
1. Guide in roles and responsibilities...	I	I	I	I	I	I	I	I	R	R/M	M
2. Foster expertise...	I	I	I	I	I	I	I	I	R	R/M	M
3. Instill a commitment...	I	I	I	I	I	I	I	I	R	R/M	M
4. Cultivate diversity...	I	I	I	I	I	I	I	I	R	R/M	M

### Assessment of Dispositions

Using the American Counseling Association (ACA) Code of Ethics (2014) the Department of Counselor Education has developed a disposition scale espousing the professional values which include; (1) enhancing human development throughout the life span; (2) honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential and uniqueness of people within their social and cultural contexts; (3) promoting social justice; (4) safeguarding the integrity of the counselor-client relationships; and (5) practicing in a competent and ethical manner. Furthermore, the scale features aspects of commitment, openness, respect, integrity, and self-awareness.

Our accrediting body CACREP's assessment procedures exceed that of the NECHE assessment due to the frequency of the assessment and the stakeholders involved. Further, CACREP requires that our assessment involves regular evaluation of student dispositions. The tables below speak to the frequency, the method, and analysis for our data collection procedures.

### Global Categories of Assessment

Using the Office of Academic Planning and Assessment (2001) guidelines the Department of Counselor Education identifies Student Learning Outcomes (SLOs) across three areas:

1. Cognitive domains (C) (i.e., what students should know or how they should think)
2. Affective domains (A) (i.e. how students feel, what students care about)
3. Behavioral domains (B) (i.e. what students can do)

Furthermore, the Department of Counselor Education has adopted the typical assessment identifiers of different levels of attention to SLOs by using:

1. Introduction (I)
2. Reinforced (R)
3. Mastery (M)

## Program Assessment Schedule

Using a variety of data collection methods such as Key Performance Indicators (KPI) assignments, rubrics, standardized assessments, and surveys, the department systematically assess both students and the program simultaneously. Please reference the Student & Program Assessment Guidebook for further information concerning this table.

	Data to be collected	How/when the data will be collected	How data will be reviewed	How data will be used for curriculum and program improvement
<b>Aggregate student assessment data about knowledge</b>	New Student Orientation Knowledge Attainment Assessment  KPI Assignment Grade  KPI Rubric  CPCE	Conclusion of Orientation  Conclusion of each course  Conclusion of each course  Internship	Faculty Mid-Semester Review (see Advising Feedback table)	Program Evaluation Meeting
<b>Aggregate student assessment data about skills</b>	Site Supervisor Evaluations of students  Affective Journal Assignments  Affective Rubric	Conclusion of each internship semester  Conclusion of appropriate fieldwork course  Conclusion of each appropriate fieldwork course	Faculty Mid-Semester Review (see Advising Feedback table)	Program Evaluation Meeting
<b>Aggregate student assessment data about dispositions</b>	Disposition Assessment	Mid semester of each course	Faculty Mid-Semester Review (see Advising Feedback table)	Program Evaluation Meeting
<b>Demographics of student applicants</b>	Demographics	Institutional Data	Annual Report	Program Evaluation Meeting
<b>Demographics of students</b>	Demographics	Institutional Data	Annual Report	Program Evaluation Meeting
<b>Demographics of graduates</b>	Demographics	Institutional Data	Annual Report	Program Evaluation Meeting
<b>Systematic follow-up studies of graduates</b>	Exit Survey  Alumni Survey	Exit meeting with Fieldwork Director in student's final semester  Emailed survey link every 3 years	Annual Report	Program Evaluation Meeting
<b>Systematic follow-up studies of site supervisors</b>	Site Supervisor Evaluations of the Counselor Education Programs	Conclusion of each fieldwork semester	Annual Report	Program Evaluation Meeting
<b>Systematic follow-up studies of employers of graduates</b>	Graduate Employer Survey (Appendix S-U)	Emailed survey link every 3 years	Annual Report	Program Evaluation Meeting
<b>Program Evaluation by current students</b>	Confidential Student Feedback Survey	Each fall and spring, to students enrolled in CNGC 528 and their first semester of fieldwork	Annual Report	Program Evaluation Meeting

## Program Evaluation Thresholds

Please reference the Student & Program Assessment Guidebook for further information concerning the table below.

	Aggregate Data	Point Analysis Data Overall	Point Analysis of Current Academic year	Threshold
<b>Aggregate student assessment data about knowledge</b>	Total score set of New Student Orientation Knowledge Attainment Assessment	Overall average score (2 sets, fall and spring)	Current academic year average score	80%
	Complete set of KPI Assignment scores-by course	Overall average score for each assignment	Current academic year average score for each assignment	80%
	Complete set of Cognitive Rubric scores-by course	Overall average score for each section	Current academic average score for each section	Minimum of a score of 3 on each section
	Complete set of CPCE scores	Each section	Current academic average score	Total score 82, Individual sections 9
<b>Aggregate student assessment data about skills</b>	Site Supervisor Evaluations of Students	Overall average score per semester, per specialty program	Current academic year average score per specialty program	Total score: 39
	Affective Rubric	Overall average score for each assignment per semester	Current academic year average score for each assignment	Minimum of a score of 3 on each section
<b>Aggregate student assessment data about dispositions</b>	Disposition Assessments	Overall average score per student	Current academic year average score for each assignment	Total score 39 review after the disposition meeting
<b>Demographics of student applicants</b>	Complete data set	Averages from overall data set per semester	Current academic year average score	
<b>Demographics of students</b>	Complete data set	Averages from overall data set per semester	Current academic year average score	
<b>Demographics of graduates</b>	Complete data set	Averages from overall data set per semester	Current academic year average score	
<b>Systematic follow-up studies of graduates</b>	Complete data set of Graduate Exit Survey (Appendix V)	Averages from overall data set per semester	Current academic year average score	
	Complete data set of Alumni Survey (Appendix W)	Overall average set of data (every three years)	N/A	
<b>Systematic follow-up studies of site supervisors</b>	Complete data set of Site Supervisor Evaluation of BSU Counselor Education Programs (Appendix P-R)	Averages from overall data set per semester	Current academic year average score	
<b>Systematic follow-up studies of employers of graduates</b>	Complete data set of Graduate Employer Survey	Overall average set of data (every three years)	N/A	

## **Aggregate Student Assessment Data About Knowledge**

### **New Student Orientation Knowledge Attainment**

Once admitted to the program, students complete a comprehensive asynchronous self-guided New Student Orientation consisting of six steps/modules: handbooks and getting started, program-specific ethics, licensure, and accreditation, student resources, student assessment and remediation, honor societies, and learning contracts and assessments. At the completion of the entire learning module, students must complete a short quiz indicating the knowledge level acquired.

#### **Summary of New Student Orientation Knowledge Attainment**

<b>Semester</b>	<b>Sample Size</b>	<b>Average</b>
Summer/Fall 2024 Admits	26	86.5% (22.5/26 pts)
Spring 2025 Admits	18	93% (21.5/26 pts)

### **Discussion**

- The department conducted an item analysis and found two questions that approximately 50% of students got wrong.
  - One question was about APA formatting and one question was about registering for the group experience which is a co-requisite for the group class.
  - The department does not plan to change these questions as APA formatting is something that is introduced and reinforced many times throughout the program, and it is important to start training students early on some of the nuances of APA writing style.
  - Similarly, the registration process for the group class is important, and is something that advisors talk about with their advisees.
- The next most challenging items for students, in which 30% of students scored incorrectly, were two questions about the exit requirement for the program which is the CPCE exam.
  - The department may want to consider alternative ways to emphasize the importance of the CPCE module in the orientation and or adjusting the question.

## Key Performance (KPI) Assignment/Assessment

### Key Performance (KPI) Assignment

In courses with CACREP standards being addressed, a KPI assignment is required. The KPI assignment is designed to showcase students' knowledge in the context of CACREP standards and the program objectives set by the department and scored with a percentage of success score. The academic year 2021-2022 was the first time that the KPI assignment was incorporated. It is at the discretion of the individual faculty member teaching the course to determine the KPI assignment. Examples of KPI assignments include but are not limited to class presentations, final exams, research papers, and or reflection papers. The KPI assignment is designated at the outset of the semester and clearly indicated on the syllabus with the following universal description: *This assignment has been identified as a "signature assignment" in which the four Program Objectives of the Department of Counselor Education are showcased. Your score on this assignment will be used in both the assessment of your progress in the program but also the program's ability to meet their educational goals. Your final grade on this assignment will be shared with faculty at the mid-semester review and potentially discussed with your advisor at some point. You will be given a score on this assignment (which will be used towards your final grade calculation) and a rubric score (not used towards your final grade in the course). Any areas on the rubric in which you receive a score less than 3 will initiate an "Ongoing Competency" meeting with your instructor (and in some cases your advisor and the Department Chair).*

### KPI Rubric

Course instructors record both the score on the assignment as well as the score on the KPI Cognitive rubric (as noted above this is not used towards final course grade), for courses identified under the classification of Introduction (I) and Cognitive (C). While instructors determine how to score the assignment as it relates to the grade in the course, a universal KPI cognitive rubric, created and approved by the Department of Counselor Education is used to evaluate the program objectives. The KPI Cognitive rubric is included on syllabi for courses in which KPIs are included.

### CACREP Core Curriculum in Averages

Course	SU KPI Grade	SU KPI Rubric Score	FA KPI Grade	FA KPI Rubric Score	SP KPI Grade	SP KPI Rubric Score	Aggregate KPI Grade	Aggregate KPI Rubric Score
<b>Research</b>	N/A	N/A	77.4% (N= 13)	13.69 (N=13)	84.7 (N=12)	12.67 (N=12)	84.98%	14 (N=43)
<b>Multicultural</b>	99% (N= 6)	15.67 (N=6)	94.2% (N= 13)	14.7 (N=13)	95.2% (N= 13)	14.7 (N=13)	94.10%	15 (N=81)
<b>Assessment</b>	91.93% (N=6)	15.3 (N=6)	86% (N=12)	14 (N=12)	92% (N=14)	15.5 (N=14)	90.36%	15 (N=36)
<b>Group</b>	96.5% (N=17)	15.8 (N=17)	96.6% (N=10)	14.8 (N=10)	94.5% (N=10)	15.6 (N=10)	95.08%	15.1 (N=68)
<b>Career</b>	96.1% (N=9)	14.4 (N=9)	93% (N=13)	15.1 (N=13)	94.3 (N=10)	15 (N=10)	96.49%	15 (N=67)
<b>Development</b>	N/A	N/A	98% (N=14)	15.6 (N=14)	93.4 (N=26)	15.3 (N=26)	94.36%	15 (N=74)
<b>Theories</b>	N/A	N/A	89.64% (N=28)	13.34 (N=28)	93.27% (N=15)	15.13 (N=15)	90.88%	13.84 (N=77)
<b>Ethics</b>	N/A	N/A	91.2% (N=15)	15 (N=15)	95.2% (N=14)	14.4 (N=14)	96.37%	15 (N=69)

### Mental Health Curriculum in Averages

Course	SU KPI Grade	SU KPI Rubric Score	FA KPI Grade	FA KPI Rubric Score	SP KPI Grade	SP KPI Rubric Score	Aggregate KPI Grade	Aggregate KPI Rubric Score
Addictions	99.1 (N=10)	16 (N=10)	98 (N=14)	15.7 (N=14)	90.3 (N=10)	13.4 (N=10)	96.37%	15 (N=39)
Applied (535)	N/A	N/A	93.7 (N=11)	13.5 (N=11)	92.1 (N=17)	12.94 (N=17)	92.91%	13.6 (N=48)
Psychopathology	N/A	N/A	92.6 (N=8)	14.1 (N= 8)	93.7 (N=13)	14.8 (N= 13)	89.19%	14 (N=61)
Crisis	83.1 (N=12)	16 (N=12)	N/A	N/A	95.2% (N=14)	16 (N=14)	94.60%	16 (N=47)

### School Counseling Curriculum in Averages

Course	SU KPI Grade	SU KPI Rubric Score	FA KPI Grade	FA KPI Rubric Score	SP KPI Grade	SP KPI Rubric Score	Aggregate KPI Grade	Aggregate KPI Rubric Score
Foundations	NA	NA	NA	NA	NA	NA	NA	NA
Clinical Issues	NA	NA	NA	NA	NA	NA	NA	NA
Consultation	N/A	N/A	99% (N=3)	15 (N=3)	N/A	N/A	99% (N=3)	15 (N=3)
Evidenced Based	NA	NA	NA	NA	N/A	N/A	NA	NA
Applied	NA	NA	NA	NA	N/A	N/A	NA	NA

### Student Affairs Curriculum in Averages

Course	SU KPI Grade	SU KPI Rubric Score	FA KPI Grade	FA KPI Rubric Score	SP KPI Grade	SP KPI Rubric Score	Aggregate KPI Grade	Aggregate KPI Rubric Score
Development	NA	NA	NA	NA	NA	NA	NA	NA
Ethics	NA	NA	NA	NA	NA	NA	NA	NA
Skills	NA	NA	N/A	N/A	14 (N=1)	96.5 (N=1)	14 (N=1)	96.5 (N=1)

### Discussion of Introductory (Cognitive) Assessment Data

#### Consistency in Performance:

- Across different courses and semesters, there is generally consistent performance in terms of KPI assignment grades and rubric scores. For instance, the aggregate KPI assignment grade and rubric score tend to remain relatively stable across courses and semesters.
- The introductory level of program learning objectives and CACREP standards as assessed by the department's set threshold of 80% on all KPI cognitive assignment

grades has been far exceeded which indicates our ability to teach to our program objectives effectively at the introductory level.

**Higher Performance in Certain Courses:**

- Some courses consistently exhibit higher performance metrics compared to others. For example, the Career course consistently has high KPI assignment grades and rubric scores across both Fall and Spring semesters.
- Instructors have the flexibility to determine what the KPI assessment will be, it may be advantageous for the department to discuss if there is a particular KPI assignment type (presentation, paper, exam) that earns higher or lower scores.

**Sample Size Impact:**

- It's also noticeable that courses with smaller sample sizes (lower N values) tend to have more variability in their performance metrics compared to courses with larger sample sizes. This suggests that larger sample sizes might provide more stable and reliable performance indicators
- As footnote 1 mentions, the aggregate data sample sizes are for *all currently enrolled students*, they are no longer limited to the current academic year.

## Affective Journals

The Affective Journal grading rubric is connected to the second level of our assessment plan, Reinforcement (R), and Affective (A) when students have entered fieldwork. Since the new assessment protocol was implemented in fall 2021, we can now include data on the affective scores. Please note that for the general counseling courses, the data are shown in aggregate. Separate tables are provided for coursework specific to individual programs.

### Assessment of Program Learning Objectives and CACREP standards at the Reinforcement Level for Fieldwork in Aggregate in Averages

KPI Group	KPI Theories	KPI Multicultural	KPI Ethics	KPI Development	KPI Research	KPI Assessment	KPI Career	KPI Specialty
14.67 (N=18)	14.9 (N=21)	15 (N=21)	15.3 (N=21)	14.76 (N=21)	14.86 (N=7)	14.91 (N=11)	15.8 (N=5)	15.4 (N=5)

### Mental Health Fieldwork Affective KPI in Averages

Course	KPI Group	KPI Theories	KPI Multicultural	KPI Ethics	KPI Development	KPI Research	KPI Assessment	KPI Career	KPI Specialty
<b>Advanced Applied (Fall)</b>	15 (N=3)	15 (N=3)	14.67 (N=3)	15 (N=3)	15 (N=3)	N/A	N/A	N/A	N/A
<b>Advanced Applied (Spring)</b>	14.85 (N=7)	14.9 (N=10)	15.2 (N=10)	15.4 (N=10)	14.8 (N=10)	N/A	15.33 (N=3)	N/A	N/A
<b>Internship (Fall)</b>	N/A	N/A	N/A	N/A	N/A	14.2 (N=15)	14.6 (N=11)	14.5 (N=10)	15.4 (N=5)
<b>Internship (Spring)</b>	N/A	N/A	N/A	N/A	N/A	16 (N=3)	14.7 (N=7)	15.67 (N=6)	15.17 (N=6)

### School Counseling Fieldwork Affective KPI in Averages

Course	KPI Group	KPI Theories	KPI Multicultural	KPI Ethics	KPI Development	KPI Research	KPI Assessment	KPI Career	KPI Specialty
<b>Advanced Applied (Fall)</b>	16 (N=1)	16 (N=1)	16 (N=1)	16 (N=1)	16 (N=1)	N/A	N/A	N/A	N/A
<b>Advanced Applied (Spring)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Practicum (Fall)</b>	N/A	N/A	N/A	N/A	N/A	14.5 (N=2)	16 (N=2)	13 (N=1)	N/A
<b>Practicum (Spring)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16 (N=2)	16 (N=2)

### Student Affairs Fieldwork Affective KPI in Averages

Course	KPI Group	KPI Theories	KPI Multicultural	KPI Ethics	KPI Research	KPI Career	KPI Specialty
<b>Internship (Fall)</b>	14 (N=1)	12 (N=1)	14 (N=1)	13 (N=1)	12 (N=1)	15 (N=1)	14 (N=1)
<b>Internship (Spring)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Discussion of Reinforcement (Affective) Assessment Data

- The affective (reinforcement) aggregate rubric scores for research, assessment, and career are lower than the cognitive (introductory) rubric scores which may indicate that application of concepts gained in those courses are more difficult to apply in internship settings.
- Faculty and site supervisors may want to be more intentional about application of the standards covered in research, assessment, and career.
- The mental health and mental health dual programs are the largest programs within the department of counselor education, which helps to explain why even though we have more data from the 2023-2024 academic year than in previous years regarding affective/reinforcement data, there is less data for the school and student affairs counseling programs.

## Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Exam (CPCE) is a 160 standardized multiple-choice exam commonly used in counselor education programs due to its coverage of the CACREP core curriculum areas. There are 20 questions in each of the eight areas, although only 17 of the questions are used in scoring. The remaining three questions are used for psychometric evaluation and question development by the instrument provider. Below is a table of each of the eight core areas, the range of student scores, and averages.

<b>CACREP Core Areas</b>	<b>Summer 2024 N= 4</b>	<b>Fall 2024 N= 5</b>	<b>Spring 2025 N= 9</b>	<b>Total N = 18</b>
<b>Professional Counseling Orientation and Ethical Practice (10.92)</b>	Range: 13-16 Average: 15 Passing: 4 Non-Passing: 0	Range: 11-16 Average: 13.6 Passing: 5 Non-Passing: 0	Range: 9-15 Average: 10.7 Passing: 9 Non-Passing: 0	Range 9-16 Average 13.1 Passing: 18 Non-Passing: 0
<b>Social and Cultural Diversity (9.71)</b>	Range: 11-14 Average: 12 Passing: 4 Non-Passing: 0	Range: 8-12 Average: 10.6 Passing: 4 Non-Passing: 1	Range: 8-13 Average: 10.3 Passing: 7 Non-Passing: 2	Range 8-14 Average 10.9 Passing: 15 Non-Passing: 3
<b>Human Growth and Development (11.51) *</b>	Range: 11-15 Average: 13 Passing: 4 Non-Passing: 0	Range: 7-15 Average: 11.8 Passing: 4 Non-Passing: 1	Range: 10-15 Average: 12.75 Passing: 8 Non-Passing: 0	Range 7-15 Average 12.5 Passing: 16 Non-Passing: 1
<b>Career Development (10.81)</b>	Range: 9-15 Average: 12 Passing: 4 Non-Passing: 0	Range: 11-16 Average: 14.2 Passing: 5 Non-Passing: 0	Range: 10-14 Average: 11.2 Passing: 9 Non-Passing: 0	Range 9-16 Average 12.5 Passing: 18 Non-Passing: 0
<b>Counseling and Helping Relationships (9.99)</b>	Range: 10-16 Average: 13.25 Passing: 4 Non-Passing: 0	Range: 9-15 Average: 12.4 Passing: 5 Non-Passing: 0	Range: 7-16 Average: 10.7 Passing: 7 Non-Passing: 2	Range 7-16 Average 12.1 Passing: 16 Non-Passing: 2
<b>Group Counseling and Group Work (10.52)</b>	Range: 11-14 Average: 13 Passing: 4 Non-Passing: 0	Range: 14-17 Average: 14.6 Passing: 5 Non-Passing: 0	Range: 13-16 Average: 14.2 Passing: 9 Non-Passing: 0	Range 11-17 Average 13.93 Passing: 18 Non-Passing: 0

<b>Assessment and Testing (10.39) *</b>	Range: 11-17 Average: 14 Passing: 4 Non-Passing: 0	Range: 12-16 Average: 12.8 Passing: 5 Non-Passing: 0	Range: 8-15 Average: 10.75 Passing: 6 Non-Passing: 2	Range 8-17 Average 12.5 Passing: 15 Non-Passing: 2
<b>Research and Program Evaluation (10.88)</b>	Range: 13-17 Average: 15 Passing: 4 Non-Passing: 0	Range: 14-16 Average: 14.8 Passing: 5 Non-Passing: 0	Range: 8-13 Average: 10.5 Passing: 8 Non-Passing: 1	Range 8-17 Average 13.4 Passing: 17 Non-Passing: 1

Note: National Averages indicated in parenthesis behind core area title

\*Areas Student Affairs students are not included

## Overall Scores by Program and Semester

### Summer 2024

Mental Health (N=4)	School Counseling (N=0)	Student Affairs (N=0)
Range: 89-116 Average: 107.25 Passing: 4 Non-Passing: 0	N/A	N/A

### Fall 2024

Mental Health (N=5)	School Counseling (N=0)	Student Affairs (N=0)
Range: 95-116 Average: 104.8 Passing: 5 Non-Passing: 0	N/A	N/A

### Spring 2025

Mental Health (N=7)	School Counseling (N=1)	Student Affairs (N=1)
Range: 75-108 Average: 94.2 Passing: 5 Non-Passing: 2	Range: N/A Average: 95 Passing: 1 Non-Passing: 0	Range: N/A Average: 72 Passing: 0 Non-Passing: 1

## Discussion

- Across all CACREP core areas, the **total average scores for the 2024–2025 academic year exceed national averages**, indicating strong overall program performance.
- There was a **100% pass rate** in three critical core areas: **Professional Counseling Orientation and Ethical Practice, Career Development, and Group Counseling**. This is

especially notable for Group Counseling, which had previously been an area of concern in the 2023–2024 report. This improvement reflects positively on curricular or instructional changes made in that domain.

- **Human Growth & Development** and **Research and Program Evaluation** had a **95% pass rate**, representing continued strength in these areas.

#### **Areas Needing Attention**

- **Assessment and Testing**, **Social and Cultural Diversity**, and **Counseling and Helping Relationships** showed **non-passing scores** among students. These are areas of recurring concern:
  - **Assessment and Helping Relationships** were also flagged in the **2023–2024 report**. That report hypothesized that because these foundational courses are taken early in the program, students may experience content decay by the time they take the CPCE.

#### **Considerations for Targeted Improvement**

##### *1. Reinforcement Through Cumulative Assignments*

- Faculty teaching **Counseling and Helping Relationships** might consider implementing a **capstone-style assignment** toward the end of the course, requiring students to create a "**comprehensive study guide**" or **review synthesis**. This could reinforce long-term retention and promote earlier preparation for the CPCE.

##### *2. Exam Preparation Embedded in Assessment Courses*

- Since **Assessment and Testing** may be taken concurrently with CPCE, instructors could:
  - Include **mock CPCE-style quizzes** as formative assessments.
  - Provide **test-taking strategies specific to the assessment domain**, particularly focused on psychometrics and statistical interpretation.

##### *3. Addressing Gaps in Social and Cultural Diversity*

- While this area is often difficult to master via multiple-choice formats due to its conceptual and nuanced nature, consider:
  - Integrating **more CPCE-style practice items** in relevant courses to build familiarity with how this content is presented in exam format.
  - Offering **review workshops or mini-seminars** for students who are within a semester of taking the CPCE, especially focused on multicultural terminology, ethics, and case studies.

##### *4. Longitudinal Content Reinforcement*

- Explore the use of **long-term scaffolding** where core concepts (e.g., from helping relationships and assessment) are revisited intentionally in advanced courses.
- Possible interventions include:
  - **Inter-course projects** (e.g., students revisit prior course materials to reflect on how their knowledge has evolved).
  - Encouraging students to keep a **running “core concepts” portfolio** to serve as a study tool throughout the program.

## Aggregate Student Data About Skills (Mastery level)

### Site Supervisor Evaluation of Students

The CNED assesses students' mastery of program learning objectives and applicable CACREP standards through both the CPCE scores (reported above) and the final evaluation that their internship site supervisor completes at the end of each semester (fall, spring, summer) in which the students are completing their internships. While the evaluations are electronically sent to each site supervisor, a PDF of the site supervisor's evaluation is emailed to the student to print, sign, and submit to their BSU instructor, and subsequently each BSU instructor reviews the PDF evaluation and discusses it with the student to provide a grade.<sup>1</sup>

### **Mental Health Counseling Site Supervisor Final Evaluation of Students<sup>2</sup>**

The student demonstrates the ability to:	Advanced Applied			Internship		
<b>3 = Met</b> <b>2 = In progress to be met</b> <b>1 = Not met</b> <b>0 = N/A</b>	<b>Summer 2024</b> <b>N=7</b>	<b>Fall 2024</b> <b>N=0</b>	<b>Spring 2025</b> <b>N=8</b>	<b>Summer 2024</b> <b>N=16</b>	<b>Fall 2024</b> <b>N=18</b>	<b>Spring 2025</b> <b>N=13</b>
Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation	2.1		2.8	2.6	2.7	2.8
Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.	2.3		2.8	2.8	2.7	2.9
Understand counseling theory and stages of development and treatment and effectively translate theory into practice, demonstrating effective record keeping and report writing skills, and remaining within the limits of expertise	2.0		2.8	2.6	2.7	2.8
Understand group theory, process, dynamics, methods, and leadership styles and translates theory into practical application	2.0		2.0	2.5	2.5	2.8
Provide effective counseling around the issues of career, avocation, academic concerns, and "meaningful work" which respects client diversity and lifestyle	2.2		2.6	2.8	2.7	2.9
Understand community outreach and individual, group, and community-based prevention activities	2.1		2.6	2.6	2.5	2.9

<sup>1</sup> The data represented in this report for site supervisor student evaluations are for the final evaluation of each student.

<sup>2</sup> The students enrolled in the Mental Health Counseling-Dual License program complete their Advanced Applied and Internship hours at two separate sites: 1) a mental health site and 2) a school site. These data reported and discussed above are from the Mental Health Counseling-Dual License students' Advanced Applied and Internship hours at their mental health site

Effectively utilize supervision, including being open to feedback	2.4		3.0	2.9	2.9	3.0
Adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition onto clients	2.1		2.9	2.8	2.9	3.0
Demonstrate knowledge about a variety of ancillary internal and community-based support services; provide information about these services and make appropriate referrals	1.8		2.6	2.6	2.7	2.6
Effectively function as a contributing member of a variety of mental health teams and establish effective collaborative relationships with ancillary providers	2.0		2.6	2.6	2.8	2.9
Recognize, respect, and appropriately and effectively respond to client diversity	2.1		2.8	2.8	2.8	2.9
Understand and maintain the highest professional standards and professionalism	2.4		3.0	2.9	3.0	3.0
Utilize technology in the provision of counseling services	2.6		3.0	2.9	2.9	2.9

### Strengths

Summary of specific areas of student intern STRENGTHS as noted by the mental health site supervisors included in the qualitative portion of the survey:

- **Clinical Skills:** Demonstrates strong clinical insight, critical thinking, and evidence-based practice.
- **Communication:** Exceptional written and verbal communication, including clinical documentation and case presentation.
- **Supervision Utilization:** Effectively uses supervision for feedback, self-reflection, and growth.
- **Client Engagement:** Builds strong therapeutic alliances with clients and families, fostering growth and providing psychoeducation.
- **Warmth and Empathy:** Naturally connects with clients, creating a safe and supportive environment.
- **Adaptability:** Manages diverse clinical presentations with flexibility and professionalism.
- **Organization and Reliability:** Maintains thorough documentation and consistently meets deadlines.
- **Problem-Solving:** Demonstrates resourcefulness and creative interventions to support clients.
- **Ethics and Professionalism:** Adheres to ethical decision-making and maintains professional boundaries.
- **Curiosity and Commitment:** Eager to learn, committed to personal and professional growth.

### Areas for Growth

Summary of specific areas of student intern GROWTH as noted by the mental health site supervisors included in the qualitative portion of the survey:

- **Confidence Building:** Continue developing confidence in clinical skills, decision-making, and group leadership.
- **Conciseness:** Practice being more concise in communication, both verbally and in documentation.
- **Clinical Skill Development:** Enhance understanding of therapeutic approaches and techniques.
- **Theory into Practice:** Increase comfort in applying theoretical knowledge to client sessions.
- **Diverse Experience:** Explore alternative modalities (group, couple, family therapy) and community resources.
- **Trusting the Process:** Strengthen intuition, trust instincts, and feel comfortable with silence.
- **Community Engagement:** Expand knowledge of community resources and referral networks.
- **Balanced Self-Care:** Maintain self-care and apply self-compassion, similar to client care.
- **Documentation Growth:** Continue refining treatment planning and clinical notetaking.
- **Supervision Engagement:** Increase comfort with sharing self-reflection and insights during supervision.

### Mental Health Counseling-School Based Site Supervisor Final Evaluation of Students<sup>3</sup>

The student demonstrates the ability to:	Advanced Applied			Internship		
<b>3 = Met</b> <b>2 = In progress to be met</b> <b>1 = Not met</b> <b>0 = N/A</b>	Summer 2024 N=3	Fall 2024 N= 3	Spring 2025 N=2	Summer 2024 N=7	Fall 2024 N= 9	Spring 2025 N=9
Apply principals of therapeutic relationships to build positive, empathic relationships with students	2.3	2.7	3.0	3.0	2.9	2.9
Apply theories of normal and abnormal intellectual, social and emotional development when working with students.	2.0	2.3	2.5	2.9	2.8	3.0
Demonstrate an understanding of how learning disorders, including emotional issues, affect student achievement and their treatment	2.3	2.0	2.5	2.9	2.8	2.9
Demonstrate knowledge of strategies and techniques used for the prevention and treatment of substance abuse in Prek-12 students	2.3	2.0	1.0	2.3	2.3	2.9
Demonstrate knowledge of strategies and techniques used for the prevention and treatment of physical and sexual abuse in Prek-12 students	2.3	2.0	1.0	2.3	2.4	2.9
Demonstrates knowledge of strategies and techniques used for the prevention and treatment of violence in Prek-12 students	2.3	2.5	1.0	2.6	2.6	3.0
Demonstrates knowledge of state-of-the-art diagnostic instruments and procedures for testing	2.0	2.0	0.0	2.5	2.4	3.0
Demonstrate the ability to interpret testing results as they relate to the student(s) they are working with	2.0	2.5	2.0	2.3	2.4	2.9
Utilizes effective communication skills to consult and collaborate with families, school personnel, and community members based on student's needs	2.7	2.7	2.5	2.7	2.8	2.9
Demonstrates knowledge of the criminal justice system with particular reference to the juvenile justice system and organization	2.0	2.0	2.0	2.5	2.5	3.0
Demonstrate knowledge of medical conditions and medication related to physical disabilities and learning disorders	2.3	2.0	2.5	2.6	2.6	3.0
Know how federal and state laws and regulations impacts the legal rights of students and families	2.3	2.3	2.5	2.4	2.4	3.0
Adhere to professional codes of ethics, legal mandates, and district policies	2.7	3.0	3.0	3.0	3.0	3.0
Maintain the highest professional, ethical standards and professionalism	3.0	2.7	3.0	2.9	3.0	3.0

<sup>3</sup> The students enrolled in the Mental Health Counseling-Dual License program complete their Advanced Applied and Internship hours at two separate sites: 1) a mental health site and 2) a school site. These data reported and discussed above are from the Mental Health Counseling-Dual License students' Advanced Applied and Internship hours at their school site.

Open to feedback received from their site supervisor (and any additional parties in the school)	2.7	3.0	3.0	3.0	3.0	3.0
Adequately self-reflects, is aware of their biases, beliefs, and prejudices	2.3	2.7	3.0	2.9	3.0	3.0
Identify strategies for effective work with the students, parents/guardians as well as administrators and school staff	2.3	2.7	2.5	3.0	3.0	2.9
Recognize, respect, and appropriately and effectively respond to diversity among the students, their families and the community	2.3	2.7	3.0	2.9	2.9	3.0

### Strengths

Summary of specific areas of student intern STRENGTHS as noted by the mental health school-based site supervisors in the qualitative portion of the survey:

- **Proactive and Dependable:** Takes initiative, jumps into tasks, completes them independently, and maintains a strong work ethic.
- **Professional and Ethical:** Demonstrates consistent responsibility, professionalism, ethical behavior, and a positive attitude.
- **Effective Communication:** Communicates clearly, collaborates effectively with students, staff, and supervisors, and actively participates in seminars.
- **Strong Clinical Skills:** Exhibits excellent instincts, critical thinking, and insight in clinical situations, selecting appropriate interventions.
- **Adaptable and Flexible:** Applies a range of interventions tailored to diverse student needs and contexts.
- **Relationship Building:** Quickly develops authentic, trusting connections with students, even those who are difficult or guarded.
- **Supervision Utilization:** Engages in supervision appropriately, asks insightful questions, and integrates feedback constructively.
- **IEP Expertise:** Writes clear, effective IEP goals, participates in meetings, and understands diagnostic tools and student needs.
- **Curriculum and Data Skills:** Plans and delivers group lessons, tracks data effectively, and uses it to support student progress.
- **Culturally Responsive:** Designs differentiated lessons that respect students' educational levels, developmental stages, and cultural/language needs.
- **Compassionate Advocate:** Demonstrates genuine care for student well-being, actively supports them, and advocates on their behalf.
- **Collaborative Team Player:** Works effectively with school staff, recognizes when to involve team members, and supports student success.

### Areas of Growth

**Summary of specific areas of student intern GROWTH as noted by the mental health school-based site supervisors in the qualitative portion of the survey:**

- **Confidence and Comfort:** Continue building confidence in leading groups and making decisions independently.
- **Self-Care and Boundaries:** Prioritize self-care, proactively ask for help, and set limits when overextended.
- **Theoretical Orientation:** Further develop and apply a clear theoretical orientation in practice.
- **IEP and 504 Experience:** Gain more exposure to IEP and 504 plan meetings and processes.
- **Family Communication:** Increase experience with family communication and outreach services.
- **Clinical Scope Expansion:** Broaden clinical skills, including prevention, intervention, and psychological testing.
- **Case Formulation:** Enhance ability to use theories for case formulations and recognize student strengths.
- **Crisis Management:** Continue developing skills in crisis intervention and crisis management.
- **Assessment Skills:** Strengthen skills in thorough assessments and understanding diagnostic processes.
- **Report Writing:** Practice writing clear, effective counseling, social skills, and behavior observation reports.
- **Student Feedback Management:** Improve skills in responding appropriately to unkind, silly, or inappropriate student feedback.

### School Counseling Site Supervisor Final Evaluation of the Students

Indicate the level of competence you, as the student intern, demonstrates in the following areas:	Advanced Applied			Practicum		
<b>3 = Consistent with professional practice</b> <b>2 = Proficient</b> <b>1 = Needs additional improvement</b> <b>0 = N/A</b>	Summer 2024 N=2	Fall 2024 N= 1	Spring 2025 N=1	Summer 2024 N=0	Fall 2024 N= 2	Spring 2025 N= 2
Familiarity with the Massachusetts Curriculum Frameworks and their use in the advising responsibilities of being a school counselor.	2.5	2.0	2.0		3.0	2.0
Ability to utilize and disseminate results from academic, career, and college assessments for advising and supporting students they are working with.	1.0	0.0	2.0		3.0	2.0
Ability to demonstrates knowledge of the psychology of learning (cognitive, social, physical, mental illness, and emotional development).	2.0	2.0	2.0		2.5	2.0
Understanding of the diagnosis and treatment of learning and behavioral disorders.	1.0	1.0	1.0		2.5	2.0
Knowledge of strategies used for the prevention and treatment of addiction, maltreatment and neglect, and violence in PreK-12 students.	0.0	0.0	2.0		2.5	2.0
Ability to model the philosophy, principles, and empirically supported practices of a professional school counselor.	1.5	2.0	2.0		3.0	2.0
Awareness of federal, state, municipal, and school laws and regulations and adheres to the ethical practices, regulations, and laws (federal, state, and school) as it relates to the work they are doing as a school counselor.	1.5	1.0	2.0		3.0	2.0
Ability to model the skills necessary for effective career and college counseling, including the knowledge of associated resources.	2.5	0.0	1.0		3.0	2.0
Knowledge of research in counseling (i.e., statistics, research design, data collection and program evaluation).	2.5	1.0	2.0		3.0	2.0
Demonstration of skills in group counseling.	0.0	0.0	2.0		1.0	2.0

Ability to consult and collaborate with parents, teachers, administrators, and the community.	2.5	0.0	2.0		3.0	2.0
Skills in engaging families and students to provide feedback on their experience and to continue to recognize, challenge, and promote anti-racism in the school experience.	1.5	0.0	0.0		2.5	2.0
Ability to apply principles of therapeutic relationships to build positive, empathic relationships with students.	2.5	2.0	2.0		3.0	2.5
Demonstrates skills in multicultural counseling, identity development, social justice, and advocacy, including the understanding of the historical and social role of schools and schooling in perpetuating causal inequities due to individual and systemic racism.	1.5	1.0	2.0		2.5	2.0
Utilization of supervision from their site supervisor (and any additional parties in the school) at least weekly for 50 minutes and is open to feedback during this process.	2.5	2.0	2.0		3.0	2.5
Ability to self-reflect, awareness of biases, beliefs, and prejudices and ability to identify strategies for effective work with the students, parents/guardians as well as administrators and school staff.	1.5	2.0	2.0		3.0	2.0

### Strengths

Summary of specific areas of student interns' STRENGTHS as noted by the school counseling site supervisors in the qualitative portion of the survey:

- **Cultural Awareness:** Recognizes and respects students' identities and perspectives.
- **Active Learner:** Asks insightful questions and is eager to learn.
- **Strong Relationships:** Builds positive connections with counselors, staff, and students.
- **Warm and Authentic:** Naturally connects with both students and adults, creating a comfortable environment.
- **Professionalism:** Exhibits courtesy, conscientiousness, and a team-oriented mindset.
- **Collaboration Skills:** Works effectively with staff and families, solving problems collaboratively.
- **Effective Communication:** Demonstrates strong written and oral communication with students, families, and the school community.
- **Student Engagement:** Engages students with a personable and approachable demeanor.
- **Adaptable:** Adjusts to a variety of situations and remains flexible.
- **Counseling Expertise:** Talented counselor with growing skills in 504/IEP processes.

- **Receptive to Feedback:** Open to feedback and seeks challenges for self-improvement.

### **Areas for Growth**

Summary of specific areas of student interns' GROWTH as noted by the school counseling site supervisors in the qualitative portion of the survey:

- **IEP Knowledge:** Deepen understanding of IEPs and their application in student learning.
- **Confidence Building:** Continue developing confidence in counseling roles.
- **Legal Processes:** Gain experience with 51A filings, DCF involvement, and school-related laws.
- **Group Counseling Skills:** Increase experience in leading and managing group sessions.
- **Holistic Student Support:** Enhance skills in supporting academic, career, and social-emotional development.
- **Organization and Planning:** Improve strategies for organizing tasks despite the unpredictable nature of the role.

## Student Affairs Site Supervisor Final Evaluation of Students

The student demonstrates the ability to:	Internship		
	Summer 2024 N=0	Fall 2024 N= 1	Spring 2025 N= 1
<b>3 = Advanced</b> <b>2 = Intermediate</b> <b>1 = Foundational</b> <b>0 = N/A</b>			
Identity as a Student Affairs Professional: Understands the role and competencies needed in order to function as a contributing member of a variety of student affairs/higher education teams.		3.0	3.0
Knowledge of Ethical Professional Practice: Understands and maintains the highest professional standards while demonstrating leadership when carrying out responsibilities		2.0	3.0
Social and Cultural Diversity/Advocacy/Social Justice: Ability to recognize, respect, and appropriately and effectively respond to student diversity by utilizing advocacy skills to create a multiculturally sensitive environment		2.0	3.0
Knowledge of Student Development Theories: Understands counseling theory and student development theory.		2.0	3.0
Application of Student Development Theories: Effectively translates theory into practice, demonstrating effective record-keeping and report-writing skills while remaining within the limits of expertise.		3.0	3.0
Career Information/Career Development: Provides effective counseling around issues of career, avocation, academic concerns, and "meaningful work" with respect to student diversity and lifestyle.		2.0	3.0
Helping Relationship Skills/Crisis Intervention/Advising Skills: Develop and maintain positive, empathic counseling relationships with students, while being able to identify patterns of behavior that signal mental health concerns and provide appropriate referrals.		n/a	3.0
Group Work/Facilitation: Understands group theory, process, dynamics, methods, and translates theory into practical application.		n/a	3.0
Assessment/Evaluation and Research: Shown ability to use, design, conduct, and critique qualitative and quantitative AER analyses by gathering, interpreting and integrating pertinent clinical, developmental, cultural, and other contextual student information and test/academic reports to arrive at accurate formulation of students developmental issues/needs/concerns		n/a	n/a
Consultation and Collaboration with Campus/Community Resources: Establishes effective collaborative relationships with students, parents, alumni, faculty, staff, and administration and has knowledge of campus and community supports and services in order to make appropriate referrals to internal and external resources.		2.0	3.0
Use of Technology/Social Media in Student Affairs: Ability to incorporate technology into assessment, campus programming, counseling, prevention, and/or consultation activities		2.0	3.0
Knowledge of Student Affairs Administration: Awareness of the role of how the history, philosophy, and values of the profession connects to the current role of administration in student affairs practice.		2.0	n/a
Use of Supervision: Uses supervision to increase skills, identify and address issues of counter-transference, and to address all relevant issues of concern to the attention of the supervisor.		3.0	3.0
Integration of Feedback: Able to receive and implement feedback from supervisors and peers.		3.0	3.0
Self-Reflection: Demonstrates an awareness of own biases and shows the ability to avoid imposing biases onto students.		3.0	3.0
Cultural Self-Awareness: Utilizes supervision to build self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process		3.0	3.0

### **Strengths**

Summary of specific areas of student interns' STRENGTHS as noted by the student affairs internship supervisors in the qualitative portion of the survey:

- **Eager Learner:** Consistently prepared, punctual, and enthusiastic about student appointments.
- **Supportive Presence:** Always available to support students, creating a welcoming environment.
- **Student Preference:** Students actively seek out support and guidance.
- **Exceptional Career Advisor:** Provides outstanding career advice and guidance to students.

### **Areas for Growth**

Summary of specific areas of student intern GROWTH as noted by the student affairs internship supervisors in the qualitative portion of the survey:

- **Expanded Career Development Exposure:** Increase experience with diverse career topics, appointment types, and group workshops.
- **Content Mastery:** Continue building expertise, which will naturally develop with time and experience.

### **Discussion**

#### **STRENGTHS across all counseling programs**

- Receptivity to feedback and supervision
- Passion and compassion for students/clients
- Strong ethical practice
- Collaboration and teamwork
- Communication skills (written and verbal)
- Relationship-building and interpersonal warmth
- Professionalism and reliability
- Cultural competence and advocacy
- Adaptability and flexibility
- Initiative and proactive engagement

#### **Areas for GROWTH across all counseling programs**

- Self-care and stress management
- Trusting clinical instincts/intuition
- Building confidence and professional identity
- Applying theory into practice
- Expanding clinical skillset (assessment, crisis, prevention)
- Conciseness and clarity in documentation and communication

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### **Areas for GROWTH — Mental Health & Mental Health Dual**

- Navigating electronic health record (EHR) systems
- Improving documentation and treatment planning
- Enhancing group facilitation and leadership skills
- Applying theoretical orientation in practice
- Expanding experience with community resources and referrals

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### **Areas for GROWTH — School & Student Affairs Counseling**

- Increasing knowledge of community resources and referral networks
- Strengthening collaboration with ancillary providers
- Understanding legal protections (IEPs, 504 Plans, 51A processes, school-based testing)
- Gaining experience with family communication and outreach
- Improving group counseling and prevention skills

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### **Faculty ACTION STEPS based on site supervisors' feedback**

- Expand use of TherapyNotes/practice case notes in skills courses
- Introduce treatment planning into more courses
- Implement intro-reinforcement-mastery plan for documentation & self-care with 2025 CACREP standards
  - Intro in ethics class
  - Reinforcement in group and skills classes
  - Mastery during fieldwork
- Develop confidence and professional identity via scaffolded roles, peer consultation, journaling
- Strengthen theory application through workshops and rotations
- Offer documentation bootcamps and feedback
- Facilitate early IEP/504 and systems training
- Promote sustainability via self-care planning, boundary-setting, and reflective supervision

## Aggregate Student Assessment Data About Dispositions

Students are assessed on their dispositions in each course they are enrolled in around the mid-semester point. Students are ranked on a scale of 1-4 with 1 –Expectation not met, 2-Slightly Below Expectations, 3-Expectations Met, and 4: Exceeds Expectations. Any student that has a score lower than “3-Meets Expectations” is flagged for discussion at the mid-semester faculty review. During this review, faculty determine an appropriate action which could include an individual student meeting, completing an Ongoing Competency Evaluation (OCE), benchmark meeting, or simply monitor student’s progress.

**Disposition mean and frequency (f) score of *Concerning Dispositions* (i.e., *Slightly Below Expectations (SBE)*; *Expectations Not Met (ENM)*); (Summer (SU), Fall (FA), Spring (SP)); (Range 1-4)**

Disposition	Mean SU 24	f SBE SU 24	f ENM SU 24	Mean FA 24	f SBE FA 24	f ENM FA 24	Mean SP 25	f SBE SP 25	f ENM SP 25
Tolerance for ambiguity (ability to be flexible and adaptable)	3.13	2	0	3.05	3	1	3.07	5	0
Receptivity to feedback	3.23	2	0	3.22	2	0	3.15	3	0
Adherence to deadlines (for class assignments, group work, program paperwork, advisee paperwork, etc.)	3.14	7	2	3.13	6	0	3.13	8	0
Emotional regulation and self-control	3.2	1	0	3.09	1	0	3.11	4	0
Technological competence and professionalism	3.13	0	1	3.09	0	0	3.14	0	0
Adherence to boundaries/awareness of self/others	3.2	1	1	3.2	3	0	3.15	1	0
Awareness of and respect for time/request	3.16	0	1	3.15	0	0	3.15	0	0
Honesty and academic Integrity	3.18	0	0	3.09	0	0	3.15	1	0
Multicultural competence/ability to work with diverse populations	3.12	1	0	3.04	2	0	3.14	0	0
Ability to work with authority figures including faculty as well as supervisors at internship site.	3.19	1	0	3.14	1	0	3.17	3	0

<b>Academic Motivation and commitment</b>	3.2	4	1	3.17	2	0	3.2	4	0
<b>Work/Life/School Balance</b>	3.09	4	1	3.04	2	0	2.98	9	0
<b>Self-care</b>	3.11	1	0	3.04	0	0	3	6	0

### Discussion of Dispositions

- The CNED faculty completed 123 disposition forms in Summer 2024, 221 disposition forms in Fall 2024, and 230 disposition forms in Spring 2025.
- Spring 2025 was the semester in which the greatest number of students were “flagged” and discussed for not meeting expectations (N = 25).
- Spring 2025 was also the first semester since CNED has been collecting data on dispositions in which the overall average was just under 3 for work life school balance.
- The dispositions with the highest frequency of students not meeting expectations for the 2024-2025 academic year include:
  - adherence to deadlines (N=23),
  - work life school balance (N=16),
  - motivation and commitment (N=11), and
  - tolerance for ambiguity (N=11).
- The CNED may need to work on incorporating wellness activities into the classroom, encourage Chi Sigma Iota to host mindfulness and wellness events, collaborate with the GPSA to determine if there are resources available to graduate students in this area.

## Student Demographics

### Demographics of Counselor Education Submitted Applications by program for 2024-2025

Program	SP24	FA24	SU24	Female	Male	Gender not reported	Asian	Black or African American	Cape Verdean	Middle Eastern or North African	Two or more	Did not report	White	Total
MH	48	78	22	114	33	1	8	13	2	1	9	8	107	148
MHD	16	9	4	25	4	0	0	2	2	0	1	0	24	29
Post Masters School	2	0	0	1	1	0	0	1	0	0	0	0	1	2
SC	7	10	4	20	1	0	0	0	1	0	0	3	17	21
SA	0	2	2	2	2	0	0	2	0	0	0	0	2	4
Total	73	99	32	162	41	1	8	18	5	1	10	11	151	204

### Demographics of Counselor Education Completed Applications by program for 2024-2025

Program	SP24	FA24	SU24	Female	Male	Gender not reported	Asian	Black or African American	Cape Verdean	Middle Eastern or North African	Two or more	Did not report	White	Total
MH	29	53	8	67	22	1	7	5	0	1	7	2	68	90
MHD	10	5	0	12	3	0	0	0	0	0	0	0	15	15
Post Masters School	1	0	0	0	1	0	0	1	0	0	0	0	0	1
SC	1	6	0	7	0	0	0	0	0	0	0	0	7	7
SA	0	0	1	1	0	0	0	0	0	0	0	0	1	1
Total	41	64	9	87	26	1	7	6	0	1	7	2	91	114

### Demographics of Students Enrolled in Counselor Education by program 2024-2025

Program	Female	Male	Asian	Black or African American	International	Two or more / Unknown	White	Total
MH	29	8	1	1	1	1	33	37
MHD	32	6	0	0	0	2	36	38
Post Masters School	0	0	0	0	0	0	0	0
SC	9	1	1	0	0	1	8	10
SA	7	1	0	0	0	1	7	8
Total	77	16	2	1	1	5	84	93

## Observations & Considerations for Demographic Data

### 1. Applications (Overall)

Across the Spring, Summer, and Fall 2024 terms, a total of **204 applications** were submitted across all Counselor Education programs. Key breakdowns include:

- **Gender:**
  - Female: 162 (79%)
  - Male: 41 (20%)
  - Gender Not Reported: 1
- **Racial Identity:**
  - White: 151 (74%)
  - Black or African American: 18 (9%)
  - Asian: 8 (4%)
  - Cape Verdean: 5
  - Middle Eastern or North African: 1
  - Two or more races: 10
  - Not reported: 11

**Observation:** White students continue to dominate the applicant pool, followed by modest representation from Black, Asian, and multi-racial individuals. One of the clearest equity gaps is the underreporting of gender (only 1 case) and race (11 students), indicating a need for more inclusive and transparent data collection mechanisms.

### 2. Completed Applications

Out of the 204 submitted, only **114 applications** were completed—a **completion rate of 56%**.

- **Completion by Gender:**
  - Female: 87 (76%)
  - Male: 26 (23%)
  - Gender Not Reported: 1
- **Completion by Race:**
  - White: 91 (80%)
  - Black or African American: 6 (5%)
  - Asian: 7
  - Cape Verdean: 0
  - Two or more: 7
  - Not Reported: 2

**Observation:** A **disparity in completion rates** is apparent—White applicants are more likely to follow through on their applications than non-White peers (60% vs. 50%). This suggests structural or perceptual barriers for applicants of color, which could be explored in follow-up interviews or surveys.

### 3. Enrolled Students (2023–2024 Academic Year)

The total enrollment across Counselor Education programs stands at **93 students**.

- **Gender:**
  - Female: 77 (83%)
  - Male: 16 (17%)
  - No gender-expansive categories reported
- **Racial Identity:**
  - White: 84 (90%)
  - Black: 1
  - Asian: 2
  - International: 1
  - Two or more/Unknown: 5

**Observation:** The enrollment trends closely resemble national CACREP data, where 79% of counseling students identify as female. However, the **racial homogeneity** (90% White) raises concerns, particularly when compared to Massachusetts' state average of 80% White residents.

#### Key Reflections and Recommendations

##### Completion Rate Disparities

More than **40% of applicants do not complete their application**, and a closer look reveals that non-White applicants are disproportionately affected. Reasons may include:

- Complex or opaque application systems
- Lack of culturally tailored outreach
- Financial uncertainties

**Recommendation:** Launch focus groups or brief surveys for non-completers to understand specific barriers. Develop culturally responsive follow-up materials to support underrepresented applicants.

##### Gender Representation and Inclusivity

Current demographic categories do not account for non-binary or gender-expansive identities.

**Recommendation:** Update the application system to reflect a broader range of gender identity options and encourage voluntary disclosure through trust-based communications.

##### Retention and Recruitment of BIPOC Students

Despite the existing **\$1.9M BIPOC grant**, the enrollment rates for students of color remain low. Visibility and accessibility of the grant need to be improved. Importantly, this grant will not be available going forward.

**Recommendations:**

- Reinforce diversity, equity, and inclusion messaging in all grad information sessions.
- Continue collaboration with the College of Graduate Studies to host outreach events and information sessions that emphasize support for BIPOC students.
- Consider auditing policies to ensure equity.
- Continue leveraging the Office of Teaching and Learning (OTL) and the Equity Minded Fellow to examine syllabi and classroom outcomes for implicit bias.

## Demographics of Graduates

To complete the data collected regarding the Mental Health Counseling program, the Mental Health Counseling-Dual License program, the School Counseling program (PreK-8; 5-12), and the Student Affairs program, the table below details the number of graduates of each program (August 2024, December 2024, and May 2025), gender of those graduates, and percentage of graduates receiving employment upon graduation.

Counselor Education Program	Academic Year	Total Number of Graduates	Reported Gender Identity	Job Placement Rate Upon Graduation
Mental Health Counseling	August 2024, December 2024, and May 2025	11	M=1 F= 1	Yes= 7 No= 4
Mental Health Counseling-Dual Licensure	August 2024, December 2024, and May 20245	9	M= 3 F= 10	Yes= 7 No= 2
School Counseling	August 2024, December 2024, and May 20245	1	M= 0 F= 1	Yes=0 No= 1
Student Affairs	August 2024, December 2024, and May 2025	1	M= 0 F= 1	Yes= 1 No= 0
Total		22	M=1 F=21	Yes=15 No=7

## Discussion

- Though no students identified with a non-binary gender, the department will continue to review demographic data collection language for inclusivity.
- There have been considerable challenges to school-based hiring nationally, which may explain some of the data. For example, 68% of district leaders reported statewide counselor shortage with 55% reporting shortages in their own districts (ASCA, 2023).
- Almost 70% of graduating students reported a job already- possibly need to follow up shortly after graduation with the other 30% Nearly 70% of graduates reported employment at graduation; follow-up is needed with the remaining 30%\*.
  - \*Importantly: caution is needed to avoid survey fatigue, which can reduce participation and data quality (Porter et al., 2004).
    - Considerations for effective data collection in the future include optimal timing, short surveys, and clearly stating survey purpose.

## Stakeholder Program Evaluations

Identified stakeholders for the department of counselor education include students (current and past), site supervisors, and employers. In the next few pages, assessment of the program is provided by current students, graduating students, alumni, and site supervisors. Alumni and employee surveys are sent every three years and were reported in the 2021-2022 assessment report and thus are again included in the current 2024-2025 report.

### Program Evaluation by Current Students

#### (Connected to Program Learning Objectives 1, 2, 3, and 4)

The Confidential Student Program Feedback Survey is distributed to students who are enrolled in the Theories course (CNGC 528) as well as students who are enrolled in the Advanced Applied (Mental Health, Mental Health Dual License, and School Counseling [PreK-8; 5-12]) and Student Affairs Internship course every fall and spring semesters. By surveying students in these courses, the responses are from newly matriculated students (theories course) and students who are at the end of their program (Advanced Applied courses and Student Affairs Internship course). For the 2023-2024 academic year, the department of counselor education worked with the Office of Assessment to streamline the data collection process and assist with objective data analysis, the department continued this process for the 2024-2025 academic year.

This year's survey invitation was sent in Fall 2024 via the department on November 19, 2024, to graduate students and was closed on December 3, 2024, with 23 completed responses and one response in progress. In Spring 2025, the survey invitation was sent via the department on April 1, 2025, to graduate students and was closed on May 5, 2025, with 27 completed responses and one response in progress. We are grateful for the Office of Assessment's assistance in streamlining the data collection and analysis process.

For this report, we have aggregated the data from the fall 2024 and spring 2025 semesters.

#### Respondent's Programs of Study

Answer	%	Count
Mental Health Counseling	61%	31
School Counseling	12%	6
Student Affairs Counseling	0%	0
Mental Health Counseling Dual License	27%	14
Postmaster's Licensure	0%	0
<b>Total</b>	<b>100%</b>	<b>51</b>

#### Length of time in the program at the time of the survey

Answer	%	Count
1-2 Semesters	45%	23
3-4 Semesters	25%	13
5-6 Semesters	10%	5
6+ Semesters	20%	10
<b>Total</b>	<b>100%</b>	<b>51</b>

**Did CACREP accreditation influence your decision to apply to the BSU CNED program?**

Answer	%	Count
Yes	61%	31
No	39%	20
<b>Total</b>	<b>100%</b>	<b>51</b>

**Core Curriculum Evaluation:  
How satisfied have you been with each of the following?**

Question	Very Satisfied	Somewhat Satisfied	Not Satisfied	Total
The content covered in each class as described in the course catalog.	72% (36)	26% (13)	2% (1)	50
Content meets the necessary foundation of knowledge to be successful in your intended profession.	72% (36)	26% (13)	2% (1)	50
The variety of modalities courses are taught (experimental, lecture, etc.)	66% (33)	30% (15)	4% (2)	50
The depth of content covered in these courses.	68% (34)	32% (16)	0% (0)	50

**Advising: How satisfied have you been with each of the following?**

Question	Very Satisfied	Somewhat Satisfied	Not Satisfied	Total
Availability of my advisor.	75.5% (37)	14.3% (7)	10.2% (5)	49
Program of Study planning with my advisor in guiding your academic course mapping.	73.4% (36)	18.4% (9)	8.2% (4)	49
Benchmark advising/feedback meetings to assist you in understanding your progress in the program.	69% (29)	21% (9)	10% (4)	42

**Workload: How satisfied have you been with each of the following?**

Question	Very satisfied		Somewhat satisfied		Not satisfied		Total
The workload of classes matches the content's need.	66%	33	32%	16	2%	1	50
Reading requirements matching the expectations of graduate level work.	70%	35	28%	14	2%	1	50
Courses are well structured.	64%	32	32%	16	4%	2	50

**Professional Preparation: How satisfied have you been with each of the following?**

Question	Very Satisfied	Somewhat Satisfied	Not Satisfied	Total
Level of challenge in context of growth necessary to engage in your chosen profession.	82% (41)	18% (9)	0% (0)	50
Opportunity to gain the necessary foundation of knowledge to succeed in your chosen profession.	85.4% (41)	10.4% (5)	4.2% (2)	48

**Faculty Instruction and General Courses:  
How satisfied have you been with each of the following?**

Question	Very satisfied		Somewhat satisfied		Not satisfied		Total
Instructor's knowledge of the profession of counseling.	80%	40	20%	10	0%	0	50
Instructor's ability to be engaging while teaching.	84%	42	16%	8	0%	0	50
Instructor's accessibility outside of class hours.	74%	34	24%	11	2%	1	46
Representation of diverse backgrounds and perspectives in course materials, including diversity in authors of course materials.	64%	32	30%	15	6%	3	50
Availability of courses.	32%	16	46%	23	22%	11	50
The inclusive and welcoming environment within the department.	88%	44	8%	4	4%	2	50

**Campus Resources: How satisfied have you been with each of the following?**

Question	Very Satisfied	Somewhat Satisfied	Not Satisfied	Total
Opportunity to present my work in a public forum.	53.5% (15)	42.9% (12)	3.6% (1)	28
Opportunity for research.	46.2% (12)	46.2% (12)	7.6% (2)	26
Resources necessary to complete academic studies.	56.25% (27)	41.6% (20)	2.08% (1)	48
Library resources.	65.2% (30)	32.6% (15)	2.2% (1)	46
The Graduate Writing Fellow in assisting you to improve your writing skills.	75% (15)	25% (5)	0	20
The New Student Orientation.	39.1% (18)	52.2% (24)	8.7% (4)	46

## Discussion

The BSU Office of Assessment made summaries for each of the fall and spring data and we have aggregated the comments below:

- Of the 51 completed responses, 61% (31 of 51) are in the Mental Health Counseling concentration, 27% (14 of 51) in Mental Health Counseling Dual License, and 12% (6 of 51) in School Counseling. No student affairs responses were reported.
- 61% (31 of 51) reported that CACREP accreditation influenced their decision to apply to the BSU counseling program.

### Areas of higher satisfaction (over 70%):

- 80% (40 of 50) were very satisfied with the instructor's knowledge of the profession of counseling, 84% (42 of 50) were very satisfied with the instructor's ability to be engaging while teaching, 88% (44 of 50) were very satisfied with the inclusive and welcoming environment within the department, and 74% (34 of 46) were very satisfied with the instructor's accessibility outside of class hours.
- More than 80% were very satisfied with the level of challenge in context of growth necessary to engage in their chosen profession and in the opportunity to gain the necessary foundation of knowledge to succeed in their chosen profession.
- 75% (15 of 20) were very satisfied with the Graduate Writing Fellow in assisting them to improve their writing skills.
- More than 70% were very satisfied with the availability of their advisor and the program of study planning with their advisor in guiding their academic course mapping.
- 72% (36 of 50) were very satisfied with the content covered in each class, that the content meets the necessary foundation of knowledge to be successful in their intended profession.
- 70% (35 of 50) were very satisfied with reading requirements matching the expectations of graduate level work.

### Areas of lower satisfaction (50% or more only somewhat or not satisfied):

- 68% (34 of 50) were only somewhat or not satisfied with the availability of courses.
- 61% (30 of 46) were only somewhat or not satisfied with the New Student Orientation.
- 53.8% (14 of 26) were only somewhat or not satisfied with the opportunity for research.
- 46.5% (13 of 28) were only somewhat or not satisfied with the opportunity to present work in a public forum.

### Additional comments:

- **Pros:** like a family, excellent program, great faculty (knowledgeable and competent), appreciation of real-life applications in coursework, welcoming and supportive professors, the rigor and breadth of the coursework, fieldwork advisement.
- **Cons:** didn't feel like a cohesive program, inconsistent advising, inconsistent content knowledge from part time faculty, prefer in-person orientation, lack of care and support from administration, frustration with course selection and availability, the turnover with professors, and one respondent suggested that there be continuity in quality control on course delivery by adjunct faculty as there has been a significant variation in the level and depth of delivery.

Based on these themes, the office of assessment encourages the Department of Counselor Education to consider the following:

- With more than half reporting that CACREP accreditation influenced their decision to apply, work with Enrollment, Marketing & Communications to emphasize the CACREP accreditation in marketing the program.
- Address students' dissatisfaction with course availability and advising.
- Add more course sections in general to accommodate student needs.
- Consider revising New Student Orientation to better meet students' needs.
- Increase opportunities for research.

## Program Evaluation by Graduating Students, Exit survey

(Connects to Program Objectives 1, 2, 3, 4)

Beginning in the 2019 academic year, students graduating from counselor education programs meet individually with the department's Director of Fieldwork for their exit interview during their final semester. Thus, the response rate for the Graduating Student Exit Surveys is typically 100%. The exit surveys are conducted towards the end of the graduating semester (e.g., November or December for December graduates).

### Mental Health Counseling:

August 2024, December 2024 and May 2025 (N=11)

Question (Response)	
Legal Sex (1. Male=9.1%; Female=90.9%)	
Gender Identity: Please select the gender identity that most closely matched how you identify. (2. Woman= 90.91%; Man=9.09%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify) =0%; Prefer not to disclose=0%)	
Race: Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or White; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose. (Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or White=100%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify) =0%; Prefer not to disclose=0%.)	
Ethnicity: Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose. (Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.)	
Citizenship: Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen;	

Non-Resident Alien (Not CA/MX); Other (please specify) (U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX) =0%; Other (please specify) =0%)	
Is English your first language? (Yes=90.91% No (please specify your first language) =9.1%;)	
Are you serving or have you served in the United States Armed Forces? (Yes=0%; No=100%)	
Did your fieldwork site offer to hire you? (Yes=81.82% No=18.18%)	
If your fieldwork site offered to hire you, did you accept the offer? (Yes=66.67%; No=33.33%)	
Did you have a job upon graduation? If yes, where? (Yes=63.64% No=36.36%)	
Did you choose to seek National Certified Counselor (NCC) endorsement? (Yes=9.1%; No=90.91%)	
If you did seek NCC endorsement, are you currently a National Certified Counselor? (Yes = 0% No=100% (N=9))	
How would you rate your BSU Counselor Education Program overall? (Poor=9.09%; Fair=0%; Good=9.09%; Excellent=81.82%)	
Would you recommend BSU's Mental Health Counseling program to others (Yes=90.91%; No=9.1%)	

**Mental Health Counseling Program: Satisfaction with Aspects of the Program: August 2024, December 2024, and May 2025 (N=11)**

Question	Dissatisfied	Satisfied	Very Satisfied	Total
Specialized Courses in your field of study	0.00%	18.18%	81.82%	11
Broad Theoretical Knowledge	0.00%	27.27%	72.73%	11
Assessment Training	0.00%	27.27%	72.73%	11
Ethic and Legal Issue Training	9.09%	45.45%	45.45%	11
Multicultural Counseling Training	0.00%	9.09%	90.91%	11
Research Methods Knowledge	9.09%	18.18%	72.73%	11

Psychopathology Training	0.00%	27.27%	72.73%	11
Career Counseling Training	0.00%	27.27%	72.73%	11
Human Development Knowledge	0.00%	27.27%	72.73%	11
Group Counseling Training	0.00%	54.55%	45.45%	11
Individual Counseling Training	9.09%	36.36%	54.55%	11
Program Duration	9.09%	27.27%	63.64%	11
Faculty as Mentors	9.09%	36.36%	54.55%	11
Academic Knowledge Received	0.00%	9.09%	90.91%	11
Academic Advisement	0.00%	36.36%	63.64%	11
Faculty Accessibility/Availability	9.09%	9.09%	81.82%	11
Faculty Competence	9.09%	9.09%	81.82%	11
Instructional Effectiveness	9.09%	27.27%	63.64%	11
Practicum/Internship	9.09%	27.27%	63.64%	11
Program Curriculum	9.09%	9.09%	81.82%	11
Facilities and Resources	0.00%	40.00%	60.00%	11

**Mental Health Counseling Program-Dual License: August 2024, December 2024, and  
May 2025 (N=9)**

Legal Sex (1. Male=0%; Female=100%)	
Gender Identity: Please select the gender identity that most closely matched how you identify. (2. Woman=100%; Man=0%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify) =0%; Prefer not to disclose=0%)	
Race: Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or White; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose. (Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or White=100%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify) =0%; Prefer not to disclose=0%.)	
Ethnicity: Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose. (Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.)	
Citizenship: Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify) (U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX) =0%; Other (please specify)=0%)	
Is English your first language? (Yes=100% No (please specify your first language) =0%)	

Are you serving or have you served in the United States Armed Forces? (Yes=0%; No=100%)	
Did your fieldwork site offer to hire you? (Yes=100%; No=0%)	
If your fieldwork site offered to hire you, did you accept the offer? (Yes=44.44%; No=55.56%)	
Did you have a job upon graduation? If yes, where? (Yes=77.78% No=22.22%)	
Did you choose to seek National Certified Counselor (NCC) endorsement? (Yes=55.56%; No=44.44%)	
If you did seek NCC endorsement, are you currently a National Certified Counselor? (Yes=22.22%; No=77.78%)	
How would you rate your BSU Counselor Education Program overall? (Poor=0%; Fair=0%; Good=33.33%; Excellent=66.67%)	
Would you recommend BSU's Mental Health Counseling program to others (Yes=100%; No=0.0%)	

**Mental Health Counseling Program-Dual License: Satisfaction with Aspects of the Program: August 2024, December 2024, and May 2025 (N=9)**

Question	Dissatisfied	Satisfied	Very Satisfied	Total
Specialized Courses in your field of study	11.11%	33.33%	55.56%	9
Broad Theoretical Knowledge	0.00%	44.44%	55.56%	9
Assessment Training	0.00%	77.78%	22.22%	9
Ethic and Legal Issue Training	0.00%	44.44%	55.56%	9
Multicultural Counseling Training	0.00%	55.56%	44.44%	9
Research Methods Knowledge	22.22%	33.33%	44.44%	9

Psychopathology Training	11.11%	44.44%	44.44%	9
Career Counseling Training	0.00%	55.56%	44.44%	9
Human Development Knowledge	0.00%	44.44%	55.56%	9
Group Counseling Training	0.00%	66.67%	33.33%	9
Individual Counseling Training	0.00%	66.67%	33.33%	9
Program Duration	11.11%	55.56%	33.33%	9
Faculty as Mentors	0.00%	44.44%	55.56%	9
Facilities and Resources	0.00%	55.56%	44.44%	9
Academic Knowledge Received	0.00%	22.22%	77.78%	9
Academic Advisement	11.11%	33.33%	55.56%	9
Faculty Accessibility/Availability	0.00%	44.44%	55.56%	9
Faculty Competence	0.00%	33.33%	66.67%	9
Instructional Effectiveness	0.00%	33.33%	66.67%	9
Practicum/Internship	0.00%	55.56%	44.44%	9
Program Curriculum	11.11%	33.33%	55.56%	9

## Discussion

### Strengths

Four themes emerged from an analysis of the responses from Mental Health and Mental Health Dual graduating respondents to the question *what did you like most about your experience in the Department of Counselor Education at BSU?* The themes were: faculty support and accessibility, small class size and personalized learning, integration of coursework and academic rigor, and flexibility/program structure. Selective direct quotes are in italics.

### Theme One: Faculty support and accessibility

- Described as: supportive, approachable, knowledgeable, personable, empathic, invested, helpful, and use various teaching methods.
- Overall, the professors are seen as a wealth of knowledge, students report feeling fortunate to learn from them and that their professors played a significant role in students' growth and development.
- *All of the core faculty really care about the students and do so much to support us.*
- *The full-time faculty are amazing. I have felt very supported by everyone, I think each of you are wonderful teachers, and have lots of great experience to bring to the curriculum*

### Theme Two: small class size and personalized learning

- Small class size was commented on frequently as an advantage of the program
- *The smaller classes allowed for a more personalized experience and allowed for connections between peers and professors*

### Theme Three: integration of coursework and academic rigor.

- Comments were made about the intentional integration of course work and rigor of the program

- *The knowledge I learnt over my coursework overlapped and integrated information from other classes to help me develop a comprehensive understanding*
- *I feel prepared as a counselor due to the rigor of the program. The program took commitment, time, and effort. Although this was stressful at times, I appreciate the coursework that helped me grow as a professional and prepare me as a counselor.*

#### **Theme Four: flexibility/program structure**

- The program's design—including its schedule and ability to accommodate working students—was appreciated
- *I was able to complete it while working full-time and the education appears to have been appropriate for the field I'm going into.*
- *I like how there is flexibility in scheduling your classes.*

#### **Areas for Improvement**

Six themes emerged from an analysis of the qualitative responses from Mental Health and Mental Health Dual graduating respondents to *what did you like least about your experience in the Department of Counselor Education at BSU?* Themes include facilities, program structure, internship, student connections, quality of instruction, and not otherwise categorized

#### **Theme One: Facilities**

- A few students mentioned classrooms in Kelly are outdated
- Poor air circulation in Kelly
- Lack of accessibility in Kelly

#### **Theme Two: Workload/program structure**

- Students mentioned that individual “capacities” may vary and that some students could handle a higher credit load than others
- Students talked about the workload being too heavy in some classes
- Some students mentioned lack of availability for some courses causing scheduling challenges
- Some students mentioned a desire for more flexible ways of attending class when sick (zoom)

#### **Theme Three: Internship**

- Students expressed the financial burden and challenge of unpaid internships
- Students mentioned that the timeline for fieldwork and courses required should be mentioned earlier and more often
- Students wrote about inconsistencies in the quality of internship sites
- Student expressed a desire for continuity of fieldwork hours across semesters

#### **Theme Four: Student connections**

- One student mentioned that they felt “targeted” by staff
- One student mentioned a Lack of connection with peers due to part-time status and living far from campus

#### **Theme Five: quality of instruction**

- Students noted a difference between full time core faculty and adjunct and part-time faculty in effort and availability.

- Students noted that they felt some professors were stronger than others, which led to uneven learning experiences.

### **Not otherwise categorized (direct quotes)**

- *Too many irrelevant emails. There was some things that I missed out on because I couldn't take the time to parse out information that was actually relevant to my degree under student announcements.*

### **Other Considerations**

Elements that were already captured above are not repeated in the themes that emerged when analyzing the responses to *what would you do to improve counselor training at BSU?* However, additional themes, not mentioned above emerged: opportunities prior to internship, experience with note taking and treatment planning, and community building.

#### **Theme One: More practice opportunities**

- Integrate more role-plays and practice of counseling skills before internship.
- Offer more opportunities for practical application of material.
- Provide training in specific techniques like risk assessment (including observing modeled assessments).
- Include more theory-specific training (e.g., Person-Centered, Narrative Therapy).

#### **Theme Two: Increase exposure and practice with diagnosis, note taking, and treatment planning**

- Add more content on psychiatry and psychopharmacology.
- Add another psychopathology class to deepen knowledge.
- Add more education on common diagnoses and how to address them
- Provide more training in notetaking, treatment planning, and using EHR systems.
- Add electives or modules on insurance billing and administrative aspects of counseling work

#### **Theme Three: Community Building**

- Help build a greater sense of community without requiring a cohort model.
- Suggest department-hosted social events a few times per year

**School Counseling Program (PreK-8; 5-12): August 2024, December 2024, and May 2025  
(N=1)**

Legal Sex (1. Male=0%; Female=100%)	
Gender Identity: Please select the gender identity that most closely matched how you identify. (2. Woman=100%; Man=0%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%)	
Race: Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or White; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose. (Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or White=100%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify)=0%; Prefer not to disclose=0%.)	
Ethnicity: Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose. (Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.)	
Citizenship: Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify) (U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%)	
Is English your first language? (Yes=100% No (please specify your first language)=0%)	

Are you serving or have you served in the United States Armed Forces? (Yes=0%; No=100%)	
Did your fieldwork site offer to hire you? (Yes=0%; No=100%)	
If your fieldwork site offered to hire you, did you accept the offer? (Why or why not) (N/A (Students answered in a way that if their FW site offered to hire them, would they accept the offer))	
Did you have a job upon graduation? If yes, where? (Yes=0%; No=100%)	
Did you choose to seek National Certified Counselor (NCC) endorsement? (Yes=0%; No=100%)	
If you did seek NCC endorsement, are you currently a National Certified Counselor? (Yes=0%; No=100%)	
How would you rate your BSU Counselor Education Program overall? (Poor=0%; Fair=0%; Good=100%; Excellent=0%)	
Would you recommend BSU's School Counseling program to others? (Yes=100%; No=0%)	

**School Counseling Program (PreK-8; 5-12): Satisfaction with Aspects of the Program:  
August 2024, December 2024, and May 2025 (N=1)**

Question	Dissatisfied	Satisfied	Very Satisfied	Total
Specialized Courses in your field of study	0.00%	100.00%	0.00%	1
Broad Theoretical Knowledge	0.00%	100.00%	0.00%	1
Assessment Training	0.00%	100.00%	0.00%	1
Ethic and Legal Issue Training	0.00%	100.00%	0.00%	1
Multicultural Counseling Training	0.00%	0.00%	100.00%	1

Research Methods Knowledge	100.00%	0.00%	0.00%	1
Career Counseling Training	0.00%	100.00%	0.00%	1
Human Development Knowledge	0.00%	100.00%	0.00%	1
Group Counseling Training	0.00%	100.00%	0.00%	1
Individual Counseling Training	0.00%	100.00%	0.00%	1
Program Duration	0.00%	100.00%	0.00%	1
Faculty as Mentors	0.00%	0.00%	100.00%	1
Facilities and Resources	0.00%	100.00%	0.00%	1
Academic Knowledge Received	0.00%	0.00%	100.00%	1
Faculty Accessibility/Availability	0.00%	0.00%	100.00%	1
Faculty Competence	0.00%	100.00%	0.00%	1
Instructional Effectiveness	0.00%	100.00%	0.00%	1
Practicum/Internship	0.00%	100.00%	0.00%	1
Program Curriculum	0.00%	100.00%	0.00%	1
Psychopathology Training	0.00%	0.00%	0.00%	0
Academic Advisement	0.00%	0.00%	0.00%	0

## Discussion

### Strengths

Summary of qualitative comments from *what did you like most about your experience in the Department of Counselor Education at BSU?*

- professor,
- friendly peers
- engaging and meaningful coursework

### Areas for Improvement:

Summary of qualitative comments from *what did you like least about your experience in the Department of Counselor Education at BSU?*

- Classes typically only being offered in person (some virtual classes would have been great!),
- Some professors I had had never taught a master's level course, and because of this I felt like I did not learn as much as I could've as the classes seemed very elementary in nature (research, SC principles)

Summary of qualitative comments from *what would you do to improve counselor training at BSU?*

- More training/awareness on 504 plans and the process as a whole (different types of paper work, evaluation/reevaluation meetings, formats of meetings, etc.);
- skills classed based more on a school-setting than in a clinical one;
- exposure to some of the realities of the school counseling position (e.g. student and parent emails, letters of recommendation, college application process, etc.).

- I also wished that there was more specialty School Counseling courses; having to take an extra elective because of the elimination of a core school counseling class was disappointing.

**Student Affairs Counseling Program Demographics, Job placement, Licensure plans:  
August 2024, December 2024, and May 2025 (N=1)**

Question (Response)	
Legal Sex (1. Male=0%; Female=100%)	
Gender Identity: Please select the gender identity that most closely matched how you identify. (2. Woman=100%; Man=0%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%)	
Race: Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or White; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose. (Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or White=100%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify)=0%; Prefer not to disclose=0%.)	
Ethnicity: Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose. (Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.)	
Citizenship: Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify) (U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%)	
Is English your first language? (Yes=100%; No (please specify your first language)=0%)	

Are you serving or have you served in the United States Armed Forces? (Yes=0%; No=100%)	
Did your fieldwork site offer to hire you?* (Yes=0%; No=100%)	
If your fieldwork site offered to hire you, did you accept the offer?* (N/A (Students answered in a way that if their FW site offered to hire them, would they accept the offer))	
Did you have a job upon graduation? If yes, where? (Yes=100% No=0%)	
Did you choose to seek National Certified Counselor (NCC) endorsement? (Yes=0%; No=100%)	
If you did seek NCC endorsement, are you currently a National Certified Counselor? (Yes=0%; No=100%)	
How would you rate your BSU Counselor Education Program overall? (Poor=0%; Fair=0%; Good=0%; Excellent=100%)	
Would you recommend BSU's Student affairs Counseling program to others? (Yes=100%; No=0%)	

**Satisfaction with Aspects of Student Affairs Counseling Program**  
**August 2024, December 2024, and May 2025 (N=1)**

Question	Dissatisfied	Satisfied	Very Satisfied	Total
Specialized Courses in your field of study	0.00%	0.00%	100.00%	1
Broad Theoretical Knowledge	0.00%	100.00%	0.00%	1
Assessment Training	0.00%	100.00%	0.00%	1
Ethic and Legal Issue Training	0.00%	100.00%	0.00%	1
Multicultural Counseling Training	0.00%	0.00%	100.00%	1
Research Methods Knowledge	0.00%	100.00%	0.00%	1
Psychopathology Training	0.00%	0.00%	100.00%	1
Career Counseling Training	0.00%	0.00%	100.00%	1
Human Development Knowledge	0.00%	0.00%	100.00%	1
Group Counseling Training	0.00%	0.00%	100.00%	1
Individual Counseling Training	0.00%	0.00%	100.00%	1
Program Duration	0.00%	0.00%	100.00%	1
Faculty as Mentors	0.00%	0.00%	100.00%	1
Facilities and Resources	0.00%	0.00%	100.00%	1
Academic Knowledge Received	0.00%	0.00%	100.00%	1
Academic Advisement	0.00%	0.00%	100.00%	1
Faculty Accessibility/Availability	0.00%	0.00%	100.00%	1
Faculty Competence	0.00%	0.00%	100.00%	1
Instructional Effectiveness	0.00%	0.00%	100.00%	1
Practicum/Internship	0.00%	0.00%	100.00%	1
Program Curriculum	0.00%	0.00%	100.00%	1

### Discussion

#### Strengths

Summary of Student Affairs qualitative responses to *what did you like most about your experience in the Department of Counselor Education at BSU?*

- Faculty
- Students
- *being able to find myself in the program*

#### Areas for Improvement

Summary of qualitative Student Affairs responses to *what did you like least about your experience in the Department of Counselor Education at BSU?*

- Research course

Summary of qualitative Student Affairs responses to *what would you do to improve counselor training at BSU?*

- *Nothing!*

## **Themes Across Graduates**

Overall Discussion of program evaluation by graduating students from exit survey data

**Across programs students highlighted the following as strengths of the program/their experience:**

**1. Faculty Support and Quality**

Strong support and care from full-time faculty, noted for their accessibility, responsiveness, and knowledge.

**2. Academic Rigor and Integration**

Academic rigor that helps prepare students well for careers and licensure exams, with coursework that integrates knowledge across subjects.

**3. Personalized Learning Environment**

Small class sizes foster personalized learning and closer relationships between students and faculty.

**4. Flexible Scheduling Options**

Scheduling flexibility allows students to complete the program while working or managing other responsibilities.

**Across programs students highlighted the following as some areas for improvement:**

**1. Adjunct Faculty Quality**

Improve consistency and quality among adjunct/part-time faculty through enhanced training and oversight.

**2. Curriculum Expansion**

Add courses on trauma, psychopharmacology, diagnostic tools, and administrative/professional skills (e.g., EHRs, billing).

**3. Practical Counseling Skill Development**

Introduce more hands-on training early in the program including role-plays, simulations, risk assessments, and clinical documentation practice.

**4. Internship Structure and Support**

Provide clearer, earlier, and more structured support for internship planning, placement, and supervision.

**5. Program Structure and Flexibility**

Increase course availability, relax rigid course load policies, and offer hybrid/Zoom options for improved accessibility.

**6. Communication and Advising**

Streamline communication to reduce irrelevant messaging and provide clearer, more timely academic and internship advising.

**7. Student Community and Belonging**

Create more opportunities for peer connection through departmental social events or peer mentorship, especially for part-time or remote students.

**8. Facility Improvements**

Upgrade classroom environments and address issues with maintenance, comfort, and accessibility.

## **Program Development & Improvement Considerations:**

- **Faculty Capacity and Program Growth**

The CNED program is currently operating with four full-time faculty members, a notable reduction from the previous seven. As such, some improvements outlined in this report are contingent upon returning to a fuller staffing model. Increased faculty capacity would enable expansion of course offerings, enhanced advising, and more robust student support services.

- **Curricular Enhancements**

To expand experiential learning and diversify the curriculum, the program should consider the addition of an advanced counseling theories and techniques course. This could serve both as an elective and as a means to deepen students' applied counseling skills.

- **Summer Course Structure**

Offering more traditionally paced summer courses—rather than primarily intensive formats—would provide students with a more manageable learning pace and potentially enhance learning outcomes during the summer term.

- **Licensure Clarity and Advising Transparency**

Information sessions, new student orientations, and initial advising appointments should include explicit communication about licensure requirements, including the origin of internship hour expectations and alignment with state board mandates. This would ensure students are fully informed from the outset of their graduate training.

- **Internship Funding and Equity**

With a current grant supporting financial compensation for students of color during internships (in collaboration with the School of Social Work), CNED should explore further partnerships with the Office of Grants and Sponsored Projects to identify additional funding strategies. This initiative could reduce financial barriers for students, particularly during the intensive internship semesters.

- **Clinical Skill Development in MH and MHDual Tracks**

To better prepare students for clinical documentation expectations post-graduation, the program should provide more intentional instruction and practice in note-taking and treatment planning within the Mental Health (MH) and Mental Health Dual (MHDual) tracks. This was identified as an area for enhancement in an earlier section of this report.

## Program Evaluation by Site Supervisors

Program Evaluations are electronically sent to all site supervisors at the end of each semester (August, December, May). The questions reflect the CACREP Standards for the Mental Health Counseling and the Mental Health Counseling -Dual License; the CACREP Standards and the DESE Subject Matter Knowledge (SMKs) for the School Counseling program (PreK-8; 5-12); and the ACPA/ NASPA competencies for the Student Affairs Program.

### Mental Health Counseling Program

Ques 1-13 (Likert Scale 1-6); Ques 14-17 (Likert Scale 1-7)	Spring 2024 (Sent 12; N=7)	Summer 2024 (Sent: 12; N=)	Fall 2024 (Sent: 9; N=5)	Spring 2025 (Sent: 10; N= 6)
<b>Q1:Professionalism/Ethics/Identity</b>	5.7	5.7	5.8	5.5
<b>Q2:Diversity/Social Justice</b>	5.3	5.1	5.2	5.2
<b>Q3:HumanGrowth and Development</b>	5.6	5.3	5.4	5.2
<b>Q4:Career/Development</b>	5.6	5.0	4.8	4.0
<b>Q5:Counseling Theories</b>	5.6	5.3	5.0	5.2
<b>Q6:Group work</b>	5.2	5.0	5.2	4.2
<b>Q7:Consultation/Collaboration</b>	5.7	5.3	5.4	5.2
<b>Q8:Assessment/Diagnosis</b>	5.6	5.1	5.2	4.7
<b>Q9:Research/Program Eval</b>	5.4	4.8	5.5	4.0
<b>Q10:Use of Technology</b>	5.7	5.4	5.6	5.3
<b>Q11:Prevention/Intervention</b>	5.4	5.0	5.2	4.8
<b>Q12:Use of Supervision/Integrate Feedback</b>	5.7	5.7	5.8	5.7
<b>Q13:Self-Reflection/Self-Awareness</b>	5.7	5.7	5.6	5.7
<b>Q14:Ease of Application</b>	6.6	6.4	6.6	6.5
<b>Q15:Working with BSU Instructor</b>	6.3	6.4	6.8	6.5
<b>Q16:Clarify of Roles/Expectations</b>	6.3	6.4	6.8	6.2
<b>U17:Clarity of Competencies to be acquired</b>	6.4	6.4	6.6	6.2

### Mental Health Counseling Program: Dual License

<b>Ques 1-13 (Likert Scale 1-6); Ques 14-17 (Likert Scale 1-7)</b>	<b>Spring 2024 (Sent 24; N=16)</b>	<b>Summer 2024 (Sent:21; N=10)</b>	<b>Fall 2024 (Sent:22; N=10)</b>	<b>Spring 2025 (Sent:19; N=12)</b>
<b>Q1:Professionalism/Ethics/Identity</b>	5.8	5.5	5.7	5.6
<b>Q2:Diversity/Social Justice</b>	5.6	5.3	5.2	5.7
<b>Q3:HumanGrowth and Development</b>	5.6	5.6	5.7	5.6
<b>Q4:Career/Development</b>	5.6	5.2	5.3	5.4
<b>Q5:Counseling Theories</b>	5.6	5.5	5.7	5.3
<b>Q6:Group work</b>	5.6	5.3	4.8	5.0
<b>Q7:Consultation/Collaboration</b>	5.8	5.1	5.3	5.7
<b>Q8:Assessment/Diagnosis</b>	5.4	5.0	5.1	5.4
<b>Q9:Research/Program Eval</b>	5.2	4.9	5.0	5.3
<b>Q10:Use of Technology</b>	5.4	5.2	5.4	5.5
<b>Q11:Prevention/Intervention</b>	5.4	4.9	5.6	5.3
<b>Q12:Use of Supervision/Integrate Feedback</b>	5.8	5.3	5.6	5.7
<b>Q13:Self-Reflection/Self-Awareness</b>	5.9	5.4	5.8	5.7
<b>Q14:Ease of Application</b>	6.4	6.6	6.5	6.3
<b>Q15:Working with BSU Instructor</b>	6.6	6.6	6.6	6.4
<b>Q16:Clarify of Roles/Expectations</b>	6.6	6.6	6.3	6.3
<b>U17:Clarity of Competencies to be acquired</b>	6.4	6.6	6.1	6.5

**School Counseling Program (PreK-8; 5-12)**

<b>Quest 1-16 (6 pt. Likert Scale); Quest 17-20 (7 pt. Likert Scale)</b>	<b>Spring 2024 (Sent: 1; N=1)</b>	<b>Summer 2024 (Sent: 2; N=0)</b>	<b>Fall 2024 (Sent: 3; N=2)</b>	<b>Spring 2025 (Sent: 3; N=2)</b>
<b>Q1:Professionalism/Ethics/Identity</b>	6.0		6.0	6.0
<b>Q2:Diversity/Social Justice</b>	6.0		6.0	6.0
<b>Q3:Growth and Development of Child/Adol.</b>	6.0		6.0	6.0
<b>Q4:Academic/Career Dev and Growth of Child/Adol.</b>	6.0		5.0	6.0
<b>Q5:Helping/Counseling Theories in School setting</b>	6.0		6.0	6.0
<b>Q6:Group Work/Curriculum</b>	6.0		6.0	6.0
<b>Q7:SC Core Curriculum</b>	5.0		5.5	6.0
<b>Q8:Special Ed/Responsive/Prevention/Intervention</b>	5.0		5.0	5.5
<b>Q9:Research/Program Development</b>	n/a		5.5	5.5
<b>Q10:Data Outcomes/School Assessments</b>	5.0		5.0	5.5
<b>Q11:Student Planning</b>	6.0		4.5	5.5
<b>Q12:Consultaion/Collaboration</b>	6.0		5.5	5.5
<b>Q13:Legal/Ethical/Professional Practice</b>	6.0		5.0	5.5
<b>Q14:ASCA/MaModel for SC Programs</b>	6.0		5.5	5.5
<b>Q15:Use of Supervision/Integrate Feedback</b>	6.0		5.5	6.0
<b>Q16:Self-Reflection/Self-Awareness</b>	6.0		5.5	6.0
<b>Q17:Ease of Application</b>	7.0		7.0	7.0
<b>Q18:Working with BSU Instructor</b>	7.0		7.0	7.0
<b>Q19:Clarify of Roles/Expectations</b>	7.0		7.0	7.0
<b>Q20:Clarity of Competencies to be acquired</b>	7.0		6.0	7.0

### Student Affairs Program Site Supervisor Program Evaluations

Ques 1-13 (5 pt. Likert Scale); Ques 14-17 (7 pt. Likert Scale)	Spring 2024 (Sent 3; N=2)	Summer 2024 (no students)	Fall 2024 (Sent 1; N=0)	Spring 2025 (Sent 1; N=1)
Q1: Professionalism/Identity/Ethical	5.0			5.0
Q2: Social Justice/Inclusion	4.0			5.0
Q3: Student Learning/Development	4.5			5.0
Q4: Law, Policy/Governance	3.0			3.0
Q5: Career Info/Development	4.0			5.0
Q6: Advising/Supporting	4.5			5.0
Q7: Group Facilitation/Programming	4.5			5.0
Q8: Assessment	4.5			3.0
Q9: Consultation/Collaboration	4.5			5.0
Q10: Use of Technology	4.5			5.0
Q11: Organizational/Human Resources	4.0			5.0
Q12: Use of Supervision	5.0			5.0
Q13: Self-Reflection	5.0			5.0
Q14: Ease of App	7.0			7.0
Q15: Partnership w/BSU Instructor	7.0			7.0
Q16: Clarity of Roles/Expectations	6.0			7.0
Q17: Clarity of Competencies/Skills needed	5.5			7.0

#### Summary of Qualitative Comments from Site Supervisors across all programs:

##### **Strong Partnership and Positive Experience**

- Supervisors frequently praised the collaboration with Bridgewater, citing seamless coordination, supportive faculty engagement, and a positive overall experience with student interns.

##### **Interns Demonstrate Strong Readiness**

- Many comments underscored how well-prepared the interns were for their roles, noting their motivation, professionalism, and ability to translate academic learning into practical application.

##### **High Regard for Program Quality**

- The program received commendation for its comprehensive design and success in producing capable, effective counselors who add value to their internship settings.

##### **Responsiveness and Receptiveness to Feedback**

- Supervisors appreciated the interns' willingness to receive constructive feedback, and encouraged continued promotion of a growth mindset through inquisitiveness and clarification-seeking.

##### **Targeted Suggestions for Growth**

- While feedback was largely favorable, some areas for enhancement were identified:
  - Increased preparation for navigating diverse clinical contexts.
  - More exposure to therapeutic models such as Dialectical Behavior Therapy (DBT).
  - Greater emphasis on staying current with licensure policies and regulatory changes.
  - Enhanced foundational knowledge in Special Education and Section 504 to better equip interns working in school settings.

## **Program Development & Improvement Considerations:**

- **DBT Training Consideration**

Although the 2023 edition of the counseling theories and techniques textbook includes a strong chapter on DBT, ethical and competent practice of this model would require students to pursue additional (and often expensive) specialized training.

- **Course Sequencing and 504 Preparation**

Planned curriculum adjustments requiring dual licensure students to complete the preventive (school-focused) course before entering fieldwork should help address concerns about Section 504 preparation. It was also suggested that clinical internships prior to school-based internships may better support some students' readiness for complex school counseling roles.

- **Special Education Curriculum Integration**

The department may wish to explore either adding a dedicated Special Education course tailored for school and dual-track students, or evaluating the extent to which SPED-related content is currently embedded across the curriculum.

- **Intern Development and Role Clarity Tools**

Supervisors recommended introducing structured timelines or developmental templates that outline internship phases and expectations across months.

This could promote clarity for both interns and site supervisors and help scaffold intern growth more intentionally.

## Alumni Survey

Data are collected from alumni every three years, and were last collected in 2021, and thus reported in the 2021- 2022 annual report. In conjunction with the annual reports, the department is engaged in ongoing incorporation and modification of the alumni survey to reflect needs and observations of annual report data. The next iteration of data collection should be enhanced to best leverage the department to collect data concerning ongoing program modification success. This version of the tool was comprised of 41 questions.

### Key Features of the Survey Tool:

- **Target Group:** Alumni from the graduating classes of 2019 to 2021.
- **Distribution:** Sent to 102 alumni via Qualtrics links through email, as well as posted on the CSI Honor Society Page and LinkedIn.
- **Response Rate:** 42% (44 respondents), which reflects a notable improvement from the previous 2022 survey (23% response rate).

### Survey Content Areas:

1. **Demographic Information:**  
Degree earned, year of graduation, GA experience, gender identity, race, ethnicity, citizenship, and military status.
2. **Employment Outcomes:**  
Current employment setting, position title, population served, full-time/part-time status, salary range, and job search methods.
3. **Licensure/Certification:**  
Licensure status, time to licensure, and type of licensure obtained.
4. **Program Satisfaction:**  
Alumni rated satisfaction with curriculum, instruction, faculty, advising, facilities, mentorship, and specific academic areas like counseling theory, multicultural counseling, and assessment.
5. **Career Impact:**  
Alumni reflected on how helpful the degree was for their career goals and whether they would recommend the program.
6. **Professional Development:**  
Membership in professional organizations, research/publication activity, and pursuit of further education or certifications.
7. **Program Improvement Feedback:**  
Open-ended feedback on suggested improvements, with AI-assisted thematic analysis provided.

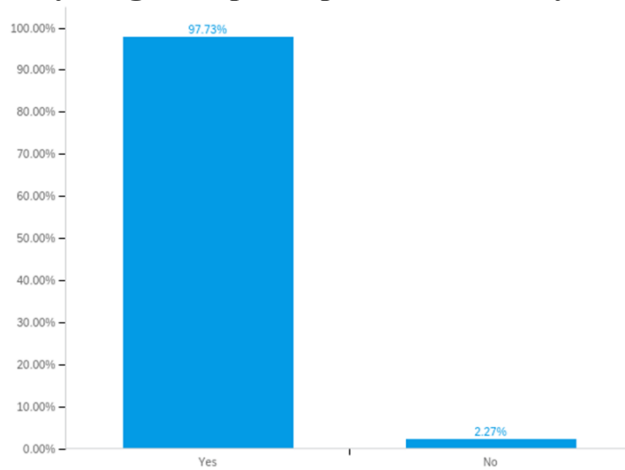
### Overall Function of the Survey Tool

This survey functions as both a **program evaluation instrument** and a **graduate outcomes tracking tool**. It provides quantitative and qualitative data to help the Department of Counselor Education:

- Measure alumni satisfaction and areas for growth
- Track employment trends and salary outcomes
- Assess licensure rates and time to licensure
- Gather alumni recommendations for program enhancements
- Demonstrate program effectiveness to stakeholders (e.g., for CACREP accreditation)

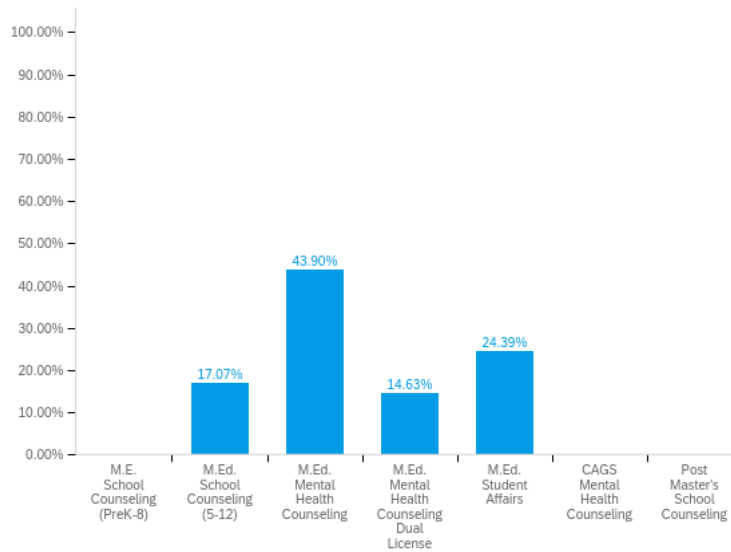
### Survey Results

#### Q1 - Do you agree to participate in this survey?



Answer (Count)	
Yes (43)	
No (1)	
Total (44)	

**Q2 - Demographics** Degree earned at Bridgewater State University (please check all that apply):



## Answer (Count)

Post Master's School Counseling (0)

M.Ed. Student Affairs (10)

M.Ed. School Counseling (5-12) (7)

M.Ed. Mental Health Counseling Dual License (6)

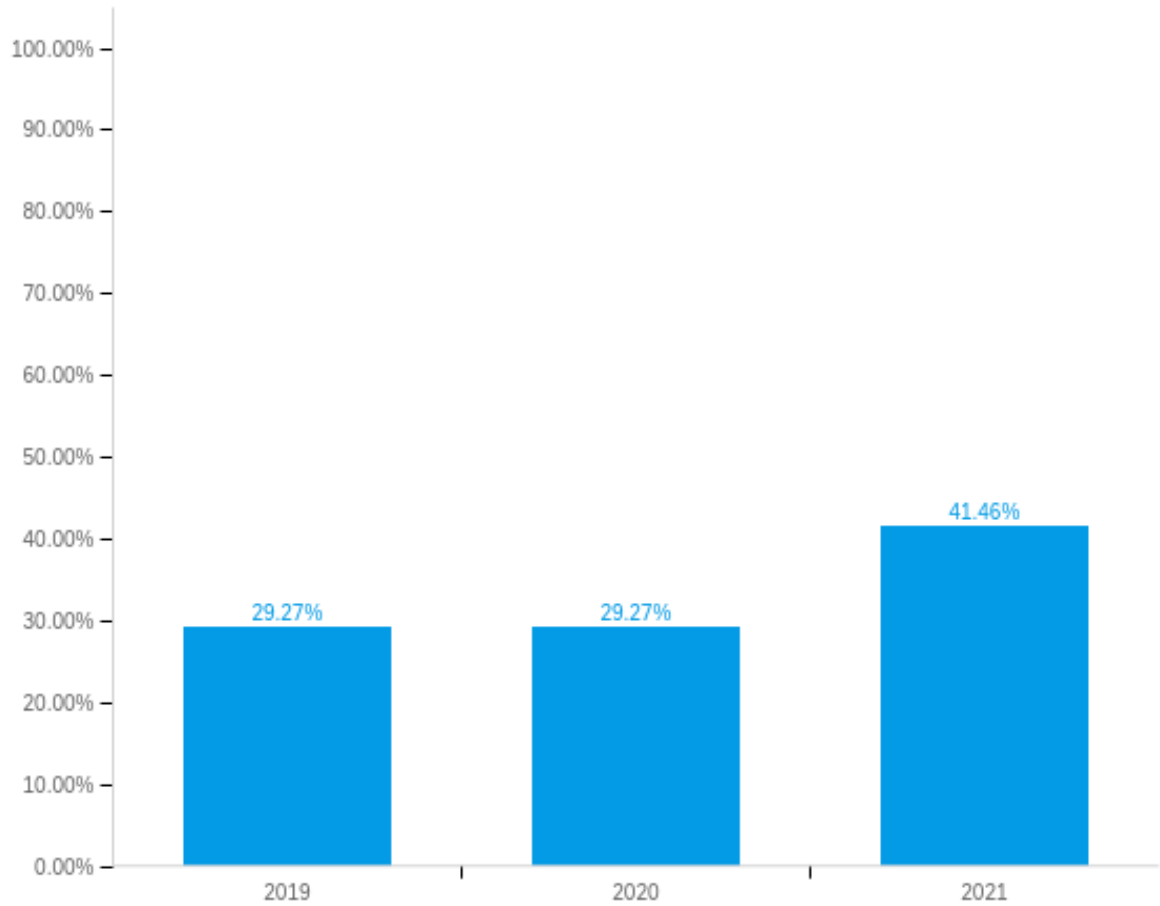
M.Ed. Mental Health Counseling (18)

M.E. School Counseling (PreK-8) (0)

CAGS Mental Health Counseling (0)

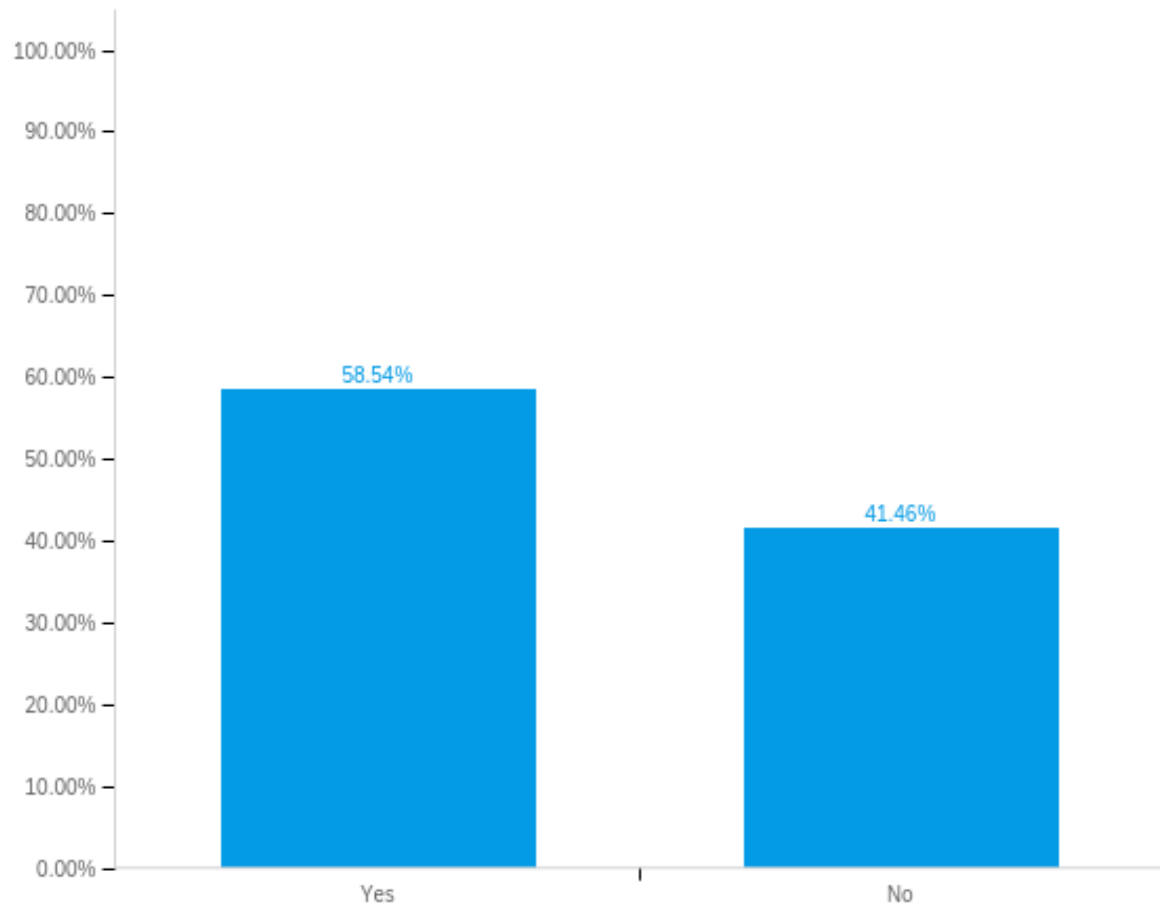
Total (41)

### Q3 - Year of Graduation:



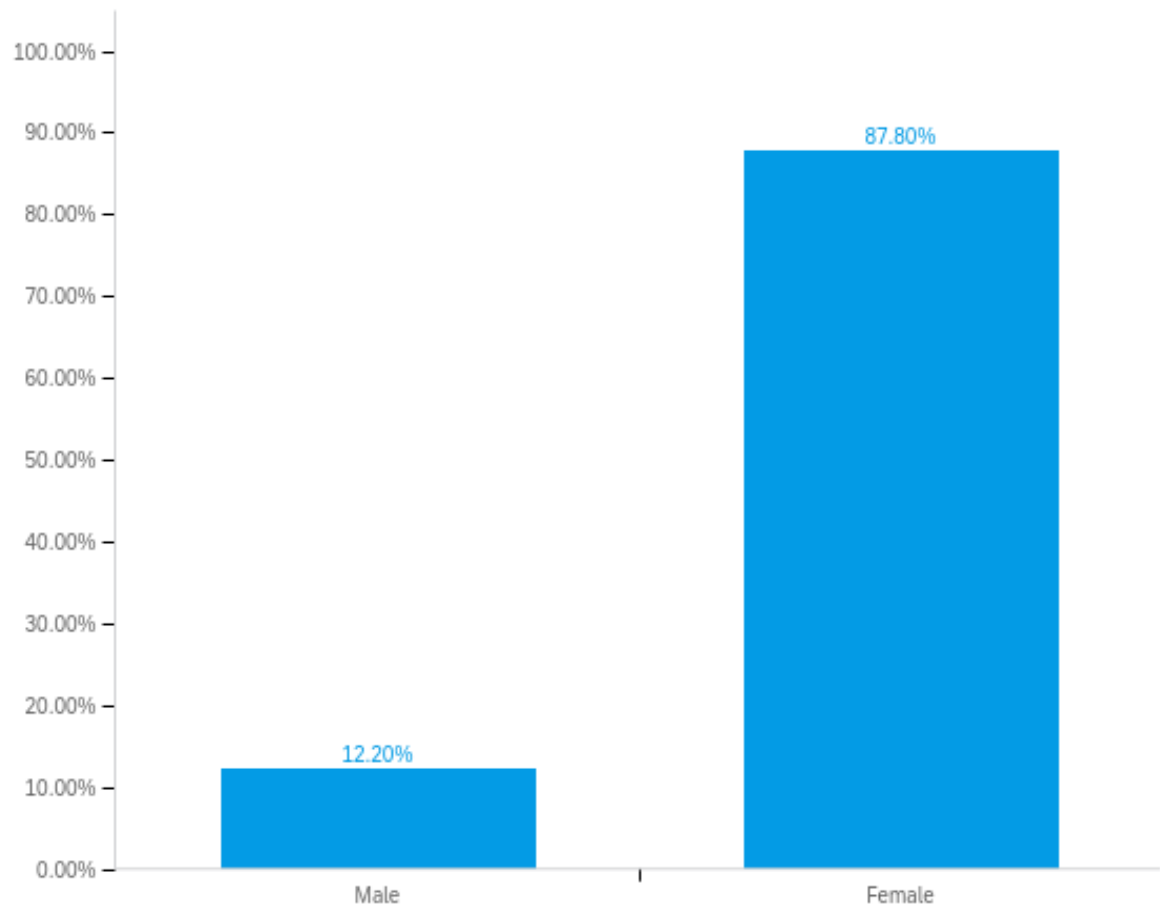
Answer (Count)	
2021 (17)	
2020 (12)	
2019 (12)	
Total (41)	

**Q4 - Did you have a Graduate Assistantship (GA) during your time in the Counselor Education program?**



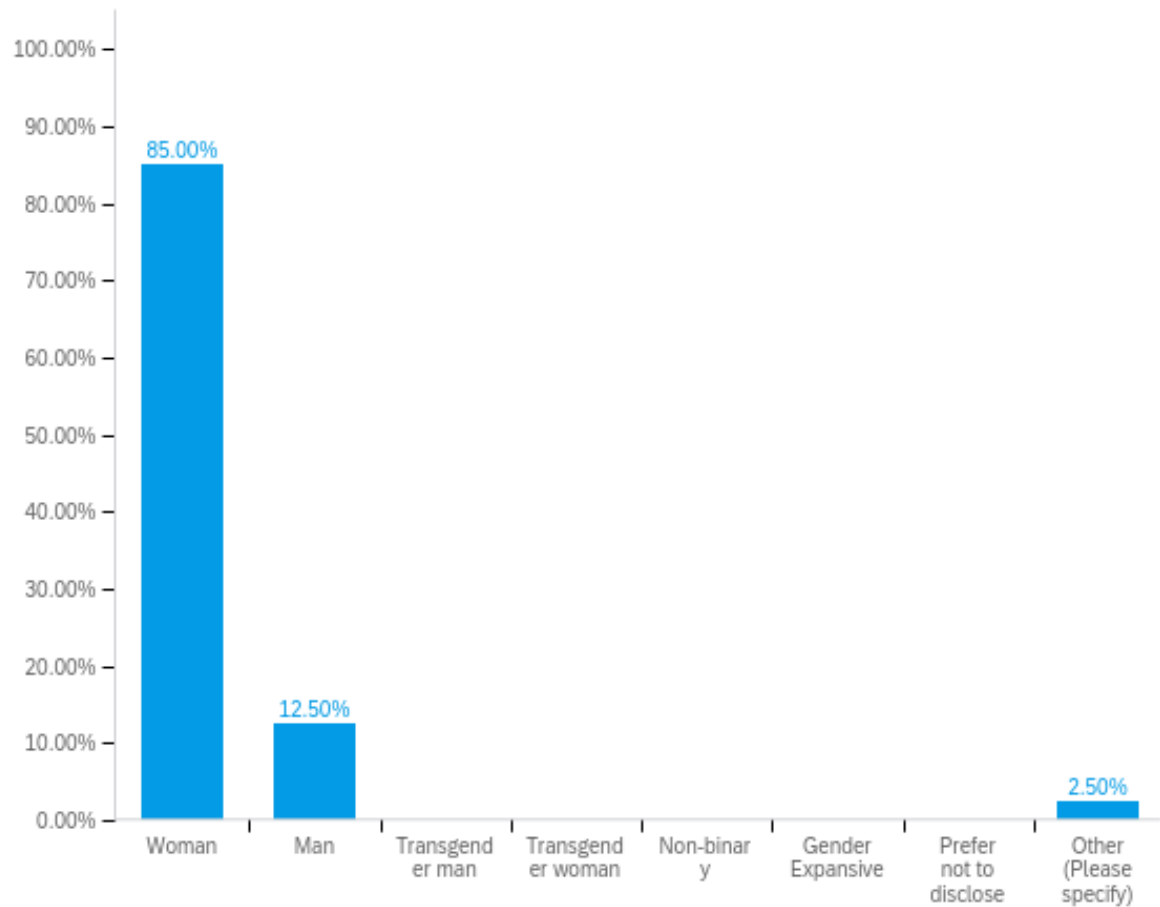
Answer (Count)	
Yes (24)	
No (17)	
Total (41)	

Q5 - Legal Sex:



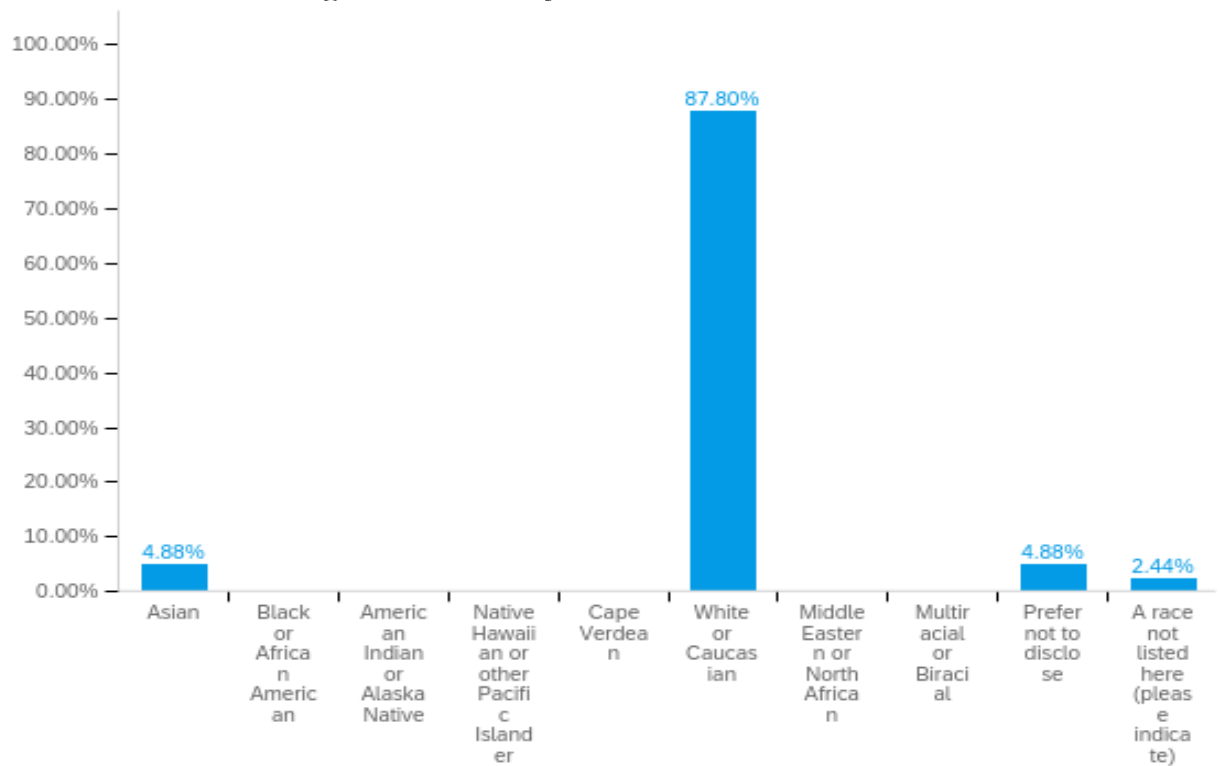
Answer (Count)	
Male (5)	
Female (36)	
Total (41)	

**Q6 - Gender Identity:** Please select the gender identity that most closely matches how you identify:



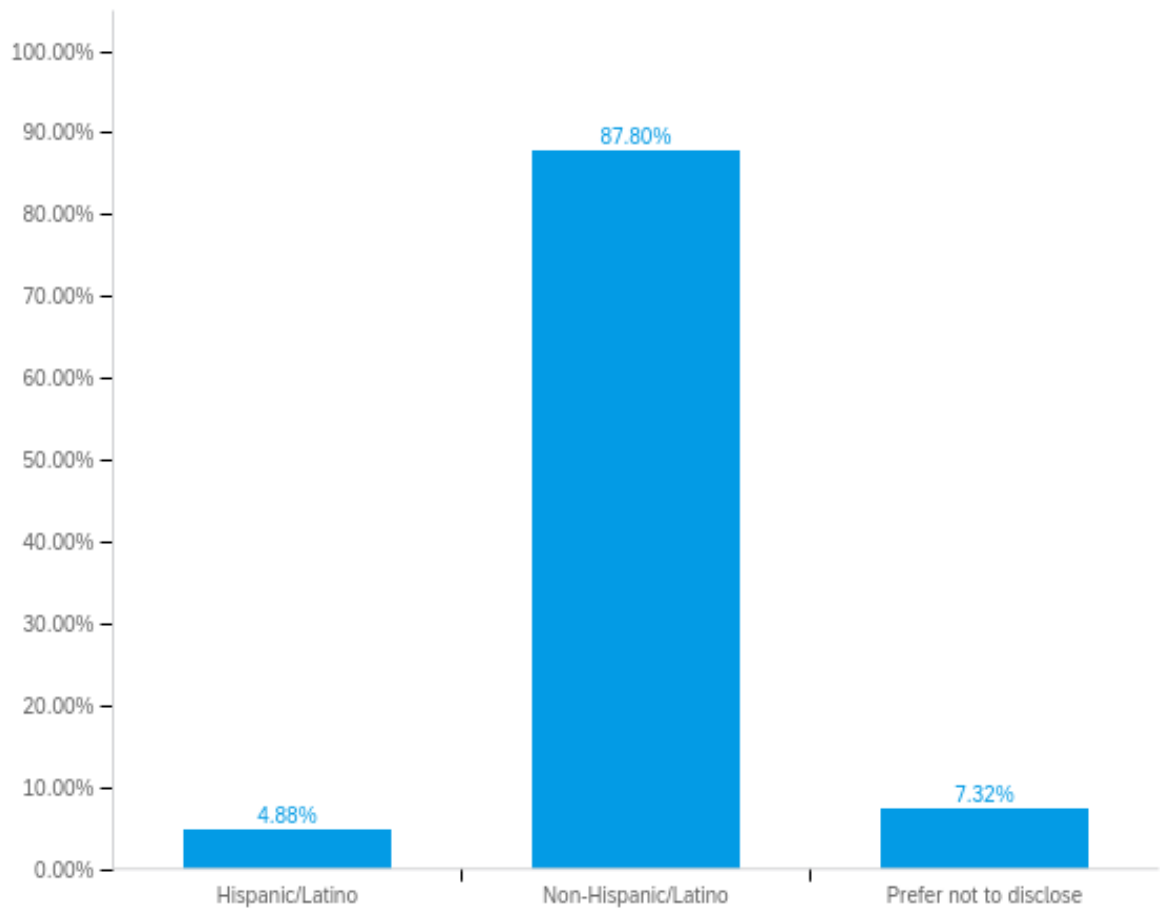
Answer (Count)	
Woman (34)	
Transgender woman (0)	
Transgender man (0)	
Prefer not to disclose (0)	
Other (Please specify): Genderqueer (1)	
Non-binary (0)	
Man (5)	
Gender Expansive (0)	
Total (40)	

**Q7 - Race: Which of the following best describes you:**



Answer (Count)	
Asian (2)	
Black or African American (0)	
American Indian or Alaska Native (0)	
Native Hawaiian or other Pacific Islander (0)	
Cape Verdean (0)	
White or Caucasian (36)	
Middle Eastern or North African (0)	
Multiracial or Biracial (0)	
Prefer not to disclose (2)	
A race not listed here (please indicate) (1)	
Total (41)	

**Q8 - Ethnicity: Which of the following best describes you:**



Answer (Count)

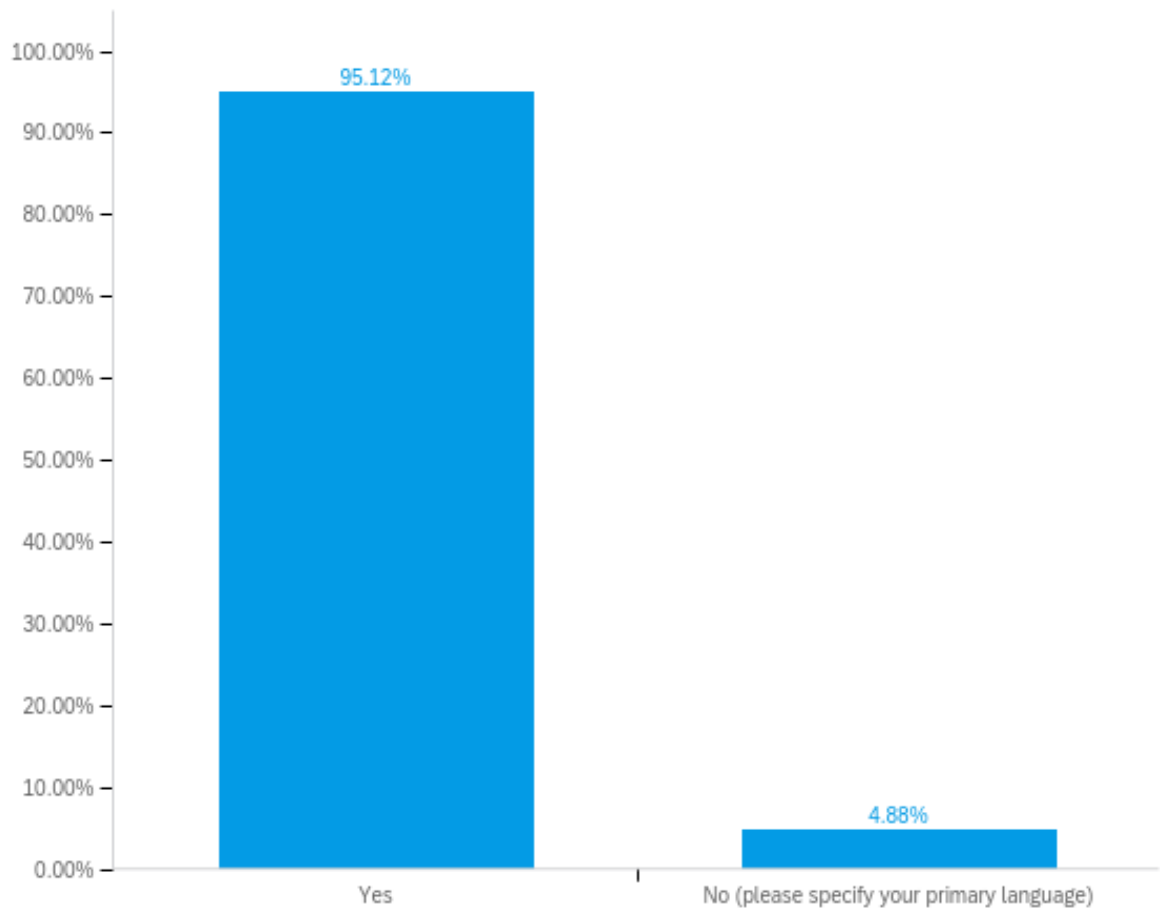
Prefer not to disclose (3)

Non-Hispanic/Latino (36)

Hispanic/Latino (2)

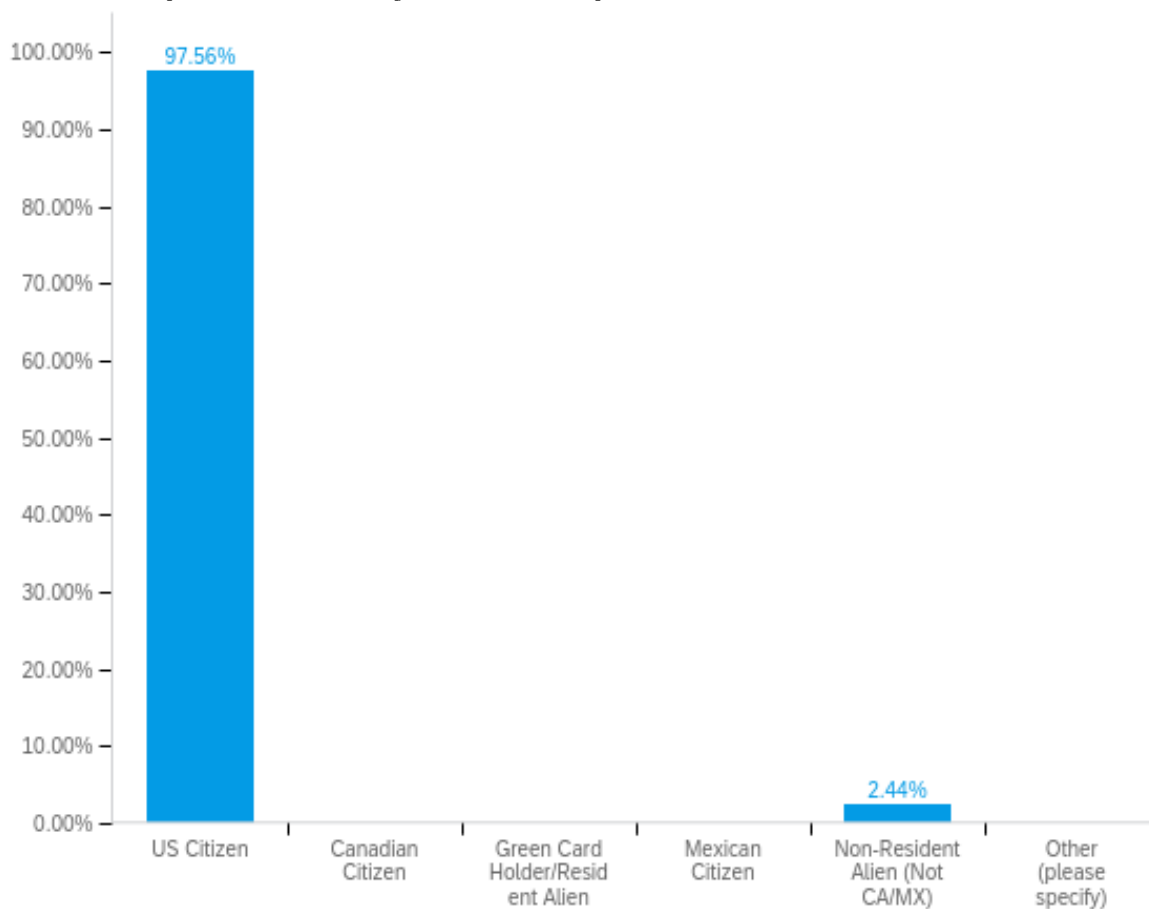
Total (41)

### Q9 - Is English your first language?



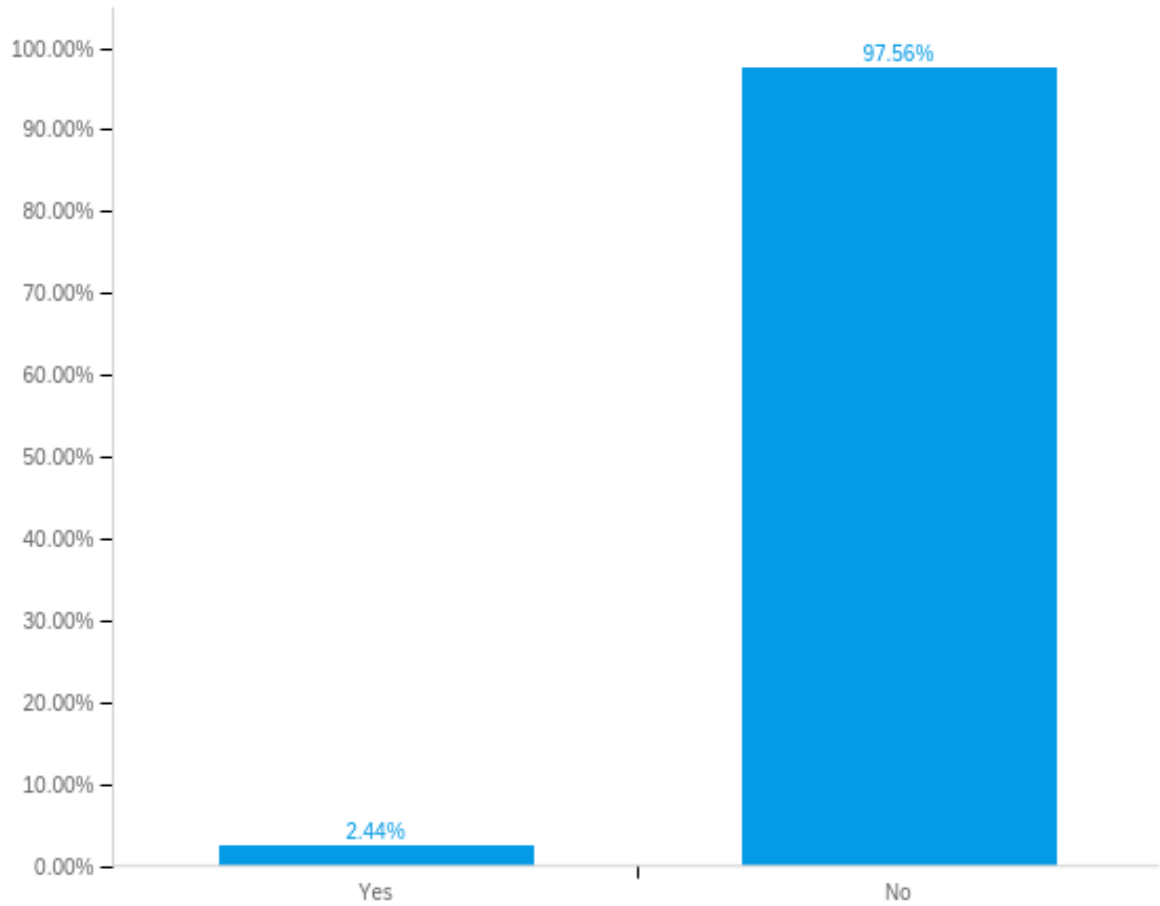
Answer (Count)	
Yes (39)	
No (please specify your primary language): Spanish; Spanish (2)	
Total (41)	

**Q10 - U.S. Citizenship: Please choose your citizenship status:**



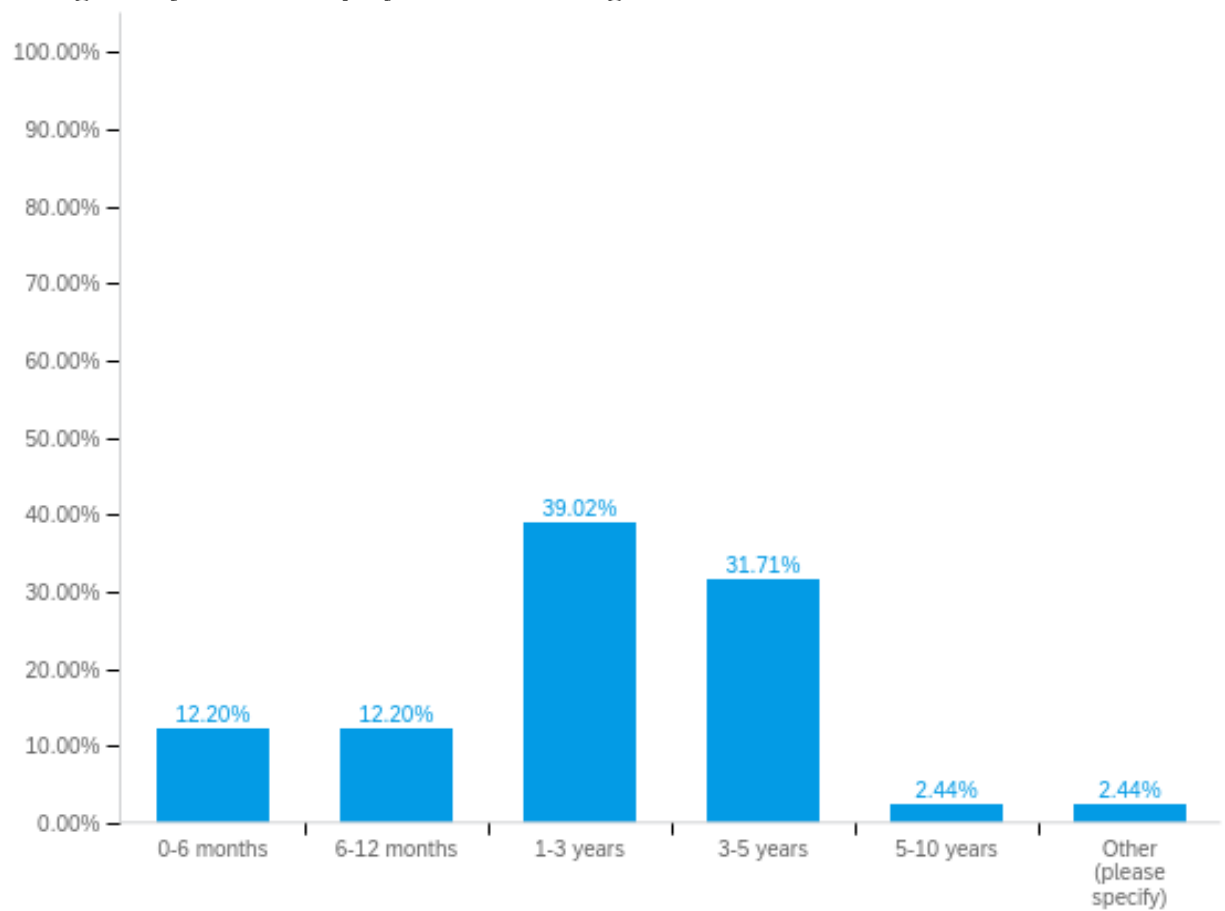
Answer (Count)	
US Citizen (40)	
Other (please specify) (0)	
Non-Resident Alien (Not CA/MX) (1)	
Mexican Citizen (0)	
Green Card Holder/Resident Alien (0)	
Canadian Citizen (0)	
Total (41)	

**Q11 - Are you currently servicing, or have you served, in the United States Armed Forces?**



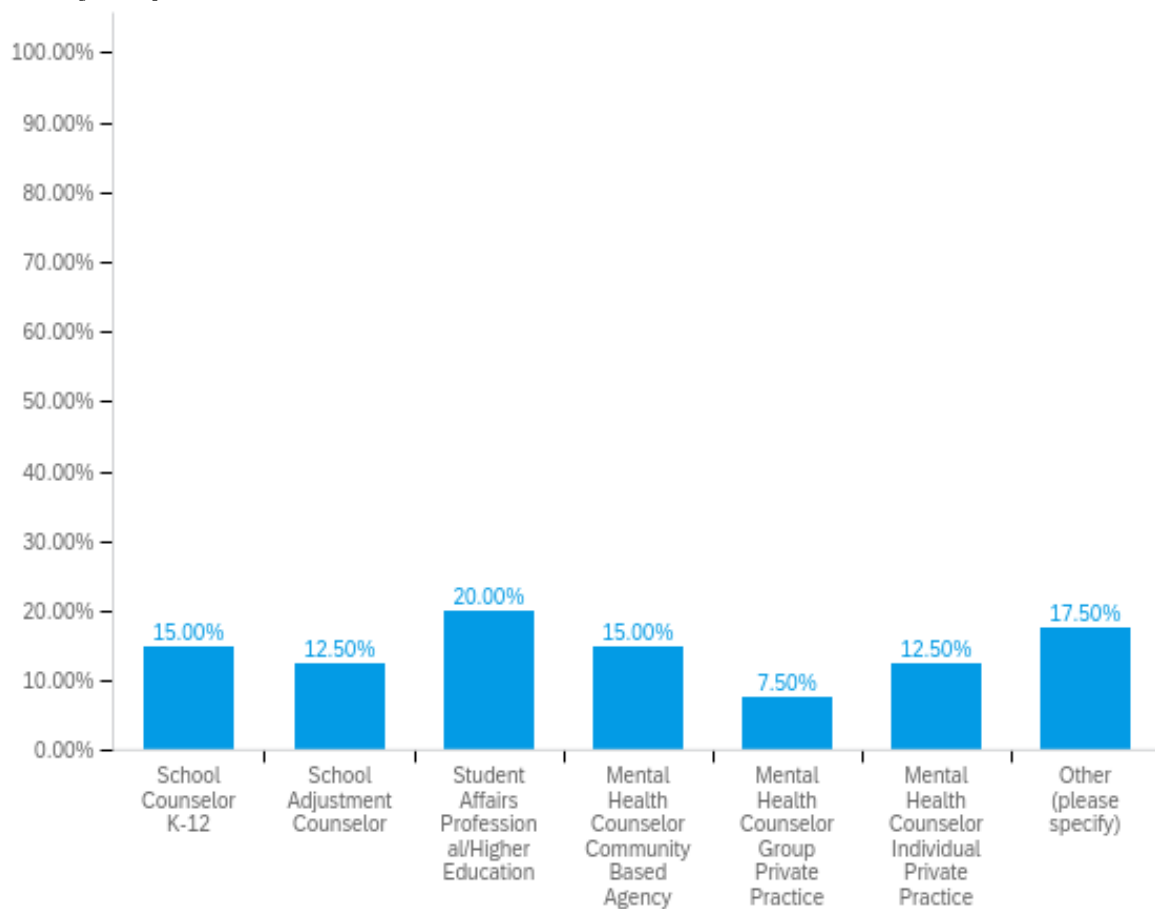
Answer (Count)	
Yes (1)	
No (40)	
Total (41)	

**Q13 - How long have you been employed in this setting?**



Answer (Count)	
5-10 years (1)	
3-5 years (13)	
1-3 years (16)	
6-12 months (5)	
0-6 months (5)	
Other (please specify) (1)	
Total (41)	

#### Q14 - What is your position?



Answer (Count)

Student Affairs Professional/Higher Education (8)

School Counselor K-12 (6)

School Adjustment Counselor (5)

Other (please specify): Clinical Counselor Graduate Assistant; Inpatient program; JROTC Instructor; Program Director; Dean of Early College Programming and Career Development; Work in College Access at a nonprofit (7)

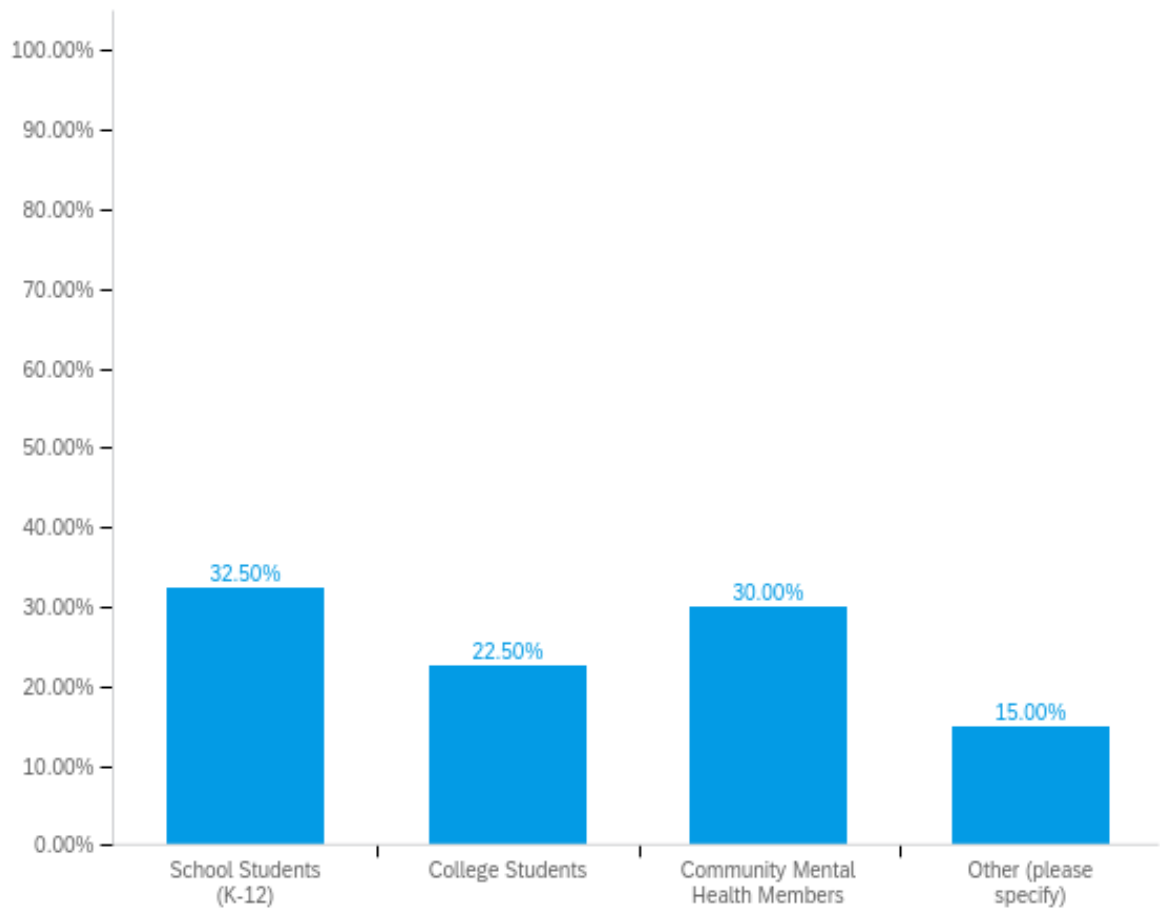
Mental Health Counselor Individual Private Practice (5)

Mental Health Counselor Group Private Practice (3)

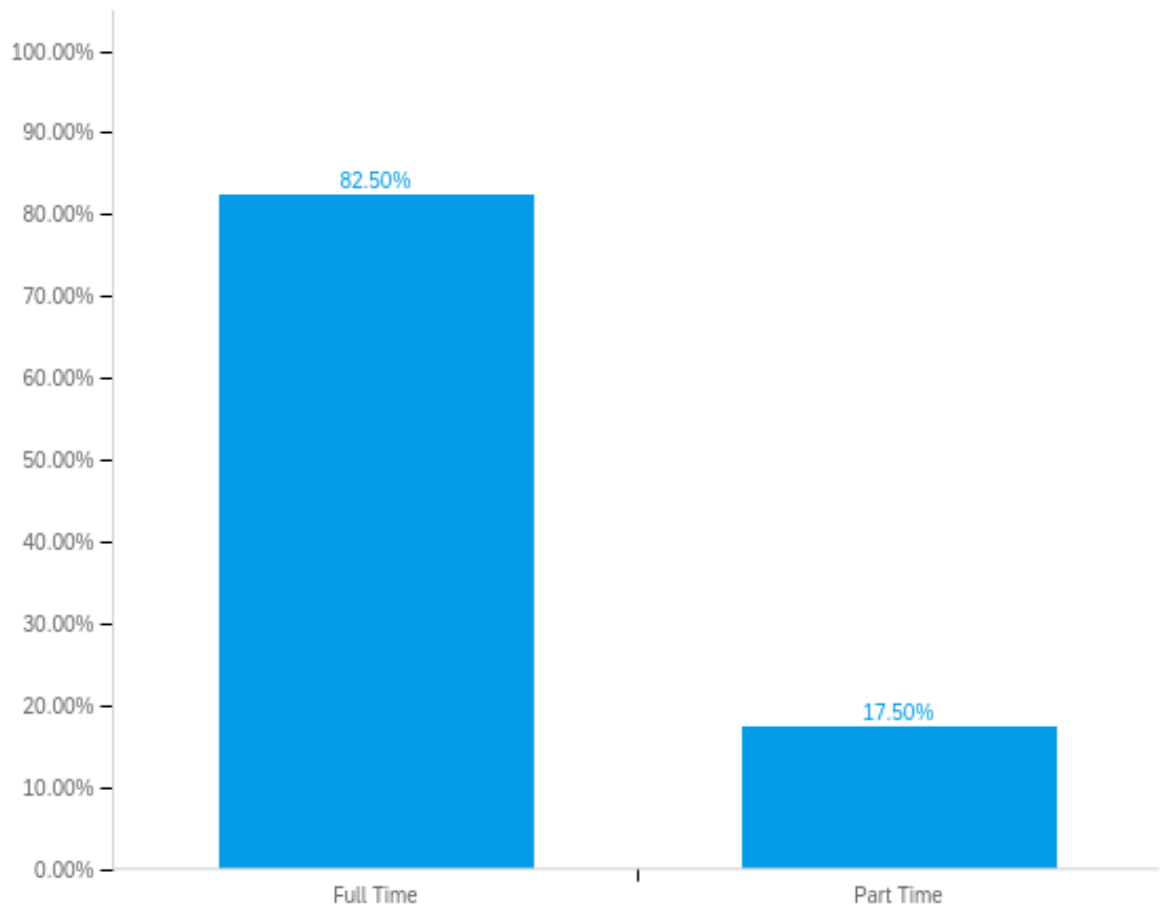
Mental Health Counselor Community Based Agency (6)

Total (40)

**Q15 - What best describes the population you serve in this setting:**

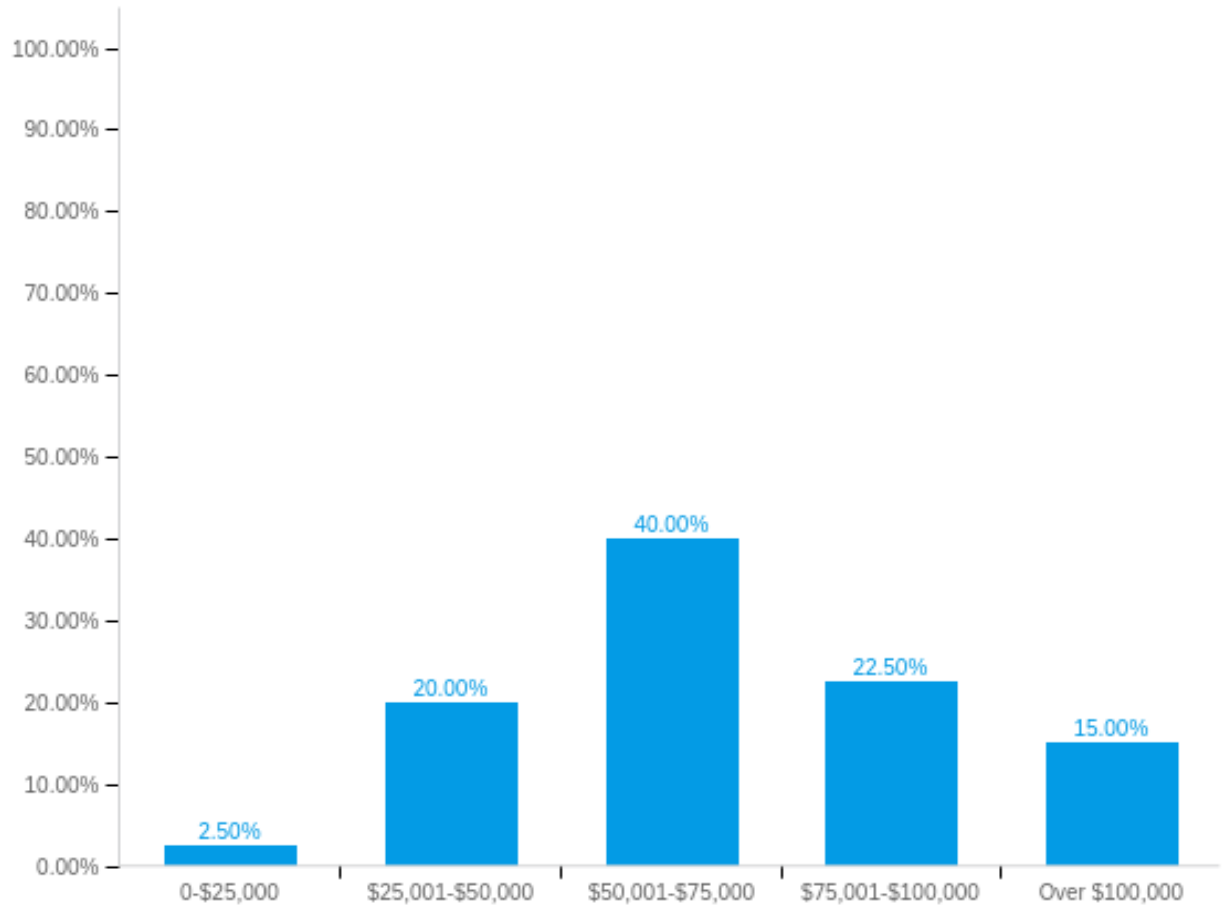


**Q16 - Is the position full-time or part-time?**



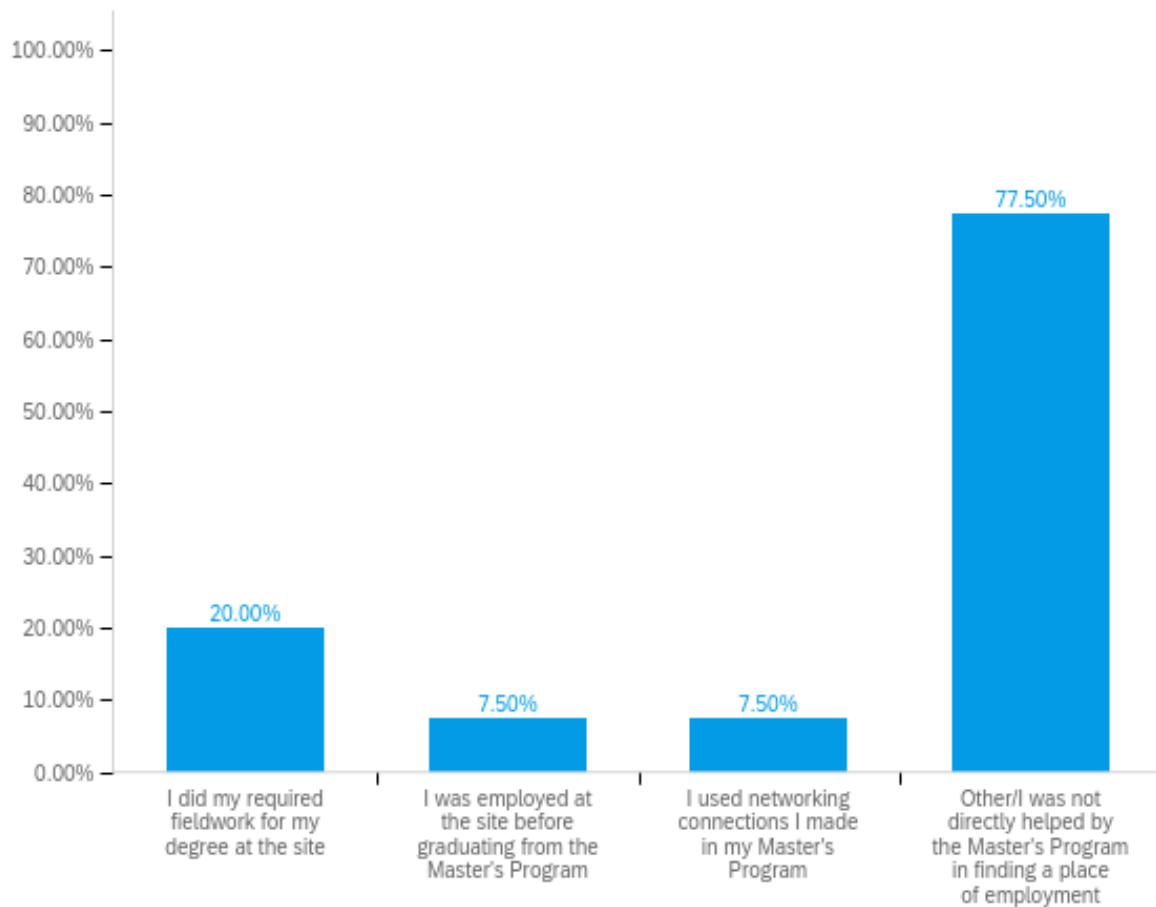
Answer (Count)	
Part Time (7)	
Full Time (33)	
Total (40)	

Q17 - What is your current salary?



Answer (Count)	
0-\$25,000 (1)	
\$25,001-\$50,000 (8)	
\$50,001-\$75,000 (16)	
\$75,001-\$100,000 (9)	
Over \$100,000 (6)	
Total (40)	

**Q18 - How did you find this job? (Check all that apply):**



**Answer (Count)**

Other/I was not directly helped by the Master's Program in finding a place of employment (31)

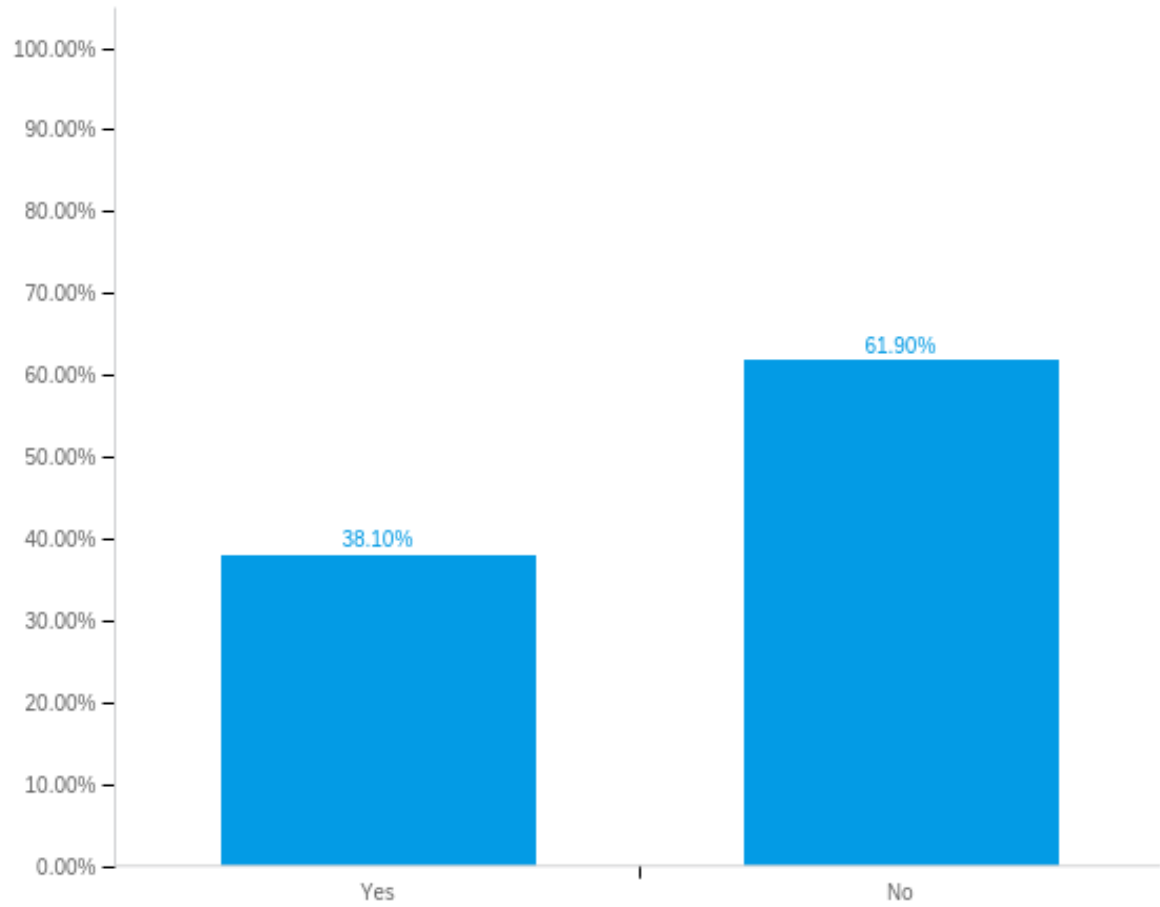
I was employed at the site before graduating from the Master's Program (3)

I used networking connections I made in my Master's Program (3)

I did my required fieldwork for my degree at the site (8)

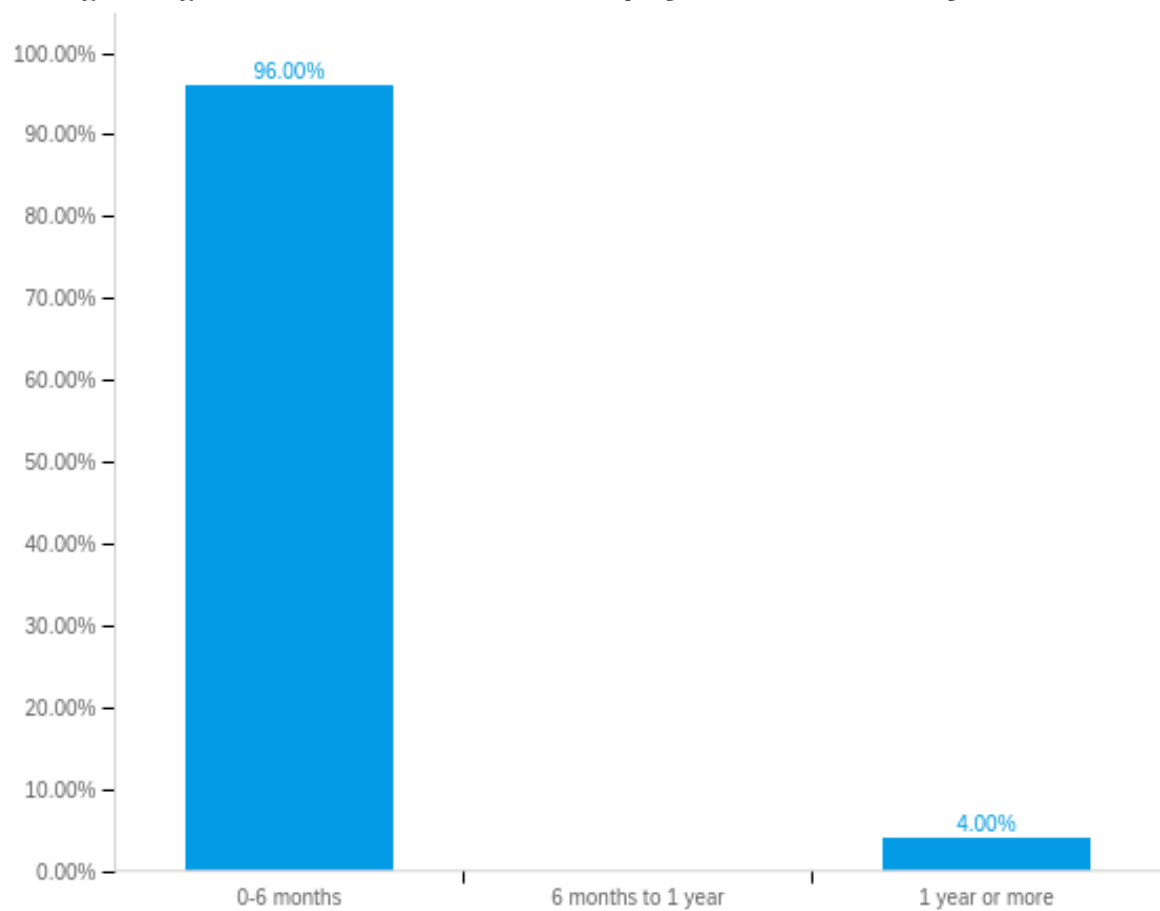
Total (45)

**Q21 - Post-Graduate Employment Information: Is your current place of employment the same as your first post-graduate employment site?**



Answer (Count)	
Yes (16)	
No (26)	
Total (42)	

**Q22 - How long after graduation did it take to find employment in the field of your studies?**



Answer (Count)	
0-6 months (24)	
6 months to 1 year (0)	
1 year or more (1)	
Total (25)	

**Q23 - What was the name of the setting of your first place of employment post master's degree?**

Whitney academy

Whitney Academy

Weymouth High School

UMass Boston

Transformations Care Network

The New York Foundling

Seafeld Services

Kaleidoscope Family Solutions

Justice Resource Institute Southern New England Behavioral Health and Trauma Center

Hopewell Health Inc., Ohio

High Point Treatment Center

Department of Corrections

Davios

Central Berkshire Regional School District - Wahconah High School

Catapult Learning

Brockton Public Schools

Bristol Community College

Bristol Community College

Bridgewater state university

Bedrock Recovery Center

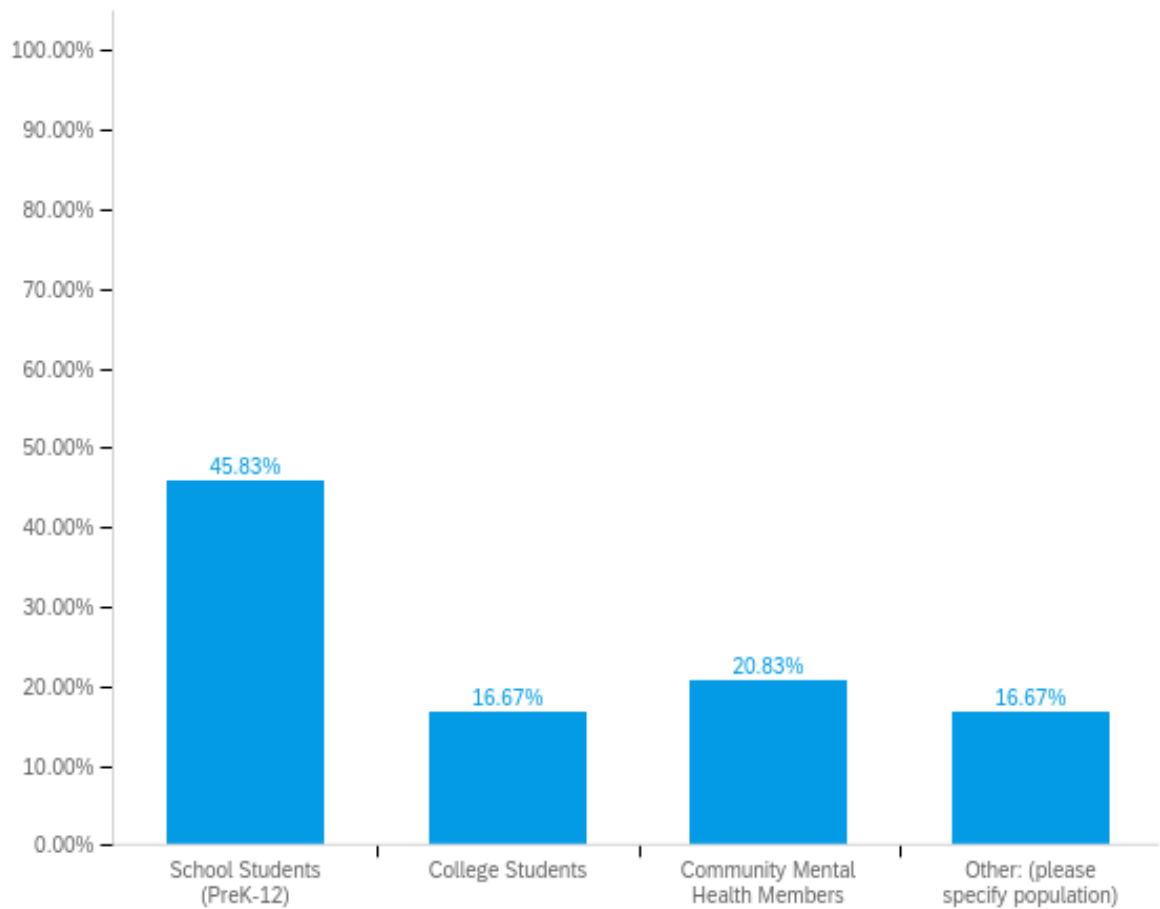
Argosy Collegiate Charter School

Archbishop Williams High School

Arbour Counseling and Carver Elementary School

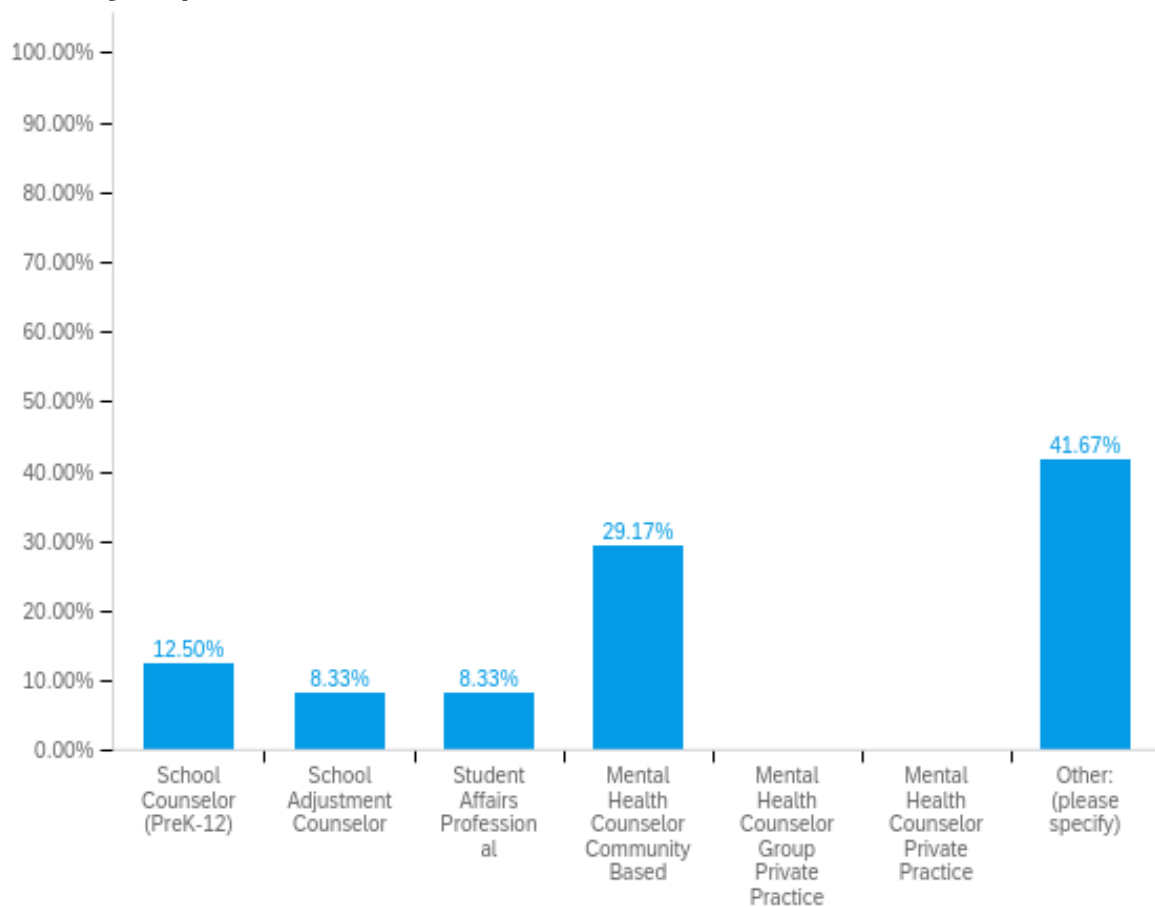
Anglican management

**Q24 - What best describes the population you worked with in this setting?**



Answer (Count)	
School Students (PreK-12) (11)	
College Students (4)	
Community Mental Health Members (5)	
Other: (please specify population): Incarcerated; inpatient addiction; residential school setting - special education, males age 11-22 (4)	
Total (24)	

## Q25 - What was your position title?



### Answer (Count)

Student Affairs Professional (2)

School Counselor (PreK-12) (3)

School Adjustment Counselor (2)

Other: (please specify): Transition Coordinator; Academic Advisor; Veterans Center Director; Residential clinician; Inpatient clinician; Clinician; Early College Liaison (10)

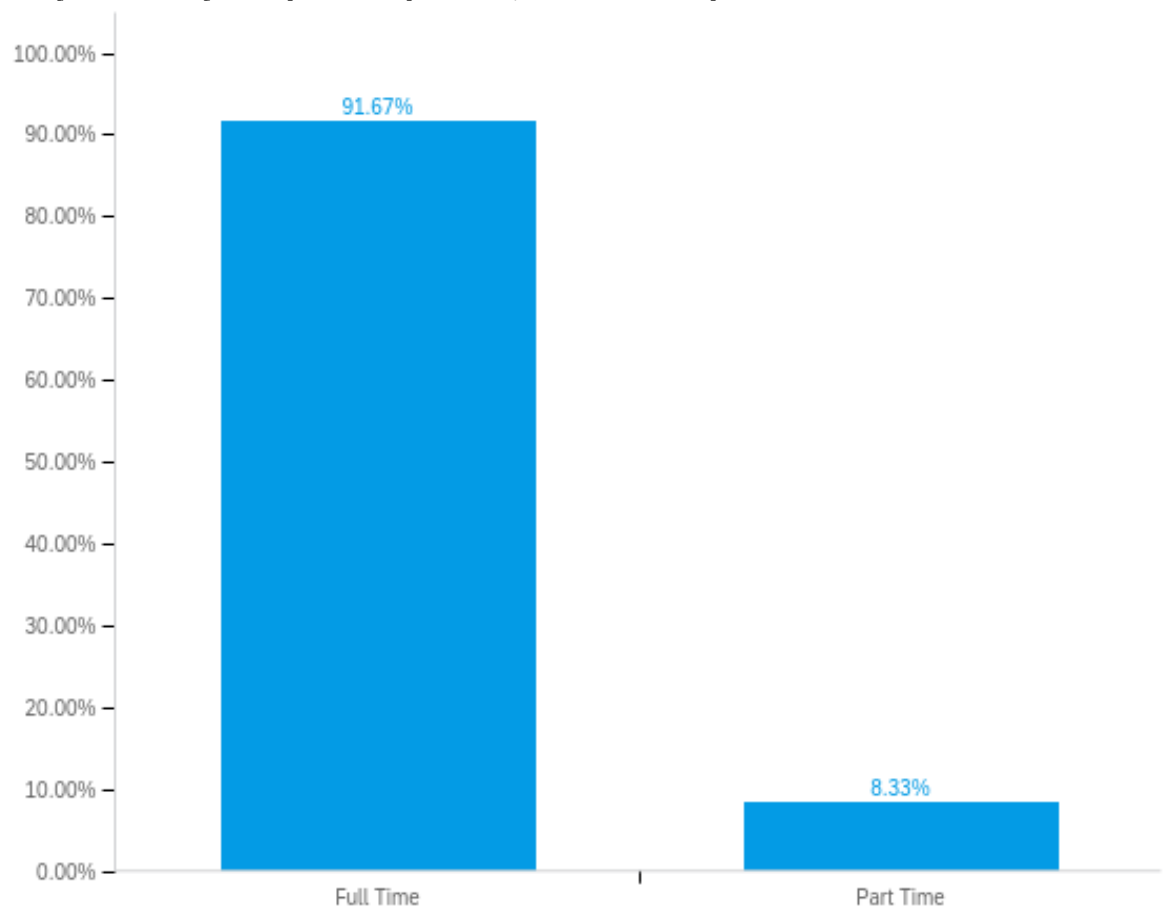
Mental Health Counselor Private Practice (0)

Mental Health Counselor Group Private Practice (0)

Mental Health Counselor Community Based (7)

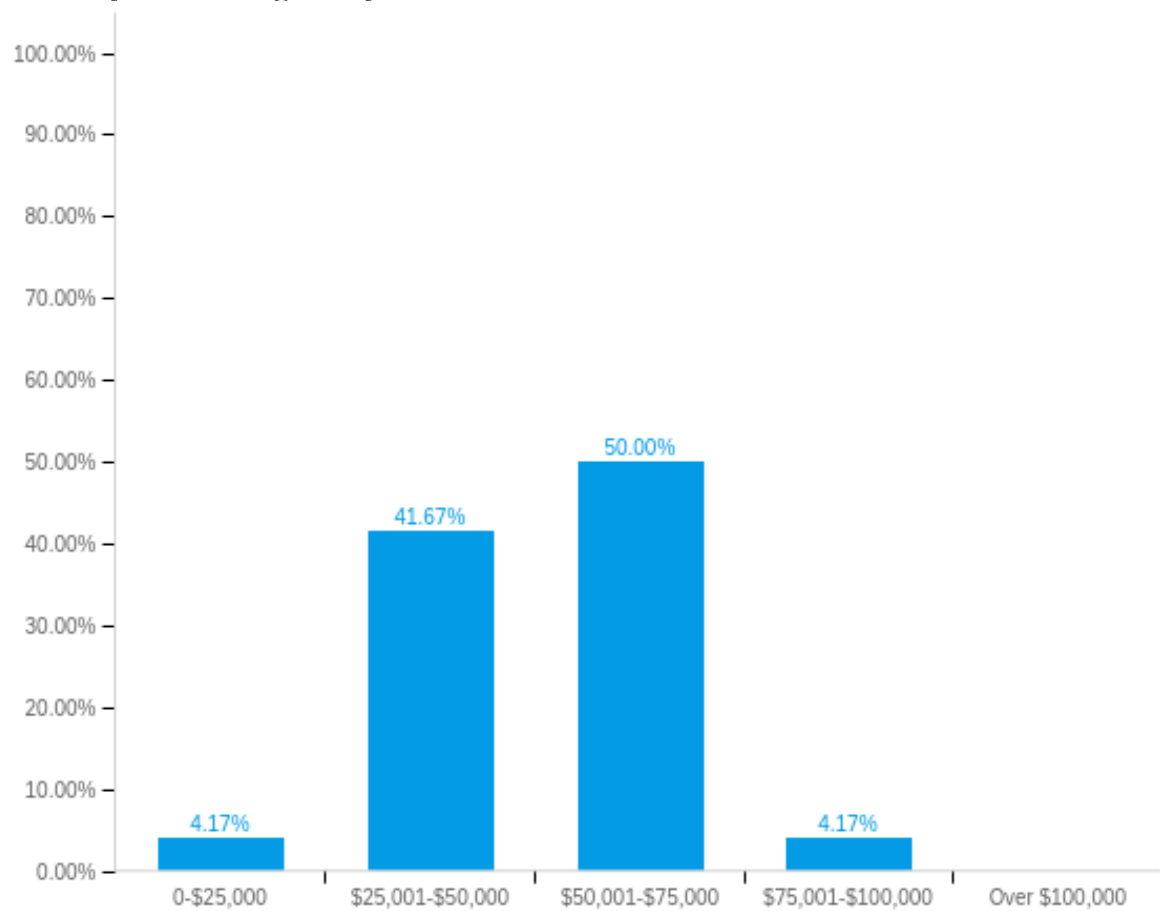
Total (24)

Q26 - When you initially accepted the position, was it full or part time?



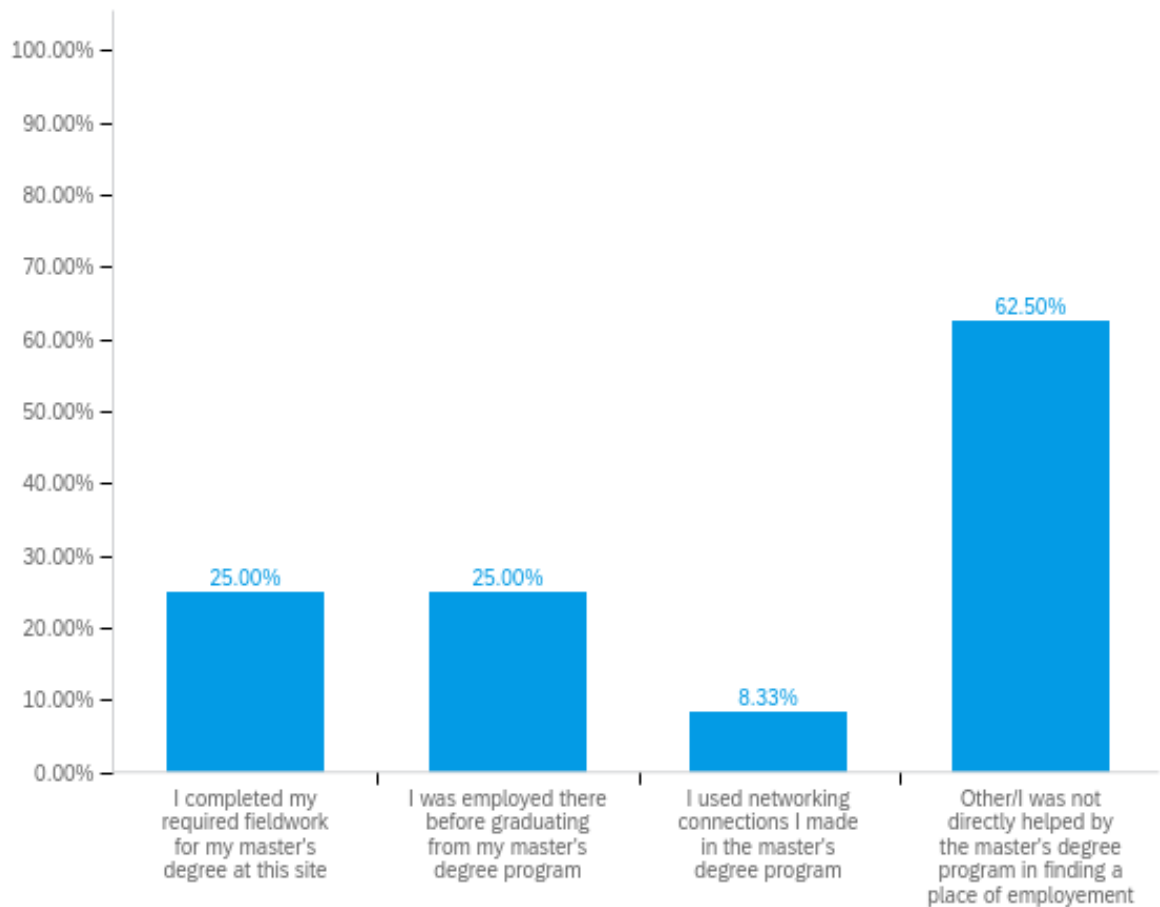
Answer (Count)	
Full Time (22)	
Part Time (2)	
Total (24)	

Q27 - What was your starting salary?



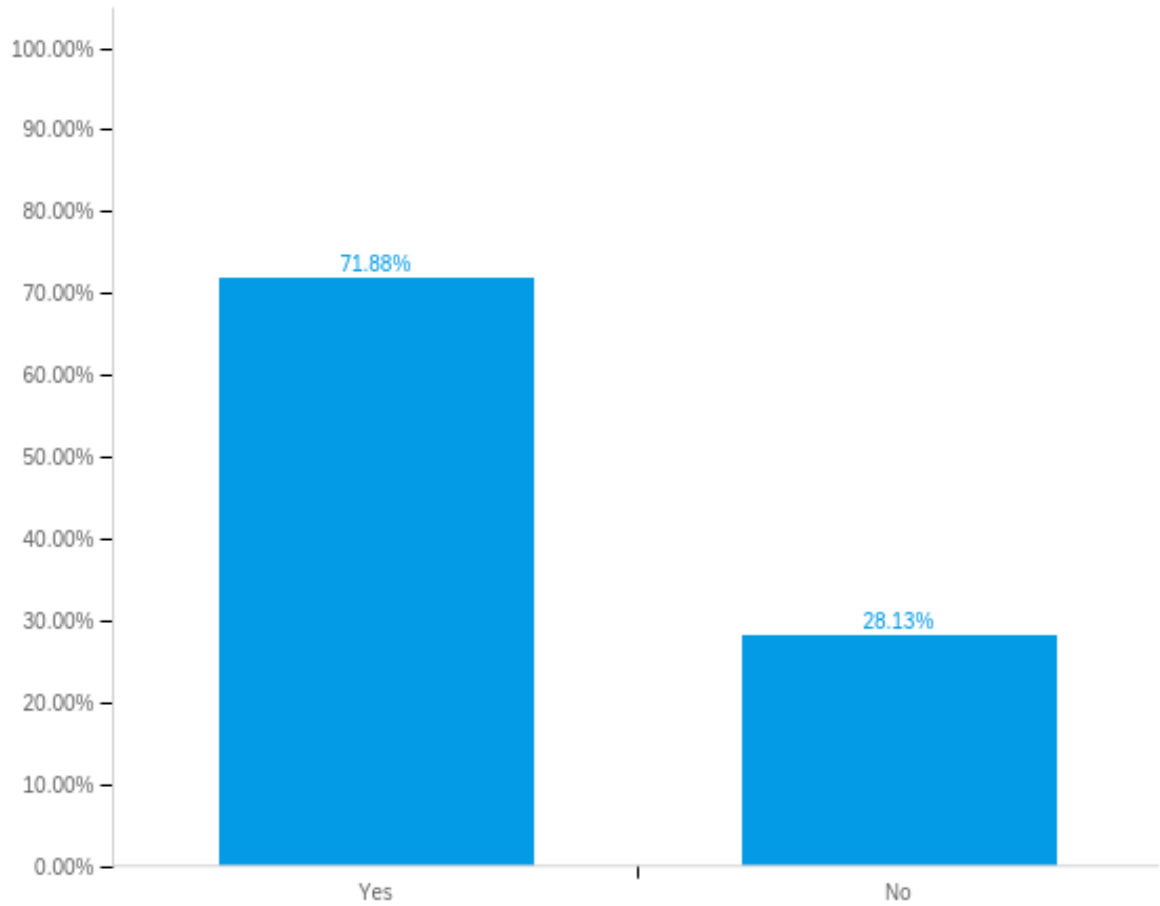
Answer (Count)	
0-\$25,000 (1)	
\$25,001-\$50,000 (10)	
\$50,001-\$75,000 (12)	
\$75,001-\$100,000 (1)	
Over \$100,000 (0)	
Total (24)	

**Q28 - How did you find this job? (Check all that apply):**



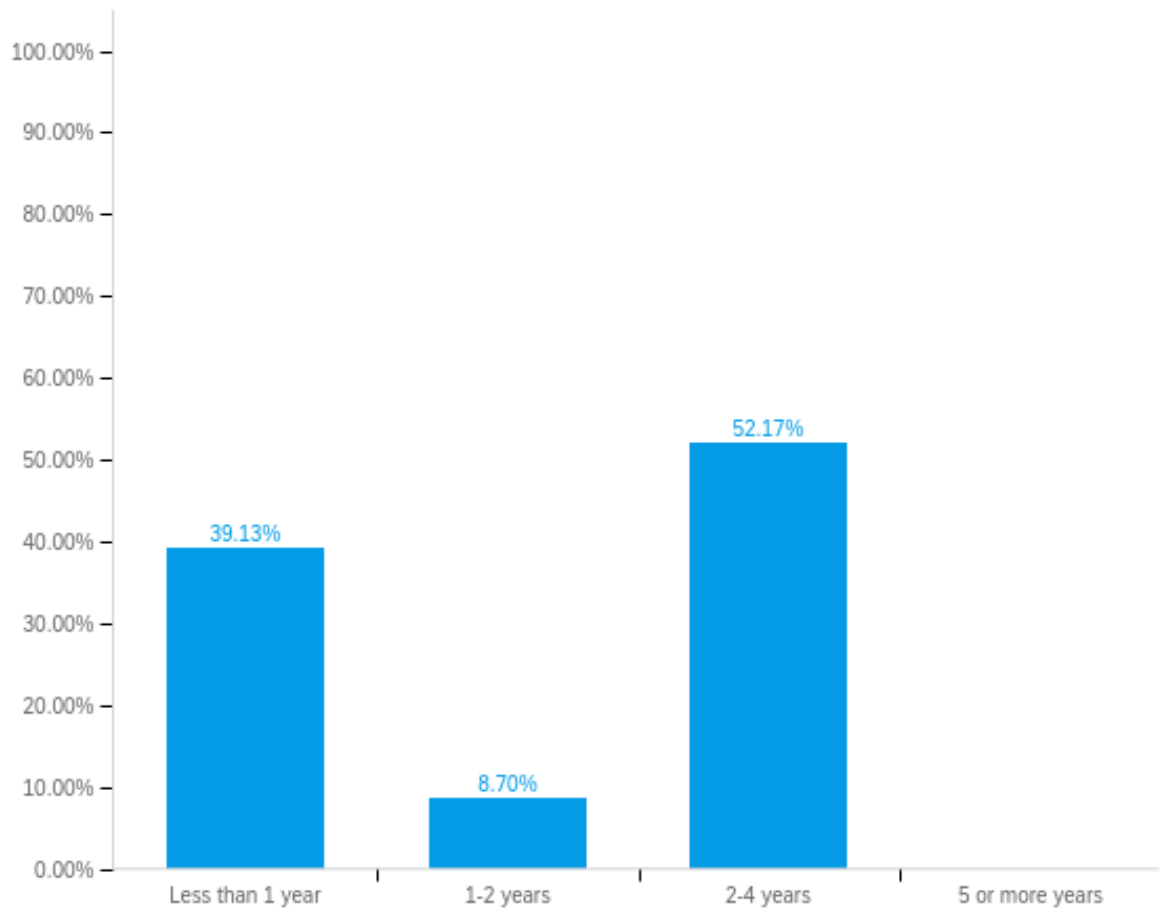
Answer (Count)	
Other/I was not directly helped by the master's degree program in finding a place of employment (15)	
I was employed there before graduating from my master's degree program (6)	
I used networking connections I made in the master's degree program (2)	
I completed my required fieldwork for my master's degree at this site (6)	
Total (29)	

**Q29 - Licensure/Certification: Have you obtained licensure (if applicable)?**



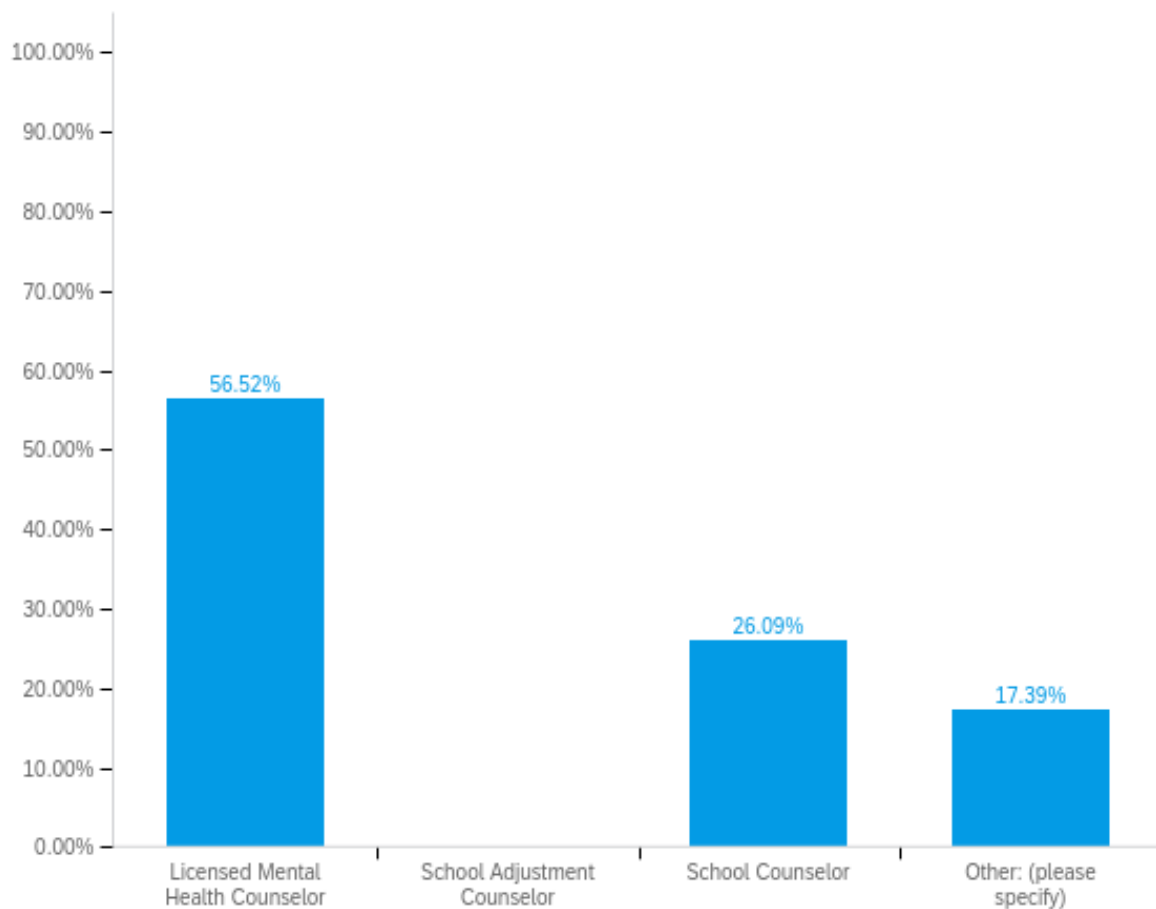
Answer (Count)	
Yes (23)	
No (9)	
Total (32)	

**Q30 - How long after graduation did you become licensed/certified?**



Answer (Count)	
Less than 1 year (9)	
1-2 years (2)	
2-4 years (12)	
5 or more years (0)	
Total (23)	

**Q31 - Indicate the licensure obtained:**



Answer (Count)	
School Counselor (6)	
School Adjustment Counselor (0)	
Other: (please specify): Licensed Professional Counselor (LPC), Ohio; Licensed Professional Counselor; Graduated with School Counselor, now have SAC; LPC-Associate, about 800 hours away from Licensed Professional Counselor (4)	
Licensed Mental Health Counselor (13)	
Total (23)	

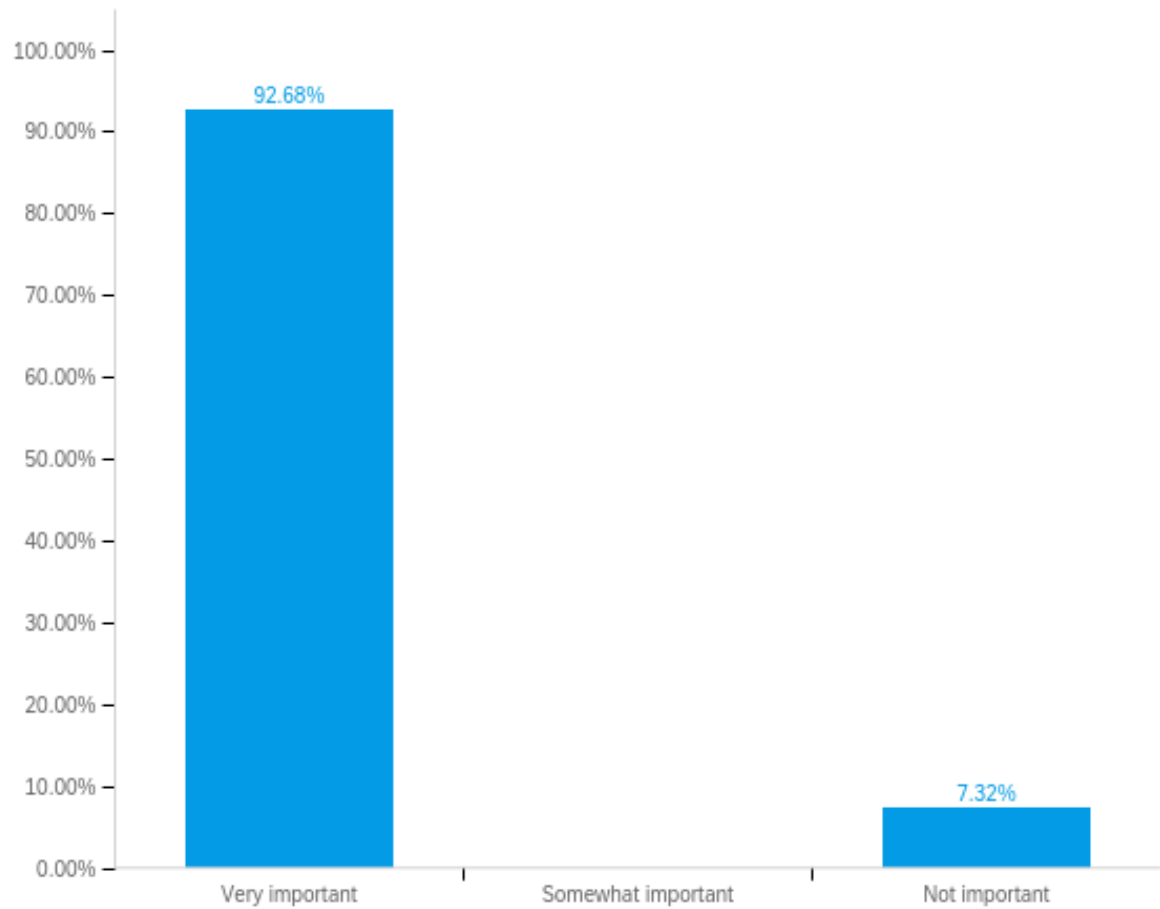
**Q32 - Perceptions of Education at Bridgewater State University: Please indicate your level of satisfaction with each item.**

Question	Extremely dissatisfied		Somewhat dissatisfied		Neither satisfied nor dissatisfied		Somewhat satisfied		Extremely satisfied		Total
Program Curriculum	0.00%	0	0.00%	0	7.32%	3	21.95%	9	70.73%	$\frac{2}{9}$	41
Supervised Field Experience (Practicum/Internship)	2.44%	1	2.44%	1	2.44%	1	31.71%	$\frac{1}{3}$	60.98%	$\frac{2}{5}$	41
Instructional Effectiveness	0.00%	0	2.44%	1	4.88%	2	14.63%	6	78.05%	$\frac{3}{2}$	41
Faculty Competence	0.00%	0	2.44%	1	0.00%	0	14.63%	6	82.93%	$\frac{3}{4}$	41
Faculty Accessibility/Availability	0.00%	0	4.88%	2	0.00%	0	9.76%	4	85.37%	$\frac{3}{5}$	41
Academic Advisement	0.00%	0	9.76%	4	2.44%	1	14.63%	6	73.17%	$\frac{3}{0}$	41
Academic Knowledge Received	0.00%	0	0.00%	0	2.44%	1	21.95%	9	75.61%	$\frac{3}{1}$	41
Facilities and Resources	0.00%	0	0.00%	0	9.76%	4	36.59%	$\frac{1}{5}$	53.66%	$\frac{2}{2}$	41
Faculty as Mentors	0.00%	0	7.32%	3	4.88%	2	9.76%	4	78.05%	$\frac{3}{2}$	41
Program Duration	0.00%	0	0.00%	0	7.32%	3	12.20%	5	80.49%	$\frac{3}{3}$	41

**Q33 - Please indicate your level of satisfaction with each specific academic area:**

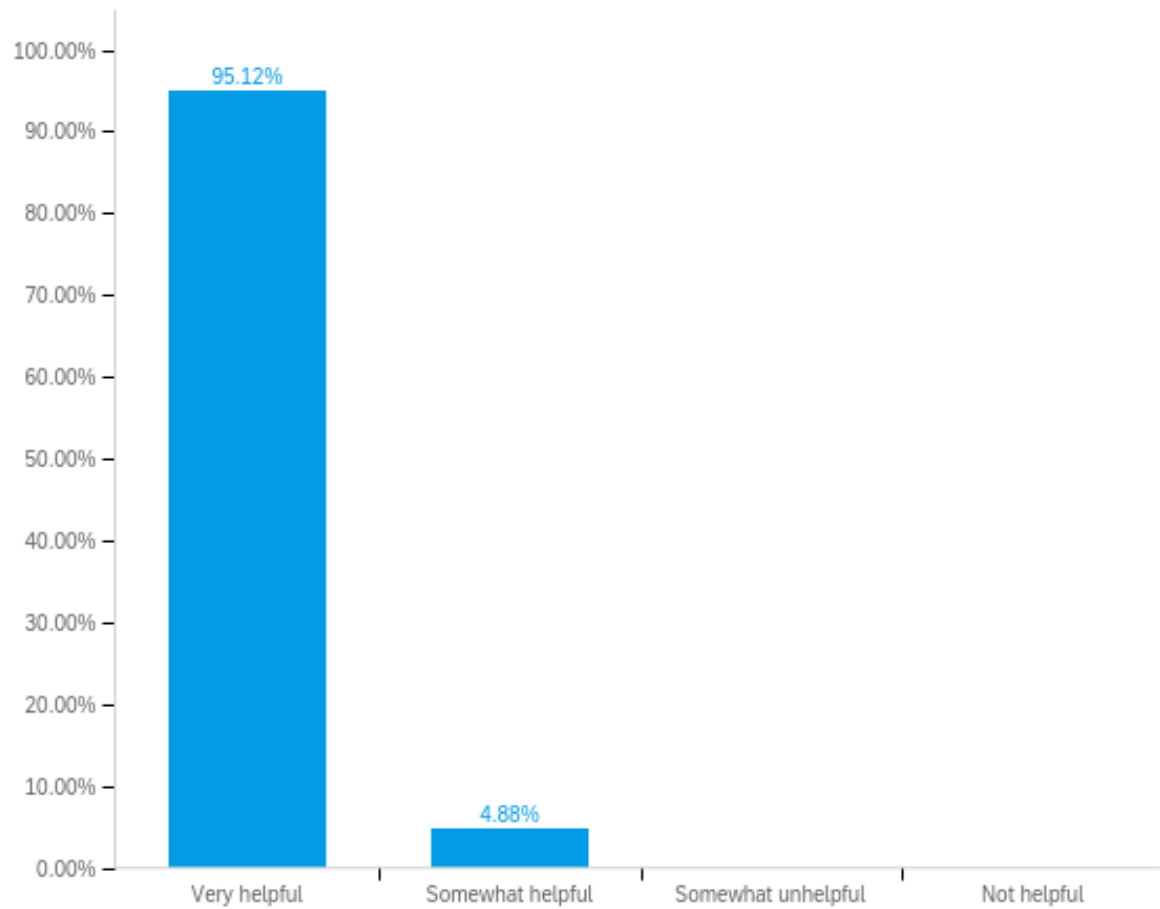
Question	Extremely dissatisfied		Somewhat dissatisfied		Neither satisfied nor dissatisfied		Somewhat satisfied		Extremely satisfied		Total
Individual Counseling	0.00%	0	0.00%	0	2.44%	1	29.27%	12	68.29%	28	41
Group Counseling	2.44%	1	0.00%	0	12.20%	5	31.71%	13	53.66%	22	41
Human Growth and Development	0.00%	0	0.00%	0	9.76%	4	26.83%	11	63.41%	26	41
Career Counseling	0.00%	0	2.44%	1	12.20%	5	17.07%	7	68.29%	28	41
Psychopathology	0.00%	0	2.44%	1	19.51%	8	29.27%	12	48.78%	20	41
Research Methods	0.00%	0	4.88%	2	19.51%	8	17.07%	7	58.54%	24	41
Multicultural Counseling	0.00%	0	0.00%	0	0.00%	0	24.39%	10	75.61%	31	41
Ethical/Legal Issues	2.44%	1	0.00%	0	0.00%	0	14.63%	6	82.93%	34	41
Assessment	2.44%	1	2.44%	1	17.07%	7	29.27%	12	48.78%	20	41
Counseling Theory	0.00%	0	0.00%	0	2.44%	1	17.07%	7	80.49%	33	41
Counseling Skills	0.00%	0	0.00%	0	0.00%	0	22.50%	9	77.50%	31	40
Specialized courses in your field of study (i.e., Mental Health, Mental Health Dual, School Counseling, Student Affairs)	0.00%	0	0.00%	0	7.50%	3	17.50%	7	75.00%	30	40

**Q35 - How important was obtaining a Master of Education for you in obtaining your current employment?**



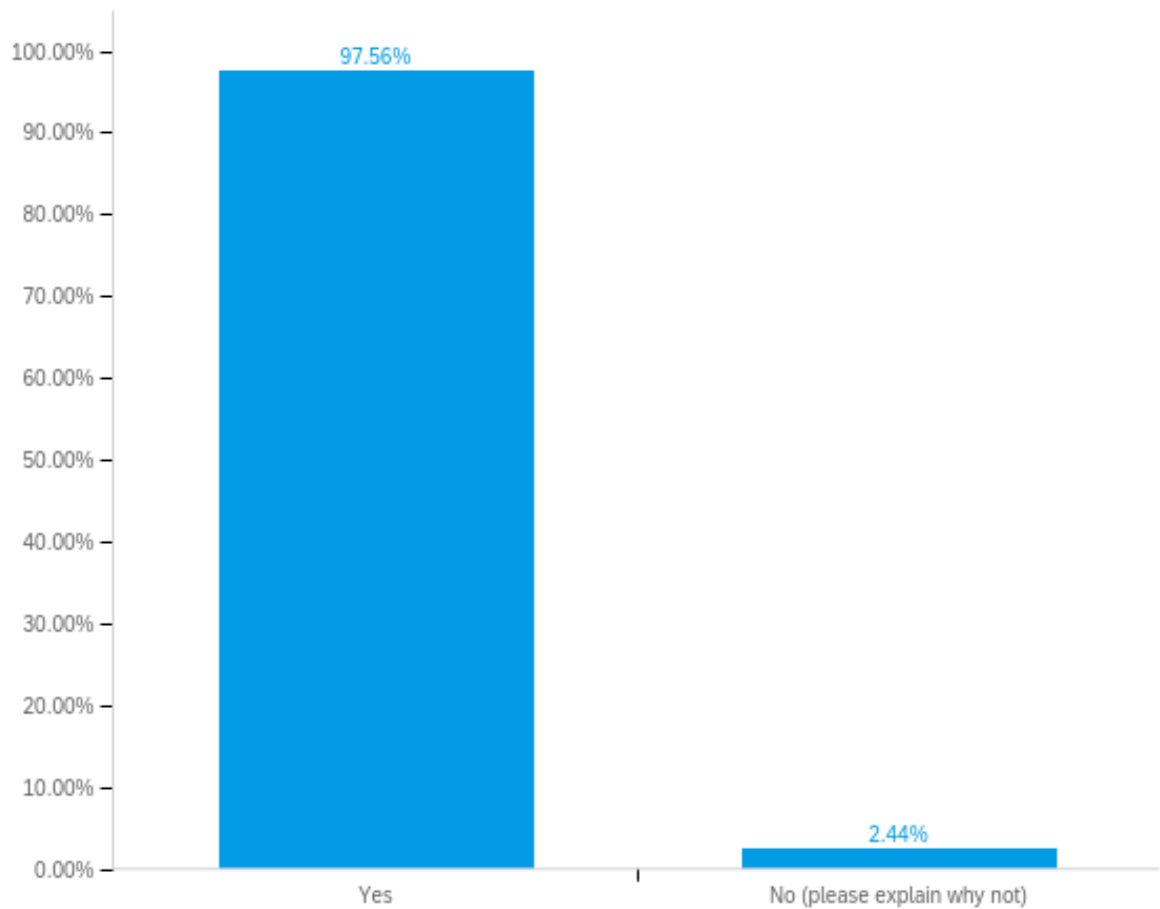
Answer (Count)	
Very important (38)	
Somewhat important (0)	
Not important (3)	
Total (41)	

**Q36 - How helpful do you feel that obtaining a Master of Education was in meeting your career goals?**



Answer (Count)	
Very helpful (39)	
Somewhat helpful (2)	
Somewhat unhelpful (0)	
Not helpful (0)	
Total (41)	

**Q37 - Would you recommend BSU's counselor education program to others?**



Answer (Count)

Yes (40)

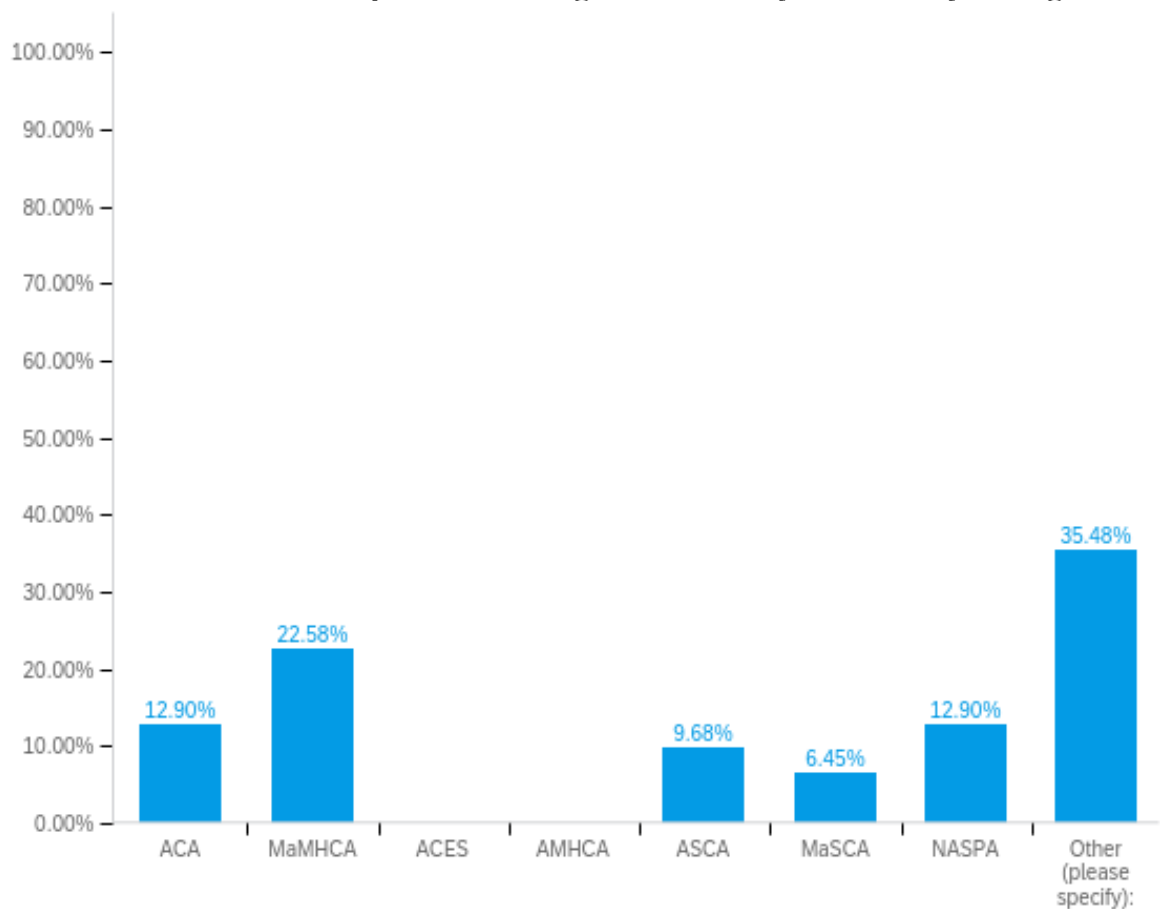
No (please explain why not): colleagues that attended various other institutions report much stronger cohort and competence (1)

Total (41)

**Q38 - Which aspects of BSU's counselor education program have been most valuable to you? (click all that apply)**

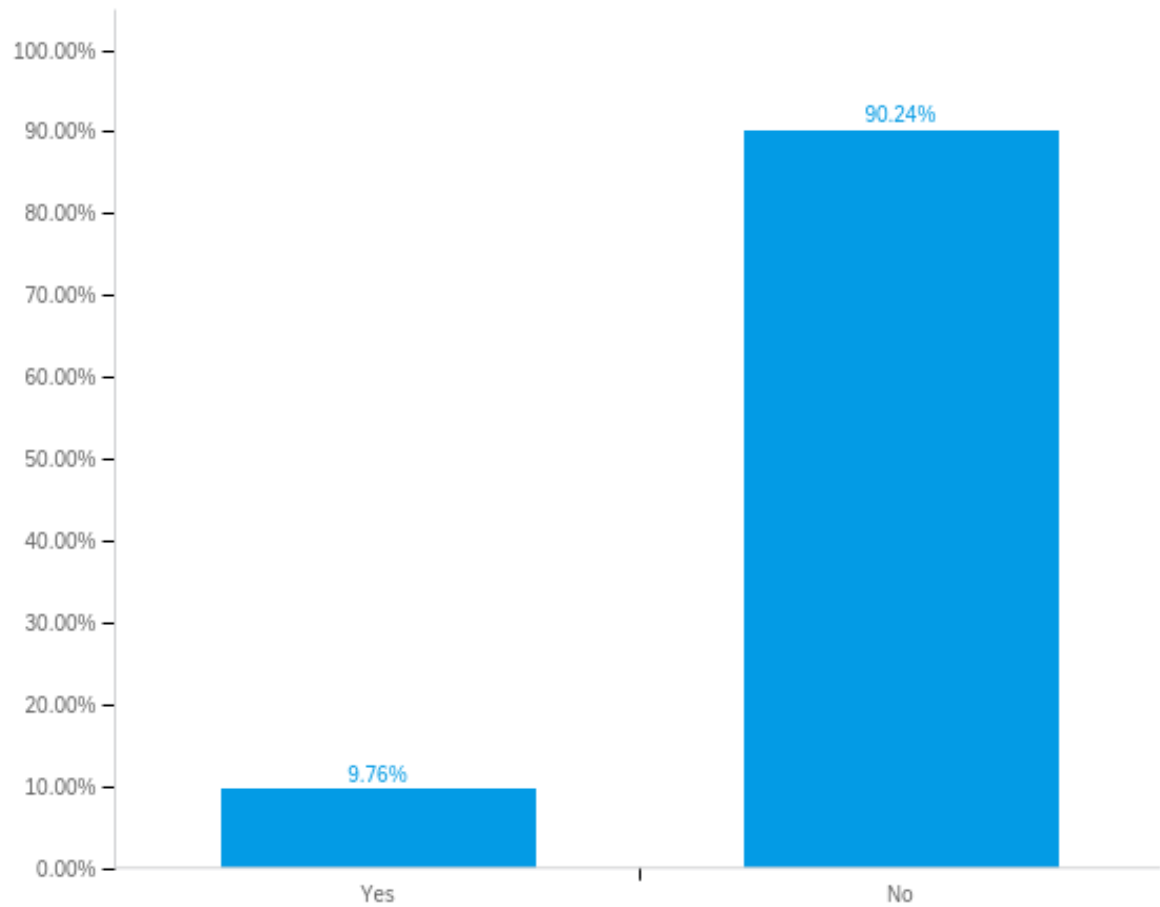
Answer (Count)	
Quality of instruction (30)	
Peer networking (13)	
Other (please specify): (1)	
Mentorship of professional skills and/or advocacy (16)	
Instilled commitment to ongoing professional learning (14)	
Fieldwork experience (31)	
Faculty expertise (32)	
Exposure and respect to multicultural considerations (22)	
Emphasis of ethical and legal aspects of my profession (14)	
Course offerings being online (9)	
Course offerings being in-person (20)	
Course offerings being hybrid (16)	
Comprehensive curriculum (24)	
Class sizes (29)	
CACREP accreditation (28)	
Academic advising (14)	
Total (313)	

**Q40 - Professional Activities: What professional organizations do you currently belong to?**



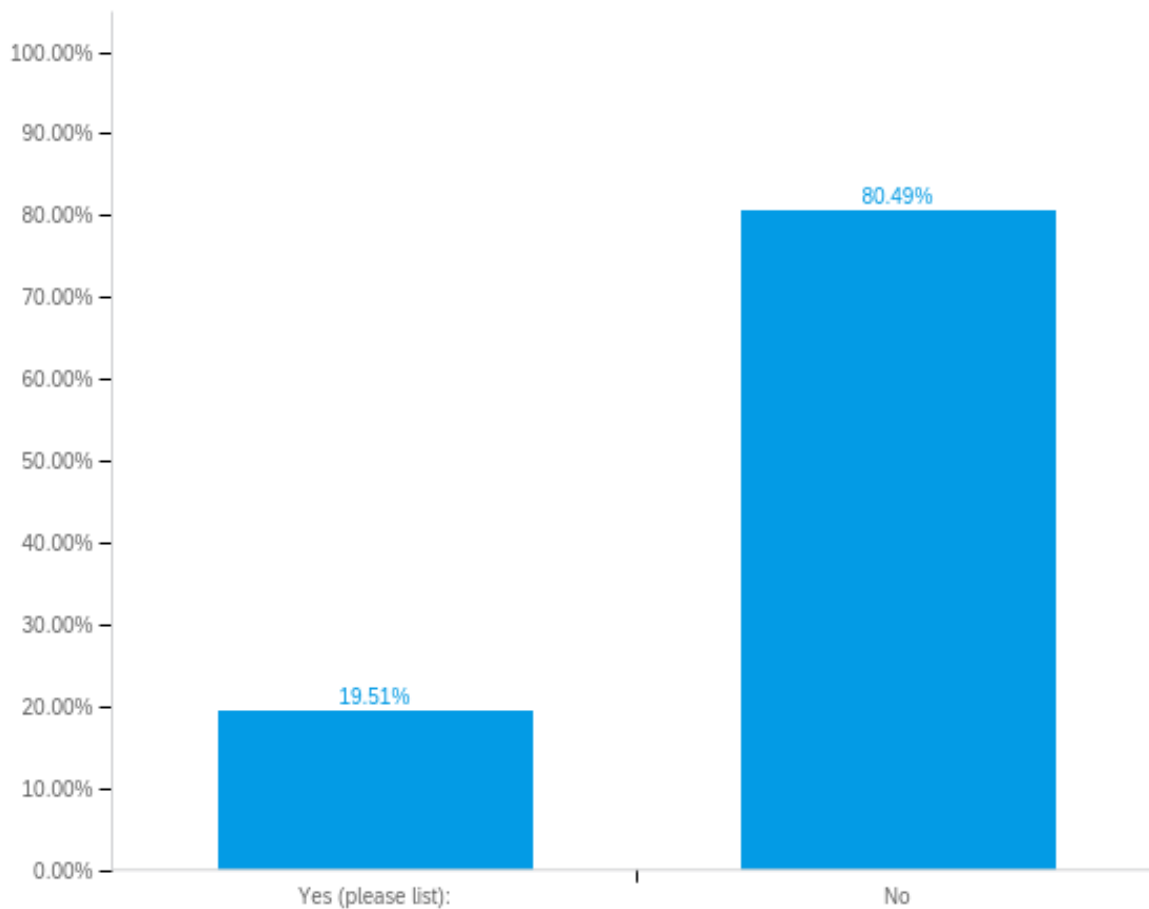
Answer (Count)	
ACA (4)	
MaMHCA (7)	
ACES (0)	
AMHCA (0)	
ASCA (3)	
MaSCA (2)	
NASPA (4)	
Other (please specify): ACA, ACES, Ohio Counseling Association, NCACES, ASERVIC, AMCD, ASGW; NACE; NACADA; NAAHP; Military and Veterans organizations; FSAC; ACA, RIMHCA, RIAPP; ACA, MaMHCA; ACA, ACES, RMACES (11)	
Total (31)	

**Q41 - Have you published any research or materials related to Mental Health Counseling/School Counseling/Student Affairs?**



Answer (Count)	
Yes (4)	
No (37)	
Total (41)	

**Q42 - Have you pursued any degree/certifications beyond the degree you received from our program?**



Answer (Count)

Yes (please list): PhD in Counselor Education and Supervision; NCC; ESOL Certification for FLDOE; EMDR training - working towards Certification through EMDRIA; Counselor Education and Supervision; working towards LPC from LPC-A; NCC; EMDR (8)

No (33)

Total (41)

### Main Take-Aways and Discussion

1. Response rate increased from 2022 (23%) to 2025 (42%).

2. The 2022 response rate was balanced across Mental Health Counseling (23%), Dual License (23%), School Counseling (22%), Student Affairs (22%). The 2025 response rate was more heavily weighted toward Mental Health Counseling (18) and Student Affairs (10), fewer dual license and school counseling respondents. Hence, we saw a shift toward Mental Health Counseling, with slightly less variety in 2025.
3. Both 2022 and 2025 survey participants were overwhelmingly female: 2022 (90.8%), 2025 (85%). There was a slight improvement in racial diversity, 2022 (98.7% White), 2025 (88% White).
4. Employment at the time of graduation has grown, 2022 (52% secured a job before or immediately after graduation); 2025 (58% in the first 6 months). We see a positive salary growth for first jobs in 2025 compared to 2022. In 2022, salaries were mainly between \$36,000–\$50,000; in 2025, more responses reported \$50,001–\$75,000 as most common.
5. The Department of Counselor Education has consistently and possibly slightly higher satisfaction rates in 2025. In 2022, most scores were “Good” to “Very Good” (e.g., Instructional Effectiveness 94%, Faculty Competence 92%). In 2025, there were higher satisfaction ratings; e.g., Faculty Accessibility 95%, Program Curriculum 93%, Faculty as Mentors 87%, “Extremely satisfied”.
6. Curriculum and advising concerns in 2022 featured: electives, course content relevance, student affairs track, practical fieldwork, advising inconsistencies, and building facilities. In 2025, we see similar themes, but increased requests for healthcare system navigation, private practice preparation, documentation skills, field site vetting, and cohort building. There is a strong consistency in core concerns (fieldwork, electives, facilities); new emphasis in 2025 on real-world clinical preparation.
7. In 2022, 96% would recommend the BSU program, and in 2025, 98% would recommend the BSU program, indicating powerful and stable alumni advocacy for the program.

#### Overall Trends between 2022 and 2025

Improvements	Consistent Strengths	Areas for Continued Focus
Alumni engagement increased (response rate + advocacy).	Faculty expertise, quality of instruction, fieldwork experience.	Fieldwork site quality and availability.
Positive trend in alumni salary at first employment.	High level of alumni professional engagement.	Advising structure and consistency.
Slight growth in student diversity.		Cohort-building and community development.
Stronger satisfaction in faculty accessibility and mentorship.		Preparation for private practice and real-world counseling logistics.

## Follow-Up Studies of Employment of Graduates

Every three years, a survey is sent to known employers of BSU graduates. Fall 2024 was the most recent time the surveys were sent for employers of graduates from 2019-2021. All surveys were sent via email with a Qualtrics link on September 12, 2024, September 27, 2024, and October 22, 2024. Employers were asked to rate how well the programs prepared the BSU employee for the field in each of the areas bolded in column one. We received a total of 17 responses (MH=8, MHDL=1, SA = 5, SC=3). For the purposes of this report, the Mental Health (n=8) and Mental Health Dual (n=1) employer evaluation results are combined.

**Response rates by program**

<b>Program</b>	<b>Evaluations Sent</b>	<b>Evaluations completed</b>	<b>Response Rate</b>
Mental Health Counseling	13	8	61.5%
Mental Health Counseling/Dual License	3	1	33.3%
School Counseling	6	3	50%
Student Affairs	9	5	55.5%
Total	31	17	54.8%

**Graduate Employer Mental Health Counseling Program Evaluation/ Mental Health Dual  
Counseling Program Evaluation**

<b>Question</b>	<b>Very Dissatisfied</b>		<b>Somewhat Dissatisfied</b>		<b>Neutral</b>		<b>Somewhat Satisfied</b>		<b>Very Satisfied</b>		<b>Total</b>
<b>Professionalism/Ethics/Identity as a Counselor</b>	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	9	9
<b>Social and Cultural Diversity/Advocacy/Social Justice</b>	0.00%	0	0.00%	0	0.00%	0	22.2%	2	77.8%	7	9
<b>Human Growth and Development</b>	0.00%	0	0.00%	0	0.00%	0	22.2%	2	77.8%	7	9
<b>Career/Lifestyle Development</b>	0.00%	0	0.00%	0	11.11%	1	44.4%	4	44.4%	4	9
<b>Helping Relationships and Counseling Theories</b>	0.00%	0	0.00%	0	0.00%	0	22.2%	2	77.8%	7	9
<b>Group Counseling</b>	0.00%	0	0.00%	0	33.33%	3	11.11%	1	55.5%	5	9
<b>Consultation/Collaboration</b>	0.00%	0	0.00%	0	0.00%	0	22.2%	2	77.8%	7	9
<b>Assessment/Diagnosis</b>	0.00%	0	0.00%	0	0.00%	0	11.11%	1	88.89%	8	9
<b>Research and Program Evaluation</b>	0.00%	0	0.00%	0	55.55%	5	11.11%	1	33.33%	3	9
<b>Use of Technology to Enhance Counseling</b>	0.00%	0	0.00%	0	22.22%	2	11.11%	1	66.67%	6	9
<b>Prevention and Intervention</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	3	66.66%	6	9
<b>Use of Supervision/Integration of Feedback by Peers and Supervisors</b>	0.00%	0	0.00%	0	0.00%	0	11.11%	1	88.89%	8	9
<b>Self-Reflection/Self-Awareness</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	3	66.66%	6	9

### Graduate Employer School Counseling Program Evaluation

Question	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Total
<b>Professionalism/Ethical practice/Identity as a Professional School Counselor</b>	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	3	3
<b>Social and Cultural Diversity/Advocacy/Social Justice</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
<b>Growth and Development of Children and Adolescents</b>	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	3	3
<b>Academic/ Career Development and Growth of Children and Adolescents</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
<b>Helping Relationships and Counseling Theories in a school-setting</b>	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	3	3
<b>Group Counseling</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
<b>School Counseling Core Curriculum</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
<b>Special Education and Responsive Services/ Prevention and Intervention</b>	0.00%	0	33.33%	1	0.00%	0	0.00%	0	66.67%	2	3
<b>Research and Program Evaluation</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
<b>Data Outcomes and School Assessments</b>	0.00%	0	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
<b>Individual Student Planning (academic, career, or personal/social issues)</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
<b>Consultation and Collaboration with School and Community</b>	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	3	3
<b>Legal, Ethical, and Professional Practice for School Counselors</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
<b>ASCA National Model and MaModel of Comprehensive School Counseling Programs</b>	0.00%	0	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
<b>Use of Supervision/ Integration of Feedback from Peers and Supervisors</b>	0.00%	0	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
<b>Self-Reflection/ Self-Awareness</b>	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3

## Graduate Employer Student Affairs Counseling Program Evaluation

Question	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		Total
Professionalism/Identity as a student affairs professional/Ethical practice	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	5	5
Social Justice and Inclusion	0.00%	0	0.00%	0	0.00%	0	40.00%	2	60.00%	3	5
Student Learning and Development	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	5	5
Law, Policy and Governance	0.00%	0	0.00%	0	60.00%	3	0.00%	0	40.00%	2	5
Career Information/Career Development	0.00%	0	0.00%	0	20.00%	1	0.00%	0	80.00%	4	5
Advising and Supporting Skills	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	5	5
Group Facilitation/Programming	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	5	5
Assessment, Evaluation and Research	0.00%	0	0.00%	0	20.00%	1	20.00%	1	60.00%	3	5
Consultation and Collaboration with Campus/Community Resources	0.00%	0	0.00%	0	0.00%	0	20.00%	1	80.00%	4	5
Use of Technology/Social Media	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	5	5
Organizational and Human Resources	0.00%	0	0.00%	0	20.00%	1	0.00%	0	80.00%	4	5
Use of Supervision/Integration of Feedback from Peers and Supervisors	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	5	5
Self-Reflection/Self-Awareness	0.00%	0	0.00%	0	0.00%	0	40.00%	2	60.00%	3	5

### Qualitative Feedback (Comments) from Supervisors across programs:

- Importantly, only 7 comments were received from supervisors (with no comments from any supervisors in the Mental Health Dual program). The aggregated themes, therefore, should be considered within that context.

### Main Takeaways from Supervisor Comments

- Strong Clinical and Counseling Competence**  
Interns were consistently described as **knowledgeable, well-prepared, and clinically competent**, with strong therapeutic and assessment skills that allow them to effectively support diverse client needs.

- **High Value to Internship Sites**  
Multiple supervisors highlighted that interns and employees from Bridgewater have been **essential contributors to their teams**, providing meaningful support in both **school-based** and **group practice** settings.
- **Cultural Responsiveness**  
Supervisors noted growth and ongoing learning in areas such as **cultural humility**, with specific recognition of interns' ability to work effectively with **Spanish-speaking populations**.
- **Program Quality and Preparation**  
The **Bridgewater State program was praised** for producing interns who are **well-equipped for field placements**, reflecting strong preparation and alignment with site expectations.
- **Relationship-Building and Team Integration**  
Interns were also recognized for their ability to **build rapport** easily with both students and staff, making them strong additions to professional teams.
- **Overall Satisfaction**  
Supervisors expressed a high level of **satisfaction with the program and the interns**, using phrases like “*excellent employee*,” “*asset to our team*,” and “*excellent program*.”

## Counselor Education and BSU Goal Alignment

Bridgewater State University's Strategic Plan Goals	Counselor Education Program Objective	Assessment Instrument	Results
<b>1. Student Success:</b> Focus our resources and decision making on the overarching priority of student success.	1 & 3	Confidential student feedback form  Graduating Student Exit Survey  Site Supervisor program evaluations	<ul style="list-style-type: none"> <li>Students and site supervisors consistently describe a supportive learning environment, including accessible and invested faculty, structured fieldwork advising, and career readiness preparation.</li> <li>Interns were frequently offered employment upon graduation, with over 80% hire rates in MH and MHD programs</li> </ul>
<b>2. Teaching and Learning Environment, Educational Opportunities:</b> Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative, and professional growth.	1, 2, 3	Confidential Student Feedback Form  Exit Survey	<ul style="list-style-type: none"> <li>Graduates across programs report high satisfaction with faculty mentorship, supervision, practical application, and instructional effectiveness.</li> <li>Over 90% of MH and MHD students rated multicultural, clinical, and theoretical training as very satisfactory</li> </ul>
<b>3. Employee Opportunities for Personal and Professional Growth:</b> Provide opportunities for personal and professional growth for faculty, librarians, and staff in support of professional progress.	Not applicable to CNED program objectives	Faculty CVs	<ul style="list-style-type: none"> <li>Faculty support for student and professional development is evident in responses. Students appreciated real-world expertise shared in class and extensive faculty availability. These align with CACREP mandates for faculty engagement and growth.</li> </ul>
<b>4. Regional Catalyst for Economic, Cultural, and Intellectual Engagement:</b> Serve as a regional catalyst for economic, cultural, and intellectual engagement.	3	Site supervisor evaluations  Site supervisor program evaluations	<ul style="list-style-type: none"> <li>Internship supervisors across all tracks praised student preparation, professionalism, and adaptability. Many cited their willingness to continue hosting interns, validating CNED's regional contribution to workforce development</li> </ul>
<b>5. Advance Higher Education Diversity and Social Justice:</b> Advance higher education diversity and social justice with impact in the region and beyond.	4	CNED dispositions  Site supervisor evaluations	<ul style="list-style-type: none"> <li>100% of students in exit surveys were rated by supervisors as meeting or exceeding expectations in multicultural awareness and advocacy. Students themselves noted curriculum strengths in social justice, though some desire even more application-focused diversity training</li> </ul>

# Appendices

## **Appendix I: Mental Health Counseling and School Counseling Competency Charts**

## CNMH 534

### The Professional Counselor: Standards, Ethics, & Legal Issues (3 credits)

Code	Standard	Assessment
	<b>Professional Counseling Orientation &amp; Ethics</b>	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
SecII.F.1.m.	the role of counseling supervision in the profession	
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
	<b>Clinical Mental Health Counseling</b>	
SecV.C.1.a.	history and development of clinical mental health counseling	
SecV.C.2.a.	roles and settings of clinical mental health counselors	
SecV.C.2.i.	legislation and government policy relevant to clinical mental health counseling	

**CNGC 529**  
**Multicultural Counseling (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Social &amp; Cultural Diversity</b>	
SecII.F.2.a.	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	
SecII.F.2.b.	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
SecII.F.2.c.	multicultural counseling competencies	
SecII.F.2.d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
SecII.F.2.e.	the effects of power and privilege for counselors and clients	
SecII.F.2.f.	help-seeking behaviors of diverse clients	
SecII.F.2.g.	the impact of spiritual beliefs on clients' and counselors' worldviews	
SecII.F.2.h.	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	
	<b>Counseling &amp; Helping Relationship</b>	
SecII.F.5.d.	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	
SecII.F.5.f.	counselor characteristics and behaviors that influence the counseling process	
	<b>Clinical Mental Health Counseling</b>	
SecV.2.j.	cultural factors relevant to clinical mental health counseling	

**CNMH 564**  
**Theories of Psychological Development (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Human Growth &amp; Development</b>	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development  <i>*this standard is jointly covered in CNMH568 Psychopathology</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
	<b>MA DESE</b>	
School Adjustment Counselor	Theories of normal and abnormal intellectual, social, and emotional development.	X

**CNGC 539**  
**Introduction to Career Counseling**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Career Development</b>	
SecII.F.4.a.	theories and models of career development, counseling, and decision making	
SecII.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	
SecII.F.4.c.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	
SecII.F.4.d.	approaches for assessing the conditions of the work environment on clients' life experiences	
SecII.F.4.e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	
SecII.F.4.f.	strategies for career development program planning, organization, implementation, administration, and evaluation	
SecII.F.4.g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	
SecII.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management	
SecII.F.4.i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	
SecII.F.4.j.	ethical and culturally relevant strategies for addressing career development	
	<b>School Counseling</b>	
Sec.V.G.1.c.	Models of P-12 comprehensive career development	
Sec.V.G.3.e.	Use of developmentally appropriate career counseling interventions and assessments	
	<b>DESE</b>	
School Guidance Counselor	i. Career Counseling	X

**CNGC 528**  
**Counseling Theories and Techniques for Mental Health Counseling**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Counseling &amp; Helping Relationships</b>	
SecII.F.5.a.	theories and models of counseling	
SecII.F.5.b.	a systems approach to conceptualizing clients	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
SecII.F.5.n.	processes for aiding students in developing a personal model of counseling	
	<b>Clinical Mental Health Counseling</b>	
SecV.1.b.	theories and models related to clinical mental health counseling	
SecV.3.b.	techniques and interventions for prevention and treatment of a broad range of mental health issues	
SecV.3.e.	strategies to advocate for persons with mental health issues	
	<b>MA DESE</b>	
School Adjustment Counselor	Principles of therapeutic relationships.	

### Group I: Theory and Practice of Group Interaction (3 credits)

Code	Standard	Assessment
	<b>Group Counseling &amp; Group Work</b>	
SecII.F.6.a.	theoretical foundations of group counseling and group work	
SecII.F.6.b.	dynamics associated with group process and development	
SecII.F.6.c.	therapeutic factors and how they contribute to group effectiveness	
SecII.F.6.d.	characteristics and functions of effective group leaders	
SecII.F.6.e.	approaches to group formation, including recruiting, screening, and selecting members	
SecII.F.6.f.	types of groups and other considerations that affect conducting groups in varied settings	
SecII.F.6.g.	ethical and culturally relevant strategies for designing and facilitating groups	
	<b>DESE</b>	
School Counselor	1. group counseling and group leadership	X

### CNGC 520

### Group Experience (Pass/No Pass – 0 credits)

Code	Standard	Assessment
	<b>Group Counseling &amp; Group Work</b>	
SecII.F.6.h.	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	

**CNGC 532**  
**Psychological Assessment (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Assessment &amp; Testing</b>	
SecII.F.7.a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling	
SecII.F.7.b.	methods of effectively preparing for and conducting initial assessment meetings	
SecII.F.7.e.	use of assessments for diagnostic and intervention planning purposes	
SecII.F.7.f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	
SecII.F.7.g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	
SecII.F.7.h.	reliability and validity in the use of assessments	
SecII.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development	
SecII.F.7.j.	use of environmental assessments and systematic behavioral observations	
SecII.F.7.k.	use of symptom checklists, and personality and psychological testing	
SecII.F.7.l.	use of assessment results to diagnose developmental, behavioral, and mental disorders	
SecII.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
	<b>Clinical Mental Health Counseling</b>	
SecV.1.e.	psychological tests and assessments specific to clinical mental health counseling	
SecV.3.a.	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	
	<b>School Counseling</b>	
Sec.V.G.1.e.	assessments specific to P-12 education	
	<b>DESE</b>	
School Adjustment Counselor	e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.	X
School Counselor	b. understanding and interpretation of Massachusetts Comprehensive System (MCAS) and other academic test results to students, teachers, and parents	X

**CNGC 500**  
**Research and Evaluation (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Research &amp; Program Evaluation</b>	
SecII.F.8.a.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	
SecII.F.8.b.	identification of evidence-based counseling practices	
SecII.F.8.c.	needs assessments	
SecII.F.8.d.	development of outcome measures for counseling programs	
SecII.F.8.e.	evaluation of counseling interventions and programs	
SecII.F.8.f.	qualitative, quantitative, and mixed research methods	
SecII.F.8.g.	designs used in research and program evaluation	
SecII.F.8.h.	statistical methods used in conducting research and program evaluation	
SecII.F.8.i.	analysis and use of data in counseling	
SecII.F.8.j.	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
	<b>DESE</b>	
School Counselor	k. knowledge of statistics, research design, and research in guidance counseling	X

**CNMH 568**  
**Psychopathology (3 credits)**

	<b>Human Growth &amp; Development</b>	
SecII.F.3.c.	theories of normal and abnormal personality development* <i>this standard is jointly covered in CNMH546 Theories of Psychological Development</i>	
<b>Code</b>	<b>Clinical Mental Health Counseling</b>	<b>Assessment</b>
SecV.2.b.	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	
SecV.2.d.	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	
SecV.2.e.	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	
SecV.C.2.g	impact of biological and neurological mechanisms on mental health	
SecV.C.2.h.	classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	
	<b>MA DESE</b>	
School Adjustment Counselor	Theories of normal and abnormal intellectual, social, and emotional development.	X
School Adjustment Counselor	Learning disorders, including emotional issues affecting student achievement, and their treatment.	X
School Adjustment Counselor	h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders	X

**CNGC 583**  
**Crisis and Trauma Counseling (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Professional Counseling Orientation &amp; Ethics</b>	
SecII.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
	<b>Human Growth &amp; Development</b>	
SecII.F.3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	
	<b>Counseling and Human Relationships</b>	
SecII.F.5.l.	suicide prevention models and strategies	
SecII.F.5.m.	crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid	
	<b>Assessment &amp; Testing</b>	
SecII.F.7.c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	
	<b>Mental Health</b>	
SecV.C.2.f.	impact of crisis and trauma on individuals with mental health diagnoses	
	<b>School Counseling</b>	
SecV.G.2.e.	school counselor roles and responsibilities in relation to school emergency management plans, and crises, disasters, and trauma	
Sec.V.G.2.i.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	
	<b>DESE</b>	
School Adjustment Counselor	d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.	X
School Counseling	f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students	

## **CNMH 540**

### **Substance Use and Addiction Disorders (3.0 credits)**

<b>Code</b>	<b>Clinical Mental Health Counseling</b>	<b>Assessment</b>
SecV.C.1.d	neurobiological and medical foundation and etiology of addiction and co-occurring disorders	
SecV.C.3.c	strategies for interfacing with the legal system regarding behavioral court-referred clients	
	<b>Human Growth and Development</b>	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	

**CNMH 570**  
**Advanced Applied Counseling: Mental Health Counselor**  
**(100 hours; 3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Counseling &amp; Helping Relationships</b>	
SecII.F.5.e.	the impact of technology on the counseling process	
SecII.F.5.h.	developmentally relevant counseling treatment or intervention plans	
SecII.F.5.i.	development of measurable outcomes for clients	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community- based resources	
	<b>Assessment &amp; Testing</b>	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	<i>*Fieldwork requirement to complete the MA mandated reporter training.</i>
	<b>Clinical Mental Health Counseling</b>	
SecV.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	
	<b>Professional Practice</b>	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	<b>Practicum</b>	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	

SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

**CNMH 571**  
**Internship: Mental Health Counselor**  
**(Total of 600 hours; 12 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Professional Practice</b>	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	<b>Internship</b>	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.L.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	
SecIII.M.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the	

	supervision of a counselor education program faculty member.	
	<b>Clinical Mental Health Counseling</b>	
SecV.2.c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	*Required “Site Presentation”. Readings from Fieldwork Orientation Required Text.
SecV.2.m.	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Readings from Fieldwork Orientation Required Text.
SecV.3.d.	strategies for interfacing with integrated behavioral health care professionals	Readings from Fieldwork Orientation Required Text.

## CNSC 515

### Ethical and Legal Issues for the School Counselor (3 credits)

Code	Standard	Assessment
	<b>Professional Counseling Orientation &amp; Ethics</b>	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
SecII.F.1.m.	the role of counseling supervision in the profession	
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.e.	the impact of technology on the counseling process	
	<b>School Counseling</b>	
SecV.G.2.l.	professional organizations, preparation standards, and credential relevant to the practice of school counseling	

SecV.G.2.m.	legislation and government policy relevant to school counseling	
SecV.G.2.n.	legal and ethical considerations specific to school counseling	
	<b>DESE Standard</b>	
School Counselor	h. federal, state, municipal, and school laws and regulations	X

**CNSC 516**  
**Foundations in School Counseling (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>School Counseling</b>	
SecV.G.1.a	history and development of school counseling	
SecV.G.1.b	models of school counseling programs	
SecV.G.2.a	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	
SecV.G.2.c	school counselor roles in relation to college and career readiness	
SecV.G.2.f	competencies to advocate for school counseling roles	
SecV.G.2.j	qualities and styles of effective leadership in schools	
SecV.G.3.a	development of school counseling program mission statements and objectives	
SecV.G.3.b	design and evaluation of school counseling programs	
	<b>DESE Standard</b>	
School Counselor	g. philosophy, principles, and practice in school guidance counseling	X

**CNSC 517**  
**Evidence Based School Counseling Practices (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
	<b>School Counseling</b>	
SecV.G.3.d.	interventions to promote academic development	
SecV.G.3.m.	strategies for implementing and coordinating peer intervention programs	
SecV.G.3.n.	use of accountability data to inform decision making	
SecV.G.3.o.	use of data to advocate for programs and students	
	<b>DESE Standards</b>	
School Counselor	a. familiarity with the Curriculum Frameworks and their use in advising responsibilities of the guidance counselor	X

**CNGC 514 Development through the Lifespan  
(3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Human Growth &amp; Development</b>	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development  <i>*this standard is jointly covered in CNSC 521 Behavioral, Emotional, and Learning Disorders</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
	<b>DESE Standards</b>	
School Counselor	c. psychology of learning	X
School Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X

**CNSC 521**  
**Clinical Issues for the School Counselor (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Human Growth &amp; Development</b>	
SecII.F.3.c.	theories of normal and abnormal personality development  <i>*this standard is jointly covered in CNSC 520 Development through the Lifespan</i>	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
	<b>School Counseling</b>	
SecV.G.2.g.	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	
Sec.V.G.2.h.	common medications that affect learning, behavior, and mood in children and adolescents	
SecV.G.3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	
	<b>DESE Standards</b>	
School Counselor	d. understanding the diagnosis and treatment of learning and behavior disorders	X
School Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X
School Counselor	f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students	X

**CNSC 524**  
**Applied School Counseling (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Professional Counseling Orientation &amp; Ethics</b>	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.g.	essential interviewing, counseling, and case conceptualization skills	
Sec.II.F.5.h.	developmentally relevant counseling treatment or intervention plans	
Sec.II.F.5.i.	development of measurable outcomes for clients	
	<b>School Counseling</b>	
SecV.G.3.c.	core curriculum design, lesson plan development, classroom management, strategies, and differentiated instructional strategies	
SecV.G.3.f.	techniques of personal/social counseling in school settings	

**CNSC 526**  
**Consultation and Collaboration for School Counselors (3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Counseling and Helping Relationships</b>	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community-based resources	
	<b>School Counseling</b>	
SecV.G.1.d.	models of school-based collaboration and consultation	
SecV.G.2.b.	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	
SecV.G.2.d.	school counselor roles in school leadership and multidisciplinary teams	
SecV.G.2.k.	community resources and referral sources	
SecV.G.3.g.	strategies to facilitate school and postsecondary transitions	
SecV.G.3.i.	approaches to increase promotion and graduation rates	
Sec.V.G.3.j.	interventions to promote college and career readiness	
SecV.G.3.k.	strategies to promote equity in student achievement and college access	
SecV.G.3.l.	techniques to foster collaboration and teamwork within schools	
	<b>DESE Standards</b>	
School Counselor	j. resources within the school system or the community for referral	X
School Counselor	m. development of skills for consultation with parents, teachers, and administrators	X
School Counselor	n. college counseling and use of college and other post-secondary resource materials (grades 5-12)	X

**CNSC 570/580**  
**Advanced Applied Counseling: School Counselor**  
**(100 hours; 3 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Professional Practice</b>	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	<b>Practicum</b>	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	
SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

**CNSC 571/581**  
**Practicum: School Counselor**  
**(Total of 600 hours; 12 credits)**

<b>Code</b>	<b>Standard</b>	<b>Assessment</b>
	<b>Professional Practice</b>	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	<b>Internship</b>	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.L.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	
SecIII.M.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

## **Appendix II: Student Affairs Counseling Competency Charts**

<b>COMPETENCY</b>	<b>DESCRIPTION</b>	<b>COURSE(S)</b>
Advising & Supporting (A/S)	Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.	CNSA 530: Helping Skills for student affairs professionals CNGC 538 Group Class and CNGC 520 Group Experience
Assessment, Evaluation & Research (AER)	Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.	CNGC 500 Research primarily Sometimes also addresses in CNSA 515 Foundation in Higher Education
Law, Policy & Governance (LPG)	Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.	CNSA 520 Ethical and Legal Issues in Student Affairs
Leadership (LEAD)	Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the	CNSA 525 Higher Education Administration CNSA 520 Ethical and Legal Issues

	individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.	CNSA 571 internship  (Chi Sigma Alpha is also an opportunity for this)
Organizational & Human Resources (OHR)	Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.	CNSA 515 Foundation in Higher Education CNSA 525 Higher Education Administration
Personal & Ethical Foundations (PEF)	Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of	CNSA 520 Ethical and Legal Issues in Student Affairs CNSA 530 Helping Skills

	<p>ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.</p>	
Social Justice & Inclusion (SJI)	<p>While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social</p>	CNGC 529- multiculturalism

	consciousness, and repairing past and current harms on campus communities.	
Student Learning & Development (SLD)	Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice	CNSA 510 Student Development Theory CNGC 528 Counseling Theories and techniques
Technology (TECH)	Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.	CNSA 510 CNSA 520 CNSA 571
Values, Philosophy & History (VPH)	Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of	CNSA 515 Foundations

	the profession's history, philosophy, and values.	
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**Note:** All Competencies Reflect the ACPA/NASPA Competencies and the Student Affairs Counseling Program at Bridgewater State University.

### **Reference**

NASPA & ACPA. (2016). *Professional competency areas for student affairs practitioners*. Washington, D.C.: College Student Educators International.

### **Appendix III: Letter to Constituents**



July 15, 2025

Dear Stakeholder,

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling, and the Student Affairs programs. This assessment report contains analyzed data from all stakeholders, such as yourself. The assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

Please accept the department's sincerest gratitude for your ongoing commitment to providing feedback which is essential to our program evaluation.

Sincerely,

**M. Nikki Freeburg**

M. Nikki Freeburg, PhD  
Professor and Chairperson  
Department of Counselor Education  
Bridgewater State University  
Bridgewater, Massachusetts 02325

## **Appendix IV: Course Syllabus Template**

**\*Delete gray areas. They are placed to draw your attention to content that needs to be addressed. Replace content in bold with your information.**



Bridgewater State University  
Department of Counselor Education

**Course #, Course Name**  
**Semester**

Instructor: **Name**  
Phone: **Number**  
Office: **Location**  
Email: **Email**  
Office Hours: **Method/Times/Link/Etc.**

**Course #, Course Name (Credit hours)**  
**Course Description from Catalog**

## **University and Department Policies and Information**

The following University and Department Policies and Information can be found at the link below:

- Notice to Non-Matriculated Students
- Professional Expectations
- Classroom Learning Needs
- Title IX and Sexual Violence
- Second Language Services in the Academic Achievement Center
- Inclement Weather Policy
- Grade Policies and Academic Integrity
- Personal Counseling Resource
- Student Crisis Resources
- Disposition Policy
- Remediation Policy

[Click here to be directed to University and Department Policies](#)

### **Massachusetts LMHC Required Academic Work**

Eligible applicants who matriculated into their degree program on or after July 1, 2017 must meet components of the degrees listed in 262 CMR 2.05(1). This course meets the requirement for:

Keep only the one course definition below that meets this course, if applicable. Delete all others.

1. **Counseling Theory.** Examination of the major theories, principles and techniques of Mental Health Counseling and their application to professional counseling settings. Understanding and applying theoretical perspectives with clients.
2. **Human Growth and Development.** Understanding the nature and needs of individuals at all developmental stages of life. Understanding major theories of physical, cognitive, affective and social development and their application to Mental Health Counseling practice.
3. **Psychopathology.** Identification and diagnosis and mental health treatment planning for abnormal, deviant, or psychopathological behavior, includes assessments and treatment procedures.
4. **Social and Cultural Foundations.** Theories of multicultural counseling, issues and trends of a multicultural and diverse society. Foundational knowledge and skills needed to provide Mental Health Counseling services to diverse populations in a culturally competent manner.
5. **Clinical Skills.** Understanding of the theoretical bases of the counseling processes, Mental Health Counseling techniques, and their therapeutic applications. Understanding and practice of counseling skills necessary for the mental health counselor.
6. **Group Work.** Theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles. Understanding of the dynamics and processes of Mental Health (therapeutic, psychosocial, psycho-educational) groups.
7. **Special Treatment Issues.** Areas relevant to the practice of Mental Health Counseling, i.e. psychopharmacology, substance abuse, school or career issues, marriage and family treatment,

sexuality and lifestyle choices, treating special populations.

8. Appraisal. Individual and group educational and psychometric theories and approaches to appraisal. Examination of the various instruments and methods of psychological appraisal and assessment including, but not limited to, cognitive, affective, and personality assessment utilized by the mental health counselor. The function of measurement and evaluation, purposes of testing, reliability and validity.

9. Research and Evaluation. Understanding social science research, evaluative methodologies and strategies, types of research, program evaluation, needs assessments, ethical and legal considerations.

10. Professional Orientation. Understanding of professional roles and functions of Mental Health Counselors, with particular emphasis on legal and ethical standards. Ethical case conceptualization, analysis and decision making as it relates to clinical practice. Knowledge and understanding of the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association. Understanding of licensure and regulatory practices.

#### Disposition Policy

All instructors submit a disposition assessment of each student in each course. Please review the Assessment Handbook for further information.

#### Remediation Policy

See Assessment Handbook and the Office of Graduate Studies website.

#### Required Texts (and materials, if applicable):

#### Required readings that embody current counseling-related research (CACREP Section 2.E.):

#### Method of Instruction:

#### Measurement of Student Success:

#### Including weighted course assignments and descriptions

#### Schedule:

#### Course CACREP Standards and Assessments

Most of our courses have required CACREP standards that must be addressed. To achieve this:

1. Shift to the end of this template and look through the CACREP grids to find the one that represents this course. Cut and paste it here. Delete all of the other grids<sup>4</sup>.
2. Complete the grid by identifying **both** where a student is *introduced to the content* (i.e. chapter that covers the topic) and also *how they are assessed* (i.e. paper, exam, etc.) on the course content in the “Assessment” column.

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<sup>4</sup> For the purposes of this report, the grids of the courses and their standards have been removed since they are included in Appendix I and Appendix II of this document. Counselor Education faculty can access the grids and the syllabus template in our Department of Counselor Education Full-Time Faculty and Visiting Lecturers blackboard site. There is also an instructional video available on the site.

3. If you do not find a grid for your class, delete the heading “Course CACREP Standards and Assessments”.

### Key Performance Indicator (KPI) Assignment

Please note that with the exception of electives and fieldwork courses (which will be addressed next), all of our academic courses require a Key Performance Indicator assignment. If you are teaching an elective or clinical fieldwork course delete this section.

We use the KPI assignments to “Introduce” key counseling content in the “Cognitive” method. This signature assignment should be part of the overall course assessment material, most likely a culmination assignment of the entire course’s content. The assignment ideally covers several CACREP standards and focuses on highlighting knowledge across the four Program Objectives the Department of Counselor Education has established for itself.

You may use the required syllabus grid (below) as a method to briefly highlight the KPI assignment and expand it more comprehensively later in your syllabus when you address all other measured expectations of the course.

Review your assignment and identify as many CACREP standards (using the grid from above) to fill the middle column below (just identify the standard code). Briefly describe the assignment component that fit the appropriate program objective in the right column.

At the end of the semester you will provide a final grade for this assignment in the form of % as well as a Cognitive Rubric score (below) to the Department of Counselor Education for program evaluation. If you have a KPI leave the Cognitive Rubric in your syllabi and delete the Affective Rubric.

This assignment has been identified as a “signature assignment” in which the four Program Objectives of the Department of Counselor Education are showcased. Your score on this assignment will be used in both the assessment of your progress in the program but also the program’s ability to meet their educational goals. Your final grade on this assignment will be shared with faculty at the mid-semester review and potentially discussed with your advisor at some point. You will be given a score on this assignment (which will be used towards your final grade calculation) and a rubrics score (not used towards your final grade in the course). Any areas on the rubrics in which you receive a score less than 3 will initiate an “Ongoing Competency” meeting with your instructor (and in some cases your advisor and the Department Chair).

Key Performance Indicator Assignment Title:  
Description:

<b>Program Objective</b>	<b>CACREP Standards</b>	<b>Assignment Components</b>
Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.		
Foster the development of expertise in counseling skills.		
Instill a commitment to uphold best practices within counseling and student affairs professions.		
Cultivate diversity and social justice competence within counseling and student affairs professions.		

### KPI Cognitive Rubric

	Exemplary (4)	Proficient (3)	Approaching (2)	Unacceptable (1)
Professional Identity	Student demonstrates a sophisticated understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.	Student demonstrates an accurate understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.	Student demonstrates some understanding of the professional roles and responsibilities of a counselor in the context of this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.
Counseling Skills	Student demonstrates a sophisticated understanding of the counseling skills that are relevant to this subject matter.	Student demonstrates an accurate understanding of the counseling skills that are relevant to this subject matter.	Student demonstrates some understanding of the counseling skills that are relevant to this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of the counseling skills that are relevant to this subject matter.
Best Practices	Student effectively synthesizes current, professional research from a variety of perspectives/viewpoints.	Student adequately summarizes current professional research.	Student provides a superficial summary of current professional research.	Student references the research of others.
Cultural Competence	Student demonstrates a sophisticated understanding of multicultural considerations in the context of this subject matter.	Student demonstrates an accurate understanding of multicultural considerations in the context of this subject matter.	Student demonstrates some understanding of multicultural considerations in the context of this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of multicultural considerations in the context of this subject matter.

### Affective/Reinforcement Assignment

If you used the KPI cognitive/introduction grid above, delete this section and the Affective Rubric below it.

If this syllabus is for an Advanced Applied course you are responsible for contributing data for the “Reinforcement” and “Affect” portion of the student and program evaluation plan (assessed by the affective journal assignments outlined in the grid below). If this syllabus is for an Internship course you are part of the “Mastery” and “Behavior” part of the student and program evaluation plan (assessed by the site-supervisor evaluations and results of the CPCE exam). You may use the Advanced Applied journals as part of your overall course grade but not in Internship due to the potential of all students not having the same amount of journals to write.

In Advanced Applied students should be made responsible to write five papers using the outlined course assignment in the grid below for the following content areas:

1. Group
2. Theories
3. Multicultural
4. Ethics
5. Human Growth and Development (not applicable for SA and addressed in School counseling in the following courses: XXXXX)

In Internship courses students should be made responsible to write 1 paper for each of the 3 credits of fieldwork they are enrolled in until they have written a total of 4 papers. The final four content areas are:

1. Research
2. Assessment
3. Career
4. Specialty (MH, SCH, SA)

Your responsibilities as the instructor are:

1. In the case of Internship courses, poll your students on the first day of class to determine which courses they have completed or currently enrolled in. Collaborate to make a plan for which of the content areas that you will require them to complete a paper on. In the event there is a challenge (such as a student not having taken any of the listed areas yet) contact their advisor and the appropriate program director to make an accommodation plan.
2. Decide on the deadline of your papers over the course of the semester. You are encouraged to not make them all due at the same time.

Use the KPI Affect Rubrics to grade the journal and report your scores to the Department of Counselor Education (you will receive an email requesting them).

Over the course of your clinical fieldwork experiences you are responsible to write 9 reflection journals (7 for SA students). These journals are the second data collection point in the ongoing assessment of you and the Department of Counselor Education’s ability to meet the program objectives. In collaboration with your fieldwork instructors you will identify which topics you will need to complete each semester until you have completed them all.

Reflection journals should be one page, single-spaced, and address each of the four “Assignment Components”. In the grid where you see the double asterisks insert the content area. For example, if you were writing about Ethics you would read the first program objective assignment component as:

*“Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content **of ethics** into your fieldwork experience up to this point.”*

Alternatively, if you were writing about Group work it would read:

*“Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content **of group work** into your fieldwork experience up to this point.”*

Each of your journals will be graded using the KPI Affect Rubric (below). Any areas on the rubrics in which you receive a score less than 3 will initiate an “Ongoing Competency” meeting with your instructor (and in some cases your advisor and the Department Chair).

Affective/Reinforcement Assignment CACREP Core Area:

*\*\*Insert the appropriate course topic Research, Assessment, Career, Development, Multicultural, Ethics, Group, Theories, Specialty (MH, SA, SC). One journal must be completed for each topic.*

Program Objective (Assignment Components)	
Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions. (Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content of ** into your fieldwork experience up to this point. Describe your observations and integration of knowledge as it pertains to the professional roles and responsibilities of a counselor/student affairs professional.)	

Program Objective (Assignment Components)	
Foster the development of expertise in counseling skills. (Provide an example of a time when you employed the use of your knowledge/skills attained in your course on **. Share what you did and how that action assisted in developing your skill set as a counselor/student affairs professional.)	
Instill a commitment to uphold best practices within counseling and student affairs professions. (You have been introduced to best practices in each of your core content area courses. Based on the course content of** for this journal, describe how, when, and where best practices are being implemented and what are your observations (thoughts and/or reactions)?)	
Cultivate diversity and social justice competence within counseling and student affairs professions. (Reflect on how cultural diversity and social justice is addressed at your fieldwork placement. Based on our reflections, what have you observed? What do you believe to be important to uphold in consideration of culture and advocacy while working with clients/students (based on content area of **)?)	

### KPI Affective Rubric

	Exemplary (4)	Proficient (3)	Approaching (2)	Unacceptable (1)
Professional Identity	Student demonstrates a high level of analysis, reflection, and insight regarding how their professional identity connects with the subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding how their professional identity connects with the subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear how their professional identity connects with the subject matter	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between professional identity and the subject matter.
Counseling Skills	Student demonstrates a high level of analysis, reflection, and insight regarding the counseling skills required for this subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding the counseling skills required for this subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear which counseling skills are required for this subject matter.	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between counseling skills and the subject matter.
Best Practices	Student demonstrates a high level of analysis, reflection, and insight regarding best practices within the subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding best practices within the subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear what best practice are and how they connect with the subject matter	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between best practices and the subject matter.
Cultural Competence	Student demonstrates a high level of analysis, reflection, and insight regarding cultural understanding and advocacy connected to the subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding cultural understanding and advocacy connected to the subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. The connection between the subject matter and cultural understanding and advocacy is unclear.	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between cultural understanding and advocacy and the subject matter.

