



DEPARTMENT OF COUNSELING

**Annual Report for the School Counseling (SC) and
Mental Health Counseling (MHC)**

2024-2025

Annual Report for the School Counseling (SC) and Mental Health Counseling (MHC) Programs – Department of Counseling, Mercy University

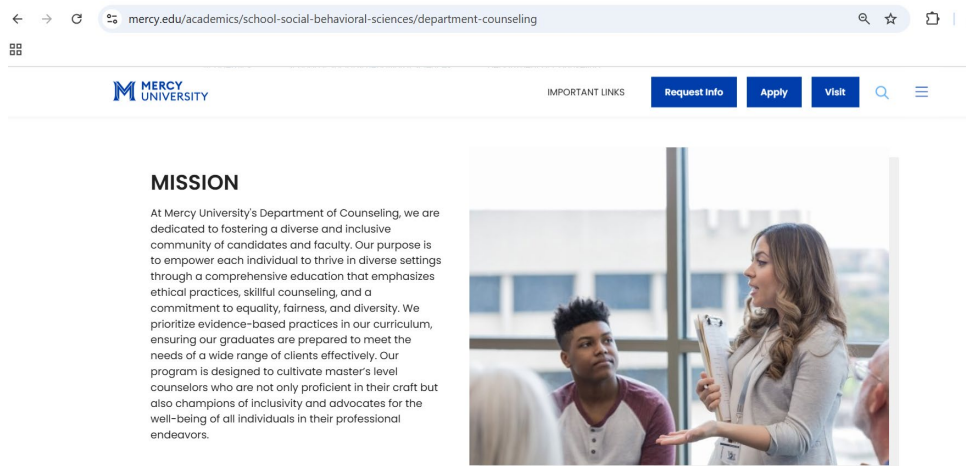
Mercy University’s School Counseling (SC) and Mental Health Counseling (MHC) programs are committed to maintaining the highest standards of academic quality, focusing on continuous monitoring and assessment of students’ knowledge, skills, and professional dispositions to ensure program graduates are fully prepared for the counseling profession. This annual report provides an overview of program evaluation results, curriculum modifications, and significant program changes based on these evaluations.

Program Mission and Objectives

Program Mission:

The mission of the Department of Counseling at Mercy University defines the purpose of the counselor education program, reflecting a collaborative process involving counselor education faculty, students, alumni, and community partners. It highlights a commitment to counseling practice in a diverse, multicultural, and global society, with a focus on marginalized populations. The mission statement is publicly accessible on the program’s website, demonstrating transparency and alignment with values of diversity, equity, and inclusion.

The mission statement is located on the department’s website site:



The screenshot shows a web browser window with the URL mercy.edu/academics/school-social-behavioral-sciences/department-counseling. The page header includes the Mercy University logo, a search bar, and navigation buttons for "Request Info", "Apply", and "Visit". The main content area features a section titled "MISSION" with the following text:

At Mercy University’s Department of Counseling, we are dedicated to fostering a diverse and inclusive community of candidates and faculty. Our purpose is to empower each individual to thrive in diverse settings through a comprehensive education that emphasizes ethical practices, skillful counseling, and a commitment to equality, fairness, and diversity. We prioritize evidence-based practices in our curriculum, ensuring our graduates are prepared to meet the needs of a wide range of clients effectively. Our program is designed to cultivate master’s level counselors who are not only proficient in their craft but also champions of inclusivity and advocates for the well-being of all individuals in their professional endeavors.

To the right of the text is a photograph of a woman in a white blazer talking to a young man in a maroon and white shirt.



Program Objectives:

The SC and MHC program objectives:

- Reflect current knowledge and projected needs related to counseling practice in a multicultural and global society, focusing on marginalized populations.
- Incorporate input from counselor education faculty, current and former students, and community partners.
- Are measurable, allowing effective evaluation and public accessibility.

Program Objective (POb) – Master of Science in Mental Health Counseling

Students are expected to

1. Meet identified professional and ethical standards to qualify to take the licensing examination in Mental Health Counseling required by New York State
2. Demonstrate knowledge of the concerns, issues, and challenges relevant to today's clients
3. Demonstrate knowledge of counseling (assessment, diagnosis & treatment), advocacy, prevention and intervention to assist clients
4. Apply current knowledge and research from social and behavioral sciences, including the use of technology, to the practice of counseling
5. Demonstrate knowledge and understanding of the impact of cultural diversity on counseling techniques and applications

Program Objectives (POb) – Master of Science in in School Counseling

Students are expected to

1. Meet identified professional and ethical standards to qualify for New York State Initial Certification as a School Counselor
2. Demonstrate knowledge of the concerns, issues, and challenges relevant to today's students
3. Demonstrate knowledge of counseling (assessment, diagnosis & treatment), advocacy, prevention and intervention to assist students
4. Apply current knowledge and research from social and behavioral sciences, including the use of technology, to the practice of counseling in a school setting
5. Demonstrate knowledge and understanding of the impact of cultural diversity on counseling techniques and applications

Evaluation Results & Academic Quality Indicators

Program Objectives, Student Outcomes, and CACREP 2024 Standards Alignment

In the Department of Counseling, we are dedicated to ensuring that our program Objectives and student outcomes are closely aligned with the CACREP 2024 standards, providing our students with the knowledge and skills necessary to succeed as professional counselors. The Master of Science programs in School Counseling and Mental Health Counseling are structured to meet the rigorous expectations of New York State certification and licensure while emphasizing ethical practices, core counseling competencies, and the integration of research and technology into counseling methodologies.

Our approach includes a strong focus on real-world application through practicum and internship experiences, where students can put theory into practice and demonstrate their proficiency in key counseling areas. Both programs ensure that students are well-prepared to address the academic, career, and personal/social development needs of K-12 students in school settings or the diverse mental health needs of clients in clinical environments. This includes not only meeting the expectations for certification and licensure exams but also developing culturally responsive counseling techniques that are essential in today's diverse society.

The accompanying table further outlines the specific program Objectives, student outcomes, key performance indicators (KPIs), and minimum performance expectations for both the School Counseling and Mental Health Counseling programs. By adhering to these benchmarks, we ensure that our students consistently meet professional standards and are fully equipped to succeed in their respective fields. This detailed alignment with CACREP 2024 standards is a testament to our commitment to providing comprehensive and relevant training for future counselors.

Master of Science in School Counseling

Program Objectives, Student Outcomes, KPIs, and CACREP 2024 Standards Alignment School Counseling Program

Objective 1: Meet identified professional and ethical standards to qualify for New York State Initial Certification as a School Counselor.

Student Outcome: Identify and apply ASCA standards.

KPI: Successful demonstration of professional identity and ethical practice.

Minimum Performance Expectation: 90% of students will achieve 2.0, Competent, or higher on ethics assignments in CNSL 630, professional identity assessments in CNSL 643, the CPCE professional orientation section, and internship evaluations in CNSL 690 and CNSL 691, with 75% achieving 3.0, Proficient.

Measures and Data Sources: Ethics assignments, professional identity assessments, CPCE scores, course rubrics, and internship supervisor evaluations.

Objective 2: Demonstrate mastery of the eight CACREP core counseling areas.

Student Outcome: Demonstrate competency across professional orientation and ethics, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling, assessment and testing, and research and program evaluation.

KPI: Successful demonstration of competency across CACREP core areas.

Minimum Performance Expectation: Students will meet the minimum performance expectations identified in the Individual Student Assessment System for each CACREP core area, using the 1.0 Developing, 2.0 Competent, and 3.0 Proficient rubric scale.

Measures and Data Sources: Course assignments, exams, CPCE scores, course rubrics, practicum evaluations, internship supervisor evaluations, and program evaluation artifacts.

Objective 3: Address concerns and challenges relevant to today's students.

Student Outcome: Apply developmental understanding and counseling skills to respond to student concerns.

KPI: Ability to address developmental concerns and apply counseling techniques in practice.

Minimum Performance Expectation: 85% of students will achieve 2.0, Competent, or higher on case applications in CNSL 650 and CNSL 655 and practicum or internship evaluations, with 70% achieving 3.0, Proficient.

Measures and Data Sources: Case application rubrics, recorded counseling session analysis, counseling skills demonstration rubrics, practicum evaluations, and site supervisor evaluations.

Objective 4: Demonstrate knowledge of counseling methods for assessment, diagnosis, advocacy, prevention, and intervention to assist students.

Student Outcome: Apply assessment techniques and counseling interventions in school counseling practice.

KPI: Demonstrated ability to apply assessment techniques and counseling interventions.

Minimum Performance Expectation: 85% of students will achieve 2.0, Competent, or higher on assessment assignments, case studies, exams, and internship supervisor evaluations, with 70% achieving 3.0, Proficient.

Measures and Data Sources: Assessment artifacts, course rubrics, case studies, exams, and supervisor evaluations.

Objective 5: Apply current knowledge and research from social and behavioral sciences, including the use of technology, to counseling practice.

Student Outcome: Integrate research and program evaluation into counseling practice.

KPI: Effective integration of research and program evaluation.

Minimum Performance Expectation: 85% of students will achieve 2.0, Competent, or higher on research projects in CNSL 673, program evaluation assignments in CNSL 679, and field application evaluations, with 70% achieving 3.0, Proficient.

Measures and Data Sources: Research papers, program evaluation artifacts, course rubrics, and field application evaluations.

Objective 6: Demonstrate knowledge and understanding of the impact of cultural diversity on counseling techniques and applications.

Student Outcome: Apply culturally responsive interventions.

KPI: Demonstration of culturally responsive counseling techniques.

Minimum Performance Expectation: 90% of students will achieve 2.0, Competent, or higher on cultural assignments in CNSL 651, case studies, family systems assignments in CNSL 653, and internship supervisor evaluations, with 75% achieving 3.0, Proficient.

Measures and Data Sources: Cultural assignments, case studies, family systems assignments, course rubrics, and supervisor evaluations.

Objective 7: Equip students with the foundational knowledge and practical skills necessary to deliver comprehensive school counseling services that promote academic, career, and social/emotional development.

Student Outcome: Develop and implement data-informed counseling programs in school settings.

KPI: Successful development and implementation of comprehensive counseling programs during internships.

Minimum Performance Expectation: 85% of students will achieve 2.0, Competent, or higher on comprehensive program development assignments in CNSL 679 and internship supervisor evaluations in CNSL 690 and CNSL 691, with 70% achieving 3.0, Proficient.

Measures and Data Sources: Program development assignments, program artifacts, course rubrics, internship performance evaluations, and supervisor evaluations.

Mental Health Counseling Program

Objective 1: Meet professional and ethical standards required to qualify for the New York State Mental Health Counseling licensure exam.

Student Outcome: Identify and apply AMHCA standards.

KPI: Successful demonstration of professional identity and ethical practice.

Minimum Performance Expectation: 90% of students will achieve 2.0, Competent, or higher on ethics assignments in CNSL 630, professional identity assessments in CNSL 618, the CPCE professional orientation section, and internship evaluations in CNSL 686 and CNSL 687, with 75% achieving 3.0, Proficient.

Measures and Data Sources: Ethics assignments, professional identity assessments, CPCE scores, course rubrics, and internship supervisor evaluations.

Objective 2: Demonstrate mastery of the eight CACREP core counseling areas.

Student Outcome: Demonstrate competency across professional orientation and ethics, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling, assessment and testing, and research and program evaluation.

KPI: Successful demonstration of competency across CACREP core areas.

Minimum Performance Expectation: Students will meet the minimum performance expectations identified in the Individual Student Assessment System for each CACREP core area, using the 1.0 Developing, 2.0 Competent, and 3.0 Proficient rubric scale.

Measures and Data Sources: Course assignments, exams, CPCE scores, course rubrics, practicum evaluations, internship supervisor evaluations, and research or evaluation artifacts.

Objective 3: Address client concerns through effective counseling practices in clinical settings.

Student Outcome: Apply developmental understanding and counseling skills to respond to client concerns.

KPI: Ability to address developmental concerns and apply counseling techniques in practice.

Minimum Performance Expectation: 85% of students will achieve 2.0, Competent, or higher on case applications in CNSL 650 and CNSL 655 and practicum or internship evaluations, with 70% achieving 3.0, Proficient.

Measures and Data Sources: Case application rubrics, recorded counseling session analysis, counseling skills demonstration rubrics, practicum evaluations, and site supervisor evaluations.

Objective 4: Demonstrate proficiency in counseling methods for assessment, diagnosis, treatment, and prevention to assist clients.

Student Outcome: Demonstrate clinical proficiency in assessment, diagnosis, and treatment.

KPI: Clinical performance in delivering mental health counseling services.

Minimum Performance Expectation: 90% of students will achieve 2.0, Competent, or higher on practicum and internship supervisor evaluations in CNSL 670, CNSL 686, and CNSL 687 and counseling session assessments, with 75% achieving 3.0, Proficient.

Measures and Data Sources: Supervisor evaluations, clinical performance rubrics, and counseling session assessment data.

Objective 5: Apply current knowledge and research from social and behavioral sciences, including the use of technology, to mental health counseling practice.

Student Outcome: Integrate research into counseling practice.

KPI: Effective integration of research and program evaluation.

Minimum Performance Expectation: 85% of students will achieve 2.0, Competent, or higher on research projects in CNSL 673 and field application evaluations, with 70% achieving 3.0, Proficient.

Measures and Data Sources: Research papers, course rubrics, evaluation artifacts, and field application evaluations.

Objective 6: Develop culturally responsive counseling techniques tailored to diverse populations.

Student Outcome: Apply culturally responsive interventions.

KPI: Demonstration of culturally responsive counseling techniques.

Minimum Performance Expectation: 90% of students will achieve 2.0, Competent, or higher on cultural assignments in CNSL 651, case studies, family systems assignments in CNSL 653, and internship supervisor evaluations, with 75% achieving 3.0, Proficient.

Measures and Data Sources: Cultural assignments, case studies, family systems assignments, course rubrics, and supervisor evaluations.

Objective 7: Prepare students to provide competent and culturally responsive mental health services to diverse populations.

Student Outcome: Demonstrate clinical proficiency in assessment, diagnosis, and treatment.

KPI: Clinical performance in delivering mental health counseling services.

Minimum Performance Expectation: 90% of students will achieve 2.0, Competent, or higher on practicum and internship supervisor evaluations in CNSL 670, CNSL 686, and CNSL 687 and counseling session assessments, with 75% achieving 3.0, Proficient.

Program Achievements and Use of Results

Interpretation of Results

The KPIs provide clear benchmarks for evaluating student outcomes. In both the SC and MHC programs, students continue to perform well across multiple domains, meeting or exceeding performance expectations in the areas of professional ethics, counseling competencies, and cultural competence.

Modifications and Changes

- The SC and MHC programs will continue to revise assessment techniques and strengthen the integration of research and technology into the curriculum.
- Remediation efforts have been strengthened for students who struggle with meeting assessment competencies, providing additional support through workshops and targeted interventions.

Graduate Outcomes and Program Effectiveness

- **Employment Rates:** The alumni survey revealed several key insights into the experiences and outcomes of graduates from the School Counseling and Mental Health Counseling programs. Participants, primarily from the classes of 2022 to 2024, are predominantly employed full-time in counseling-related fields, working in school districts and mental health organizations. Their responsibilities vary, with school counselors focusing on tasks such as academic scheduling and supporting students' mental and social needs, while mental health counselors provide psychotherapy and mental well-being support in private practices or institutional settings.
- The program's practical training was highly regarded, with the majority rating their practicum and internship experiences as excellent. However, alumni expressed mixed feedback about faculty support, ranging from excellent to poor, highlighting inconsistencies. Resource availability, such as career services and technology, also received varied ratings, with fair and good being common responses, suggesting areas for improvement.
- Alumni frequently praised the program's practicum and internship components, the course curriculum, and group counseling classes as the most beneficial aspects of their education. Despite this, they noted challenges in administrative processes, the internship placement system, and preparation for licensure. These areas were identified as needing further attention to enhance the student experience.
- Engagement in professional development activities was another key theme, with many alumni participating regularly in workshops and conferences, though a small minority indicated they never engage in such opportunities. Additionally, alumni showed professional commitment through membership in counseling organizations and pursuing certifications or licenses after graduation.

- When advising current students, alumni emphasized the importance of building a strong support system, being patient, and proactively seeking help when needed. They also encouraged applying learned modalities and skills effectively in professional settings. While additional feedback was limited, a few alumni offered actionable suggestions or expressed satisfaction with their overall experience.
- These insights reflect a generally positive perception of the programs, with strong practical components and career readiness. However, they also highlight opportunities to improve administrative support, faculty consistency, and resources to better meet the needs of future students. If more detailed analysis or specific recommendations are required, further exploration can be conducted.
- **Licensure and Certification Pass Rates:** 79.2% of SC students passed the NYS certification exam on their first attempt, while 30.8% of MHC students passed the NCMHCE.
- **Completion Rates:** The three-year completion rate for the SC program was 61%, and 59% for MHC students, both reflecting slight improvements over previous years.

The chart below outlines the Objectives, aligned student outcomes, key performance indicators (KPIs), and minimum performance expectations for the School Counseling (SC) and Mental Health Counseling (MHC) programs at Mercy University. Both programs aim to ensure that students meet professional and ethical standards necessary for certification and licensure in their respective fields.

For the **School Counseling program**, the primary Objectives is to prepare students to qualify for New York State Initial Certification as School Counselors. This includes mastering eight core counseling competencies and demonstrating the ability to apply counseling techniques in school settings. The minimum expectation is that 90% of students pass the certification exam on their first attempt, with 85% achieving a passing score on the CPCE and receiving 'Proficient' ratings in practical applications.

The **Mental Health Counseling program** focuses on preparing students to take the New York State licensing examination in Mental Health Counseling. Similar to the SC program, students are expected to master core competencies and effectively apply counseling techniques in clinical settings. The Objectives is for 90% of students to pass the licensing exam on their first attempt, with 85% achieving the required proficiency in both practical applications and comprehensive exams.

Both programs emphasize the importance of integrating current knowledge and research, including the use of technology, into counseling practices. Additionally, there is a strong focus on culturally responsive counseling, with the expectation that 90% of students demonstrate proficiency in cultural competence. The chart aligns these outcomes with specific CACREP 2024 standards, ensuring that the programs meet national accreditation requirements.

Program	Program Objective	Aligned Student Outcome	KPI	Minimum Performance Expectation	CACREP
School Counseling	Meet identified professional and ethical standards to qualify for New York State Initial Certification as a School Counselor.	Identify and apply the American School Counselor Association (ASCA) standards.	Successful demonstration of professional identity and ethical practice.	90% of students will achieve 2.0 (Competent) or higher on ethics assignments (CNSL 630), professional identity assessments (CNSL 643), the CPCE professional orientation section, and internship evaluations (CNSL 690/691), with 75% achieving 3.0 (Proficient).	Section 3.A.1; Section 3.H.8
School Counseling	Demonstrate mastery of the eight CACREP core counseling areas.	Demonstrate competency across the eight CACREP core areas.	Successful demonstration of competency across CACREP core areas.	Students will meet the minimum performance expectations established for each CACREP core area within the Individual Student Assessment System using the 1.0 (Developing), 2.0 (Competent), and 3.0 (Proficient) rubric scale.	CACREP Core Areas 3.A–3.H
School Counseling	Address concerns and challenges relevant to	Identify, explain, and respond to concerns,	Ability to address developmental concerns and	85% of students will achieve 2.0 (Competent)	Section 3.B.9; Section 3.H.11

Program	Program Objective	Aligned Student Outcome	KPI	Minimum Performance Expectation	CACREP
	today's students.	issues, and challenges relevant to today's students.	apply counseling techniques in practice.	or higher on case applications (CNSL 650/655), recorded counseling session analyses, counseling skills demonstrations, and practicum/internship evaluations, with 70% achieving 3.0 (Proficient).	
School Counseling	Demonstrate knowledge of counseling methods for assessment, diagnosis, advocacy, prevention, and intervention to assist students.	Define, explain, and apply counseling, assessment, advocacy, prevention, and intervention techniques to assist students.	Demonstrated ability to apply assessment techniques.	85% of students will achieve 2.0 (Competent) or higher on assessment assignments (CNSL 667), case studies, exams, and internship supervisor evaluations, with 70% achieving 3.0 (Proficient).	Section 3.E.7; Section 3.G.8
School Counseling	Apply current knowledge and research from social and behavioral sciences, including the use of technology, to counseling practice in	Integrate research and technology into counseling practice.	Effective integration of research and program evaluation.	85% of students will achieve 2.0 (Competent) or higher on research projects (CNSL 673), program evaluation assignments (CNSL 679),	Section 3.H.1; Section 3.H.5

Program	Program Objective	Aligned Student Outcome	KPI	Minimum Performance Expectation	CACREP
	school settings.			and field application evaluations, with 70% achieving 3.0 (Proficient).	
School Counseling	Demonstrate knowledge and understanding of the impact of cultural diversity on counseling techniques and applications.	Apply culturally responsive interventions.	Demonstration of culturally responsive counseling techniques.	90% of students will achieve 2.0 (Competent) or higher on cultural assignments (CNSL 651), case studies, family systems assignments (CNSL 653), and internship supervisor evaluations, with 75% achieving 3.0 (Proficient).	Section 3.C.2; Section 3.H.3
School Counseling	Equip students with the foundational knowledge and practical skills necessary to effectively deliver comprehensive school counseling services that promote academic, career, and social/emotional development.	Develop and implement data-informed counseling programs in school settings.	Successful development and implementation of comprehensive counseling programs during internships.	85% of students will achieve 2.0 (Competent) or higher on comprehensive program development assignments (CNSL 679) and internship supervisor evaluations (CNSL 690/691), with 70% achieving 3.0 (Proficient).	Section 3.C.1; Section 3.D.1; Section 3.F.1; Section 3.B.1; Section 3.H.1; Section 3.H.2; Section 3.H.9; Section 3.H.16
Mental Health Counseling	Meet professional and ethical standards	Identify and apply the American Mental Health	Successful demonstration of professional identity and	90% of students will achieve 2.0 (Competent)	Section 3.A.1; Section 3.C.3

Program	Program Objective	Aligned Student Outcome	KPI	Minimum Performance Expectation	CACREP
	required to qualify for New York State Mental Health Counseling licensure.	Counselors Association (AMHCA) standards.	ethical practice.	or higher on ethics assignments (CNSL 630), professional identity assessments (CNSL 618), the CPCE professional orientation section, and internship evaluations (CNSL 686/687), with 75% achieving 3.0 (Proficient).	
Mental Health Counseling	Demonstrate mastery of the eight CACREP core counseling areas.	Demonstrate competency across the eight CACREP core areas.	Successful demonstration of competency across CACREP core areas.	Students will meet the minimum performance expectations established for each CACREP core area within the Individual Student Assessment System using the 1.0 (Developing), 2.0 (Competent), and 3.0 (Proficient) rubric scale.	CACREP Core Areas 3.A–3.H
Mental Health Counseling	Address client concerns through effective counseling practices in clinical settings.	Identify, explain, and respond to concerns, issues, and challenges relevant to today’s clients.	Ability to address developmental concerns and apply counseling techniques in practice.	85% of students will achieve 2.0 (Competent) or higher on case applications (CNSL	Section 3.B.2; Section 3.E.2

Program	Program Objective	Aligned Student Outcome	KPI	Minimum Performance Expectation	CACREP
				650/655), recorded counseling session analyses, counseling skills demonstrations, and practicum/internship evaluations, with 70% achieving 3.0 (Proficient).	
Mental Health Counseling	Demonstrate proficiency in counseling methods for assessment, diagnosis, treatment, prevention, and intervention.	Demonstrate clinical proficiency in assessment, diagnosis, and treatment.	Clinical performance in delivering mental health counseling services.	90% of students will achieve 2.0 (Competent) or higher on practicum and internship supervisor evaluations (CNSL 670/686/687) and counseling session assessments, with 75% achieving 3.0 (Proficient).	Section 3.G.10; Section 3.C.5
Mental Health Counseling	Apply current knowledge and research from social and behavioral sciences, including the use of technology, to mental health counseling practice.	Integrate research and technology into counseling practice.	Effective integration of research and program evaluation.	85% of students will achieve 2.0 (Competent) or higher on research projects (CNSL 673) and field application evaluations, with 70% achieving 3.0 (Proficient).	Section 3.H.1; Section 3.C.1

Program	Program Objective	Aligned Student Outcome	KPI	Minimum Performance Expectation	CACREP
Mental Health Counseling	Develop culturally responsive counseling techniques tailored to diverse populations.	Apply culturally responsive interventions.	Demonstration of culturally responsive counseling techniques.	90% of students will achieve 2.0 (Competent) or higher on cultural assignments (CNSL 651), case studies, family systems assignments (CNSL 653), and internship supervisor evaluations, with 75% achieving 3.0 (Proficient).	Section 3.C.12; Section 3.C.7
Mental Health Counseling	Prepare students to provide competent and culturally responsive mental health services to diverse populations.	Demonstrate clinical proficiency in assessment, diagnosis, and treatment.	Clinical performance in delivering mental health counseling services.	90% of students will achieve 2.0 (Competent) or higher on practicum and internship supervisor evaluations (CNSL 670/686/687) and counseling session assessments, with 75% achieving 3.0 (Proficient).	Section 3.C.1; Section 3.D.1; Section 3.F.1; Section 3.B.1; Section 3.C.4; Section 3.C.6; Section 3.C.8

Aggregate Assessment of Student Success

Data collected from 2021-2024 shows consistent performance in achieving academic quality indicators across key program areas:

- CPCE Pass Rate:** A significant majority of students demonstrated mastery of the Core Counseling Competencies. Performance trends indicate stable results for both SC and MHC programs.

The **Updated Ordered Category Performance with Scores by Year** analysis provides a detailed breakdown of student performance across various counseling categories from 2022 to 2024. Each category is listed in descending order, starting with the highest average score (best-performing category) and ending with the lowest average score (worst-performing category) for each year.

	C1: Professional Counseling Orientation and Ethical Practice	C2: Social and Cultural Diversity	C3: Human Growth and Development	C4: Career Development	C5: Counseling and Helping Relationships	C6: Group Counseling and Group Work	C7: Assessment and Testing	C8: Research and Program Evaluation
2022	(10.13)	(8.55)	(9.83)	(9.47)	(9.15)	(10.47)	(8.28)	(9.55)
2023	(9.59)	(9.01)	(9.99)	(9.34)	(8.47)	(10.57)	(8.25)	(9.64)
2024	(9.14)	(8.64)	(9.14)	(9.31)	(8.31)	(8.95)	(8.03)	(8.33)

Key Observations:

1. **Consistent Top Performers:**
 - Across multiple years, "Professional Counseling Orientation and Ethical Practice" consistently ranked as one of the top-performing categories, indicating that students generally excel in understanding ethical standards and professional orientation in counseling.
2. **Variability in Mid-Tier Categories:**
 - Categories such as "Social and Cultural Diversity" and "Human Growth and Development" also scored relatively high, though their positions fluctuated slightly from year to year. This suggests that while students perform well in these areas, there may be some variability in understanding or application year over year.
3. **Challenging Areas:**
 - "Assessment and Testing" often appeared as one of the lower-performing categories across the years, indicating that students may struggle more with this area compared to others. This category consistently had lower average scores, pointing to a potential area for targeted instructional improvement.
4. **Yearly Trends:**
 - While the rankings provide insights into which categories students excel in and which they find more challenging, the overall scores also reveal trends over time. For instance, the scores in some categories appear to decline slightly in 2024 compared to previous years, which may suggest a need for curriculum review or additional support in these areas.

Overall, this analysis highlights both the strengths and areas for improvement in the curriculum, providing valuable insights for educators and program directors to enhance student learning outcomes.

The **Pass/Fail Analysis with Percentages by Year** provides a comprehensive overview of student performance outcomes from 2022 to 2024. This analysis includes both the absolute number of students who passed and failed each year, as well as the corresponding percentages, offering a clear perspective on success rates over time.

Year	Fail	Pass	Pass (%)	Fail (%)
2022	8	46	85.19	14.81
2023	13	55	80.88	19.12
2024	27	37	57.81	42.19

Key Insights:

1. Overall Trends:

- The data reveals a generally high pass rate in the earlier years, with 2022 having the highest pass percentage at **85.19%**. This indicates that a strong majority of students successfully met the criteria for passing their assessments in that year.

2. Decline in Pass Rates in 2024:

- A significant drop in the pass rate is observed in 2024, where the pass percentage decreased to **57.81%**, while the fail percentage rose to **42.19%**. This marks the highest fail rate among the years analyzed. However, it's important to note that these numbers for 2024 are likely to change, as more students are expected to take this exam later in the year. As additional results are reported, the overall pass/fail percentages may shift.

3. Steady Performance in Mid-Years:

- Both 2021 and 2023 maintained relatively stable pass rates, with **78.57%** in 2021 and **80.88%** in 2023. These years reflect consistent performance by students, though there was a slight increase in the fail rate in 2023 compared to 2021.

4. Remediation Process for Students Who Fail:

- For students who fail the CPCE, beginning in Spring 2023, the department has implemented an 8-week remediation session requirement. This remediation session involves structured review sessions and targeted study strategies focused on the CPCE content areas. After completing the remediation sessions, students are required to retake the exam. If a student does not pass the exam after remediation, the department provides a program-specific CPCE Alternative, which involves completing a case-based paper focused on the 8 core areas of the CPCE.

5. Implications for Program Improvement:

- The significant variation in pass/fail rates, especially the sharp decline observed in the preliminary 2024 data, suggests a need for closer examination of potential

factors contributing to this outcome. This could include changes in curriculum, instructional methods, student support services, or external factors affecting student performance.

Conclusion:

While earlier years show strong pass rates, the current data for 2024 indicates a lower success rate, which may be subject to change as more students complete the exam. The introduction of a structured remediation process for students who fail the CPCE highlights the department's commitment to ensuring student success and providing alternative pathways for those who face challenges in passing the exam. This ongoing support, combined with potential adjustments to the program, will be key in maintaining high standards and improving student outcomes.

Detailed Breakdown of Data by Year for the School Counseling (SC) and Mental Health Counseling (MHC) Programs

Aggregate Assessment of Student Success

The following sections aggregate individual student data collected for Standard 2.C (KPIs and dispositions). For each Student Learning Outcome (SLO), the percentage of students who met the program's minimum performance expectations at each point of measurement is provided. Where appropriate, aggregate scores are reported to determine if they meet the threshold set by the program. Multi-year comparisons and trends are also included.

Note: Following the 2021-2022 academic year, the program paused the measurement of each KPI based on guidance from our Assessment Department. However, starting this year (2023-2024), we have resumed measuring all KPIs, recognizing the benefits this practice brings in informing program modifications and ensuring continuous improvement.

2023-2024 Academic Year

School Counseling Program (SC)

Student Learning Outcome (SLO)	Courses/Assessments	Criteria	% of Students Meeting Criteria	Threshold	Comments/Trends
SLO 1: Apply ASCA standards for certification	CNSL 650, CNSL 655	Communication, Professional Responsibility, etc.	90% CNSL 650, 100% CNSL 655	85%	Consistent achievement across both courses

SLO 4: Apply counseling techniques	CNSL 650, CNSL 655	Assessment, Diagnosis, Treatment	80% in both courses	85%	Below threshold; Identified for curriculum review
SLO 5: Utilize research and technology	CNSL 673	Research Design, Writing Quality, etc.	90% in all criteria	85%	Consistent with prior years, stable high performance
SLO 6: Address cultural diversity	CNSL 651	Organization, Clarity, Evidence, etc.	90% in all criteria	90%	Slight improvement over previous year
SLO 7: SC Supervisor Evaluation of Interns Counseling Competencies	Supervisor Evaluation	Proficient (Target): 63% (843 students); Exemplary: 29% (381 students)	Mean Score: 4.47 (87%)	85%	Slight decline in mean score over three years, but an increase in Exemplary ratings

2021-2022 Academic Year

School Counseling Program (SC)

Student Outcome	Courses/Assessments	KPI/Measure	Results	Threshold	Comments/Trends
Identify and apply ASCA standards	CNSL 630, CNSL 643, CPCE Professional Orientation, Internship Evaluations	Professional identity and ethical practice	90% or more of students achieved 2.0 (Competent) or higher	90%	Consistent achievement of professional identity and ethical practice expectations.
Apply developmental understanding and counseling skills to respond to student concerns	CNSL 650, CNSL 655	Case applications, counseling session analysis, counseling skills demonstrations	100% achieved 2.0 (Competent) or higher	85%	Exceeded benchmark and demonstrated strong counseling application skills.

Student Outcome	Courses/Assessments	KPI/Measure	Results	Threshold	Comments/Trends
Integrate research and technology into counseling practice	CNSL 673	Research projects and field application evaluations	100% achieved 2.0 (Competent) or higher	85%	Strong integration of research and technology into counseling practice.
Apply culturally responsive interventions	CNSL 651, CNSL 653	Cultural assignments, case studies, family systems assignments	100% achieved 2.0 (Competent) or higher	90%	Consistent demonstration of culturally responsive counseling practices.
Develop and implement comprehensive counseling programs in school settings	CNSL 679, CNSL 690, CNSL 691	Program development assignments and internship supervisor evaluations	Mean supervisor rating equivalent to 91%; majority achieved 2.0 (Competent) or higher with many achieving 3.0 (Proficient)	85%	Strong internship performance and successful implementation of comprehensive school counseling programs.

Mental Health Counseling Program (MHC)

Student Outcome	Courses/Assessments	KPI/Measure	Results	Threshold	Comments/Trends
Demonstrate competency across CACREP core counseling areas	CPCE	CPCE Core Areas Assessment	80% achieved the established	80%	Consistent achievement across CACREP core areas.

Student Outcome	Courses/Assessments	KPI/Measure	Results	Threshold	Comments/Trends
			competency benchmark		
Demonstrate clinical proficiency in assessment, diagnosis, and treatment	CNSL 670, CNSL 686, CNSL 687	Practicum and internship supervisor evaluations; counseling session assessments	Mean supervisor rating equivalent to 79%; fewer students achieved the 2.0 (Competent) benchmark than desired	90%	Results identified areas for program review and curriculum improvements to strengthen clinical competency development.

2020-2021 Academic Year

School Counseling Program (SC)

Student Outcome	Courses/Assessments	KPI/Measure	Results	Threshold	Comments/Trends
Identify and apply ASCA standards	CNSL 630, CNSL 643, CPCE Professional Orientation, Internship Evaluations	Professional identity and ethical practice	90% or more of students achieved 2.0 (Competent) or higher	90%	Stable performance and continued achievement of professional and ethical standards.
Apply developmental understanding and counseling skills to respond to student concerns	CNSL 650, CNSL 655	Case applications, counseling session analysis, counseling skills demonstrations	90% achieved 2.0 (Competent) or higher	85%	Met benchmark and demonstrated stable performance.

Student Outcome	Courses/Assessments	KPI/Measure	Results	Threshold	Comments/Trends
Integrate research and technology into counseling practice	CNSL 673	Research projects and field application evaluations	90% achieved 2.0 (Competent) or higher	85%	Consistent achievement across years.
Apply culturally responsive interventions	CNSL 651, CNSL 653	Cultural assignments, case studies, family systems assignments	90% achieved 2.0 (Competent) or higher	90%	Stable and consistent demonstration of multicultural competence.

Mental Health Counseling Program (MHC)

Student Outcome	Courses/Assessments	KPI/Measure	Results	Threshold	Comments/Trends
Demonstrate competency across CACREP core counseling areas	CPCE	CPCE Core Areas Assessment	80% achieved the established competency benchmark	80%	Stable performance and continued achievement across core counseling areas.
Demonstrate clinical proficiency in assessment, diagnosis, and treatment	CNSL 670, CNSL 686, CNSL 687	Practicum and internship supervisor evaluations; counseling session assessments	Mean supervisor rating equivalent to 76%; fewer students achieved the 2.0 (Competent) benchmark than expected	90%	Findings informed curriculum revisions and enhanced clinical training supports.

Trend Analysis

- **Trend Overview:** Over the three academic years (2020-2021 to 2023-2024), both the School Counseling and Mental Health Counseling programs consistently met or exceeded their set thresholds for most learning outcomes.
- **SLO 7 (SC and MHC):** Performance on supervisor and faculty evaluations of counseling competencies has shown slight variations across the years. The trend indicates a need for continuous monitoring and potential adjustments to better support student development in both programs.
- **SLO 4 in School Counseling:** In 2023-2024, the performance slightly dipped below the threshold (80% vs. 85%) for the application of counseling techniques. This area has been identified for review and potential curriculum enhancement.
- **SLO 1 and 6 in School Counseling:** These outcomes consistently showed high performance across the years, indicating strong student preparation in applying ASCA standards and addressing cultural diversity.
- **SLO 2 in Mental Health Counseling:** The mastery of CACREP Core Competencies remained stable at 80% across the years, consistently meeting the national mean, with no significant variances year over year.

Conclusion

After discontinuing the measurement of individual KPIs following the 2021-2022 academic year based on guidance from our Assessment Department, we have recognized the benefits of this practice. Consequently, starting in the 2023-2024 academic year, we have resumed measuring all KPIs. This practice is crucial for monitoring trends, making informed program modifications, and ensuring continuous improvement aligned with CACREP standards. The ongoing assessment and trend analysis provide a comprehensive understanding of student success and program effectiveness, facilitating the necessary adjustments to maintain high standards of education.

- **Professional Dispositions:** Student dispositions were assessed regularly across multiple points, with the majority of students meeting or exceeding expectations in all areas.

Program Modifications and Improvements

Curriculum Enhancements:

- **School Counseling:** Additional focus on comprehensive career development and individual planning in schools, reflecting evolving student needs and field trends.

- **Mental Health Counseling:** Integration of study prep for the NCMHCE into internship courses, and updates to the Psychopathology and Diagnosis and Treatment courses to align with licensure exam content.

Fieldwork and Practical Experience:

Both programs successfully placed all students in practicum and internship sites before the semester start. New partnerships with community agencies and schools in the Bronx and Dobbs Ferry continue to enhance student learning experiences. Match Day events were expanded to facilitate placement, and feedback from site supervisors has been integrated into program improvement efforts.

Graduate Outcomes

Pass Rates on Credentialing Exams:

- **Mental Health Counseling:** 30.8% of students passed the NCMHCE, a decline from previous years. To address this, we are revising curriculum content and providing additional support and study materials.
- **School Counseling:** 79.2% of students passed the NYSTCE in 2024.

Degree Completion Rates:

- **School Counseling:** The three-year completion rate for the 2024 cohort was 61%, with an expected increase to 72% by the five-year mark.
- **Mental Health Counseling:** The three-year completion rate for the 2024 cohort was 59%, reflecting the impact of external challenges such as the COVID-19 pandemic and teach-out responsibilities from other institutions.

Employment Rates:

Employment Rates (1-2 Years Post-Graduation):

The Department of Counseling tracks the percentage of graduates who secure employment in counseling or related fields within 1 to 2 years after completing their degree. This data serves as a key indicator of program effectiveness in preparing students for the job market. Our Objectives is to ensure that the majority of graduates meet or exceed the department's established benchmarks, demonstrating their readiness to join the professional workforce.

Below is the employment data for graduates from the School Counseling and Mental Health Counseling programs over the past three years:

Program	2022	2023	2024

School Counseling	29/31 (93.5%)	17/19 (89.5%)	7/16 (43.8%)*
Mental Health Counseling	25/32 (78.1%)	31/34 (91.2%)	24/30 (80.0%)**

Notes:

- *For the School Counseling Class of 2024, while only 7 out of 16 graduates reported their employment, we have confirmation that 9 additional graduates are employed but have not disclosed their specific employment details or responded to the survey. This brings the total number employed to 16, though their workplace information remains unverified.*
- *For the Mental Health Counseling Class of 2024, while 24 out of 30 graduates reported their employment, we have confirmation that 6 additional graduates are employed but have not disclosed their specific employment details or responded to the survey. This brings the total number employed to 30, though their workplace information remains unverified.*

This data highlights trends in employment rates, providing valuable feedback for continuous program improvement. The department remains committed to supporting graduates in achieving their career Objectives and ensuring their readiness to enter the workforce.

Community Partner Engagement

The department engages with community partners, including site supervisors, alumni, and employers of graduates, to ensure continuous feedback on program effectiveness.

Mental Health Counseling Objectives

Meet identified professional and ethical standards to qualify to take the licensing examination in Mental Health Counseling required by New York State
Demonstrate knowledge of the concerns, issues, and challenges relevant to today's clients
Demonstrate knowledge of counseling (assessment, diagnosis & treatment), advocacy, prevention and intervention to assist clients
Apply current knowledge and research from social and behavioral sciences, including the use of technology, to the practice of counseling
Demonstrate knowledge and understanding of the impact of cultural diversity on counseling techniques and applications

The Mental Health Counseling (MHC) program receives high praise for effectively preparing students to meet professional and ethical standards, ensuring they are ready to take the licensing examination required by New York State. Faculty emphasize practical applications, equipping graduates to excel in real-world counseling settings. Stakeholders commend the comprehensive curriculum, which thoroughly addresses assessment, diagnosis, treatment, advocacy, prevention, and intervention, leaving students with a strong foundation and confidence in their professional abilities. Additionally, the program's integration of current research and knowledge from the social and behavioral sciences, coupled with a focus on utilizing technology in counseling practices, stands out as a forward-thinking approach that aligns well with today's professional demands.

While the program demonstrates a clear commitment to cultural diversity and its impact on counseling techniques, stakeholders suggest further integrating hands-on experiences that allow students to work with diverse populations in meaningful ways. Some students and site supervisors acknowledge the program's academic rigor but recommend providing more opportunities for peer collaboration and additional support resources to help manage the workload effectively. Faculty and supervisors also recommend expanding the focus on client advocacy, particularly in underrepresented communities, through more field-based experiences or case studies that emphasize systemic barriers and solutions. Additionally, stakeholders propose enhanced training on emerging technologies in counseling, such as teletherapy platforms and data-driven intervention models, to further align with industry trends.

Overall, the program is highly regarded for its strengths in preparing students for licensure, addressing key counseling competencies, and emphasizing research and technology. However, there are opportunities to enhance its focus on cultural diversity, practical experiences, and emerging trends to further meet the evolving needs of the profession.

School Counseling Objectives

Meet identified professional and ethical standards to qualify for New York State Initial Certification as a School Counselor
Demonstrate knowledge of the concerns, issues, and challenges relevant to today's students
Demonstrate knowledge of counseling (assessment, diagnosis & treatment), advocacy, prevention and intervention to assist students

Apply current knowledge and research from social and behavioral sciences, including the use of technology, to the practice of counseling in a school setting
Demonstrate knowledge and understanding of the impact of cultural diversity on counseling techniques and applications

The feedback from stakeholders regarding the school counseling program objectives highlights both strengths and areas for improvement. On the positive side, the program is widely regarded as comprehensive, providing effective interventions, relevant theories, and essential knowledge for future school counselors. Stakeholders, including core and adjunct faculty and site supervisors, commend the program's emphasis on professionalism and ethical standards, aligning with the high expectations for emerging school leaders. However, concerns were raised about the program's accessibility, particularly regarding its demanding workload and financial burden on students. One stakeholder described the program as "challenging and too much to graduate," while also pointing out the high cost, which may deter some prospective students or add stress to current ones. Additionally, limited detailed feedback from certain stakeholders suggests an opportunity to enhance engagement and foster more open dialogue about potential improvements.

To address these concerns, the program could explore ways to alleviate financial pressures, such as increasing scholarships or reviewing tuition policies, while maintaining its academic rigor by offering enhanced support through academic advising or peer mentoring. Structured feedback mechanisms, such as focus groups or targeted surveys, could also encourage greater participation from all stakeholders. Finally, promoting transparency by sharing program successes and improvements based on feedback could strengthen confidence and satisfaction among stakeholders. Overall, while the program is lauded for its rigor and quality, balancing these strengths with greater support and accessibility will ensure continued success.

Significant Program Changes

- **Course Fee Adjustments:** A proposal to change the course fees for the SC practicum and establish a separate MHC practicum course to avoid double charging fees for MHC students.
- **Bilingual PPS Extension:** Development of new courses to address the 12-credit threshold for Bilingual Education Extension, ensuring compliance with the latest state standards.
- **Faculty Diversity:** The department added a new faculty member to the MHC program, reflecting ongoing efforts to maintain a diverse faculty composition.

The Department of Counseling at Mercy University continuously monitors academic quality through comprehensive evaluations and stakeholder engagement. Data from the 2022-2024 academic years highlights areas of strength and identifies opportunities for improvement, particularly in licensure pass rates and diversity initiatives. With ongoing curriculum adjustments and program modifications, the SC and MHC programs remain committed to preparing students to meet the highest professional standards in a multicultural and diverse society.

Alumni Survey Results

Overview

The Department of Counseling administered an alumni survey to graduates of the School Counseling and Mental Health Counseling programs. A total of 19 alumni responded, including 8 School Counseling graduates (42.1%) and 11 Mental Health Counseling graduates (57.9%).

Graduates represented multiple cohorts, including 2021 (5.3%), 2022 (31.6%), 2023 (26.3%), and 2024 (36.8%).

Employment Outcomes

Employment outcomes were positive overall.

Employment Status	Number	Percentage
Employed full-time in a counseling-related field	14	73.7%
Employed part-time in a counseling-related field	2	10.5%
Employed in a non-counseling-related field	2	10.5%
Unemployed	1	5.3%

Overall, 84.2% of respondents reported employment in counseling-related positions.

Time to Employment

Time to Employment	Number	Percentage
Less than 3 months	13	68.4%
3-6 months	3	15.8%
More than 12 months	2	10.5%
Still seeking a position	1	5.3%

Alumni reported obtaining employment relatively quickly after graduation.

A total of 84.2% of respondents secured employment within six months of graduation.

Preparation for Professional Practice

When asked how well the program prepared them for their current role:

Response	Number	Percentage
Very Well	6	31.6%
Well	5	26.3%
Adequately	6	31.6%
Poorly	1	5.3%
No Response	1	5.3%

Overall, 89.5% of respondents indicated that the program prepared them adequately, well, or very well for their current professional responsibilities.

Relevance of Coursework

Rating	Number	Percentage
Excellent	4	21.1%
Good	12	63.2%
Fair	3	15.8%

Alumni reported that coursework was relevant to their current professional roles.

A total of 84.3% rated coursework as good or excellent.

Practicum and Internship Experiences

Alumni consistently identified practicum and internship experiences as program strengths.

Overall, 94.8% of respondents rated their practicum and internship experiences as good or excellent.

Rating	Number	Percentage
Excellent	9	47.4%
Good	9	47.4%
Fair	1	5.3%

Faculty Support and Guidance

Responses regarding faculty support were generally positive but indicated opportunities for improvement.

Rating	Number	Percentage
Excellent	2	10.5%
Good	7	36.8%
Fair	6	31.6%
Poor	4	21.1%

Nearly half of respondents rated faculty support as good or excellent, while approximately one-fifth reported concerns regarding support and guidance.

Availability of Resources

Alumni provided mixed feedback regarding available resources.

Rating	Number	Percentage
Excellent	3	15.8%
Good	7	36.8%
Fair	8	42.1%
Poor	1	5.3%

Although most respondents viewed available resources favorably, feedback suggests opportunities to improve awareness and accessibility of student support services.

Qualitative Themes

Several themes emerged from alumni comments:

Program Strengths

- Practicum and internship experiences.
- Opportunities for experiential learning.
- Faculty expertise and mentorship.
- Counseling skills development.
- Preparation for working with diverse client and student populations.

Areas for Improvement

- Additional preparation for licensure examinations.
- Greater consistency in faculty support and communication.

- Enhanced internship placement assistance.
- Increased career development and professional networking opportunities.
- Additional support for professional credentialing and certification pathways.

Program Actions

Based on alumni feedback, the Department of Counseling has implemented or plans to implement the following actions:

1. Strengthen Practicum and Internship Placement Opportunities

The Department has expanded partnerships with schools, community agencies, hospitals, and mental health organizations to increase field placement opportunities for students. In addition, the Department created a placement and networking event that brings site supervisors and community partners to campus to meet and interview prospective practicum and internship students. These efforts are intended to strengthen placement opportunities and improve the transition into field experiences.

2. Enhance Licensure and Certification Examination Preparation

The Department has increased examination preparation support for students. School Counseling students receive certification examination preparation activities within CNSL 677. Mental Health Counseling students receive examination preparation support during Internship I and Internship II and have access to AATBS examination preparation materials to support licensure readiness.

3. Strengthen Faculty Advising and Student Support

The Department will continue to review advising practices and student support processes to ensure students receive timely guidance regarding academic progress, field placements, certification and licensure requirements, and professional development opportunities.

4. Expand Career Development and Professional Networking Opportunities

The Department will continue to explore opportunities for students to connect with employers, site supervisors, alumni, and professional organizations through networking events, professional presentations, workshops, and recruitment activities designed to support career readiness and employment opportunities.

5. Continue Alumni Data Collection and Program Evaluation

The Department will continue collecting alumni outcome data annually to monitor employment outcomes, professional preparation, certification and licensure attainment, and overall program effectiveness. Alumni feedback will be reviewed as part of the annual assessment process and used to inform continuous program improvement efforts.

Summary

Overall, alumni feedback suggests that graduates are successfully obtaining employment in counseling-related fields and feel adequately prepared for professional practice. Practicum and internship experiences were consistently identified as strengths of the program. Areas for continued improvement include faculty support, licensure preparation, and career development resources. The results support the effectiveness of the Department of Counseling programs while providing valuable information for ongoing program enhancement.

Data Sources

The data sources used for evaluating program Objectives and student outcomes in the School Counseling (SC) and Mental Health Counseling (MHC) programs include a variety of assessments designed to measure student proficiency across key performance indicators (KPIs). For many course-based competencies, data is gathered through specific course assignments, evaluations, and practicum or internship supervisor feedback, with assessment documents attached for review. In certain cases, such as the Counselor Preparation Comprehensive Examination (CPCE) and post-graduation certification or licensure exams, there are no formal assessment documents available, as these are external examinations administered by third-party agencies. For these, student performance data is reported directly through exam results or certification outcomes, providing a reliable measure of program effectiveness and alignment with state and national standards.

Data Source(s): Post Graduation

Data Source(s): CPCE Exam Results

Data Source(s): Evaluations in CNSL 650 and CNSL 655

The provided documents contain assessment instruments and rubrics related to counseling skills and competencies for CNSL 650/655 courses, focusing on specific counseling skills, theoretical approaches, and student performance in counseling settings.

Key Assessment Instruments:

1. **Counseling Competencies Scale - Revised (CCS-R):** This scale evaluates counselors' skill development and professional competencies, providing feedback on areas like counseling skills, therapeutic conditions, and counselor dispositions. It uses a rating scale ranging from "Harmful" to "Exceeds Expectations" and aligns with CACREP standards (2016), assessing areas such as multicultural competence, self-care strategies, and counseling treatment plans(AssessmentInstrument_35...).

2. **Counseling Session Transcript Analysis Rubric:** This rubric evaluates students' performance during counseling sessions, focusing on their personal awareness, client awareness, use of microskills, and alternative interventions. The rubric covers key areas such as multicultural competency, theoretical approaches, and summary of strengths and limitations(AssessmentInstrument_31...).

These assessment tools are used to measure student outcomes in the counseling program and align with CACREP 2024 standards. Each document includes detailed criteria and evaluation guidelines that contribute to the overall assessment of student performance in both School Counseling and Mental Health Counseling programs.

CNSL 650/655 Counseling Session Transcript Analysis Rubric

<p>10.0 Personal Awareness</p> <p>The student is able to identify their own feelings, thoughts, attitudes, and behaviors regarding session</p>	<p>6.01.5 Developing</p> <p>Student rarely demonstrates an awareness of how their personal reactions impact session</p>	<p>8.02.6 Meets Standards</p> <p>Student provides a clear description of counter-transferential feelings, which demonstrates a general awareness of how his/her personal reactions impact the session.</p>	<p>10.03.0 Exceeds Standards</p> <p>Student provides a clear and rich description of his/her counter-transferential feelings, which demonstrates strong insight into how his/her personal reactions impact the session.</p>
<p>10.0 Client Awareness</p> <p>Student is able to identify the client's thoughts, feelings, attitudes and behaviors</p>	<p>6.01.0 Developing</p> <p>Student rarely demonstrates an awareness of the clients reactions.</p>	<p>8.02.6 Meets Standards</p> <p>Student provides a clear description of clients' thoughts, feelings, and behaviors, which demonstrates a general awareness of client's personal reactions to the session.</p>	<p>10.03.0 Exceeds Standards</p> <p>Student provides a clear and rich description of client's thoughts, feelings, and behaviors, which demonstrates strong insight into the client's reactions to the session.</p>
<p>10.0 Counseling Microskills</p> <p>Student is able to accurately label microskills used and explain rationale for use.</p>	<p>6.01.0 Developing</p> <p>Student does not/ sometimes accurately labels and explains rationale for using microskills.</p>	<p>8.02.6 Meets Standards</p> <p>Student accurately labels most to all microskills and provides a logical rationale for using microskills</p>	<p>10.03.0 Exceeds Standards</p> <p>Student accurately labels all microskills and provides a logical, evidence-based rationale for using microskills</p>
<p>10.0 Alternative Interventions</p> <p>Student is able to generate effective alternative interventions</p>	<p>6.01.0 Developing</p> <p>An alternative response is not improved/or slightly from the original response</p>	<p>8.02.0 Meets Standards</p> <p>An alternative response is adequately improved from the original response</p>	<p>10.03.0 Exceeds Standards</p> <p>An alternative response is strongly improved from the original response</p>
<p>10.0 Summary of Strengths and Limitations</p> <p>Student is able to identify the strengths and limitations of the session (i.e., skills used/not used, Impact of self in session, etc.)</p>	<p>6.01.0 Developing</p> <p>Students summary is primarily/somewhat inaccurate</p>	<p>8.02.0 Meets Standards</p> <p>Student clearly summarizes the strengths and limitations and includes relevant examples.</p>	<p>10.03.0 Exceeds Standards</p> <p>The student clearly and richly summarizes the strengths and limitations and includes compelling and relevant examples.</p>

<p>10.0 Multicultural Competency</p> <p>Student is able to examine their multicultural awareness, knowledge, and skills</p>	<p>6.01.0 Developing</p> <p>The student is rarely able to examine their multicultural awareness, knowledge, and skills</p>	<p>8.02.0 Meets Standards</p> <p>The student provides a clear description of multicultural issues, which demonstrates an understanding of multicultural awareness, knowledge, and skills.</p>	<p>10.03.0 Exceeds Standards</p> <p>Student provides a clear and rich description of multicultural issues, which demonstrates deep multicultural awareness, knowledge, and skills.</p>
<p>10.0 Theoretical Approach</p> <p>Student is able to examine their use of their theoretical approach used in session</p>	<p>6.01.0 Developing</p> <p>Student provides does not provide a clear description of the theoretical approach, and is unable to demonstrate an understanding of theory and constructs knowledge, and skills.</p>	<p>8.02.0 Meets Standards</p> <p>Student provides a clear description of theoretical approach, which demonstrates an understanding of theory and constructs knowledge, and skills.</p>	<p>10.03.0 Exceeds Standards</p> <p>Student provides a clear and rich description of theory, which demonstrates deep awareness, knowledge, and skills</p>

CACREP Standard F.3 Annual Report Tables

The following tables summarize the Department of Counseling's Academic Quality Indicators (AQIs), program evaluation findings, program modifications informed by evaluation data, and other significant program changes consistent with CACREP 2024 Standard F.3.

F.3.a Academic Quality Indicator (AQI) Threshold Summary Table

Academic Quality Indicator (AQI)	Established Threshold	Actual Program Outcome	Threshold Met (Yes/No)	Data Source	Program(s)
School Counseling Certification Examination Pass Rate	50%	44.8%	No	NYSTCE Results	SC
Mental Health Counseling Licensure Examination Pass Rate	505	34%	NO	NCMHCE Results	MHC
School Counseling Program Completion Rate	90%	61%	NO	Program Completion Data	SC

Mental Health Counseling Program Completion Rate	90%	59%	NO	Program Completion Data	MHC
Practicum Placement Rate Prior to Semester Start	100%	100%	NO	Fieldwork Placement Records	SC/MHC
Internship Placement Rate Prior to Semester Start	Insert Established Threshold	100%	YES	Fieldwork Placement Records	SC/MHC
CPCE/Comprehensive Examination Performance	Students meet national mean	68.7%	70%	CPCE Results	SC/MHC
Student Disposition Performance	“Meets Expectations/Demonstrates Competencies” as defined within the CCS-R evaluation instrument	90%	YES	CCS-R Supervisor Evaluation Instrument	SC/MHC
Counseling Skills and Competency Evaluations	1.0 (Developing) / 2.0 (Competent) / 3.0 (Proficient) rubric scale	85%	YES	Course Embedded KPI Assessments	SC/MHC
Employment in Counseling-Related Field (School Counseling Graduates)	85%	75% graduates employed	YES	Graduate Follow-Up Data	SC
Employment in Counseling-Related Field (Mental Health Counseling Graduates)	85%	70% graduates employed	NO	Graduate Follow-Up Data	MHC

F.3.b Program Modifications Informed by Program Evaluation Data

Assessment Finding/Data Reviewed	Source of Data	Faculty Review Process	Program Modification/Improvement	Program(s) Impacted
Review of student learning outcome and KPI assessment data	KPI Assessment Data; Course Embedded Assessments	Reviewed during bi-monthly department meetings and End of Academic Year Department Data Retreat	Faculty reviewed curriculum alignment, counseling skill development activities, and assessment measures across the program	SC/MHC
Review of counseling skills and competency evaluations in CNSL 650 and CNSL 655	Counseling Skills Evaluations; Course Assessments	Reviewed during faculty assessment review process	Increased emphasis on counseling skill application, feedback, and practice activities during counseling coursework	SC/MHC
Review of licensure and certification examination outcomes	NYSTCE Results; NCMHCE Results; CPCE Results	Reviewed during annual program evaluation process	Faculty reviewed examination preparation resources and program assessment processes related to certification and licensure readiness	SC/MHC
Review of practicum and internship supervisor evaluations and fieldwork performance data	CCS-R Supervisor Evaluation Instrument; Fieldwork Evaluations	Reviewed during faculty meetings and End of Academic Year	Faculty strengthened fieldwork monitoring processes and ongoing collaboration with site supervisors	SC/MHC

		Department Data Retreat		
Review of multicultural counseling assessments and disposition evaluation data	Multicultural Counseling Assessments; CCS-R Evaluations	Reviewed during program assessment and curriculum review discussions	Faculty reviewed multicultural counseling integration throughout coursework and field experiences	SC/MHC
Review of practicum and internship placement data	Fieldwork Placement Records	Reviewed during annual program evaluation process	Continued development and monitoring of fieldwork partnerships to support timely placement of students prior to practicum and internship experiences	SC/MHC

Faculty Review and Analysis of Individual Student KPI and Disposition Data

Faculty review KPI assessment data, disposition assessment data, counseling competency evaluations, fieldwork evaluations, and student performance concerns during bi-monthly department meetings, which include a section related to student issues, as well as during the End of Academic Year Department Data Retreat. Students demonstrating significant dispositional, academic, counseling competency, or professional concerns may be referred to the Educational Review Committee (ERC) for additional review and determination of appropriate remediation, retention, probation, or dismissal recommendations.

Assessment Area	Assessment Measure	When Reviewed	Faculty Review Process	Purpose of Review	Possible Action	Evidence Source
Professional Dispositions	CCS-R Supervisor Evaluation Instrument	Year 2 Practicum and Year 3 Internship; Bi-Monthly Meetings;	Faculty review disposition concerns identified by supervisors and faculty.	Monitor professional dispositions and counseling behaviors	Remediation Plan, Continued Monitoring, ERC Review, or Dismissal Review	CCS-R Evaluation Instrument; Individual Student Assessment System;

		End of Academic Year Data Retreat	Significant concerns may be referred to the ERC.			Program Handbook
Counseling Skills and Competencies	Course Embedded KPI Assessments	Year 1, Year 2, and Year 3; Bi-Monthly Meetings; End of Academic Year Data Retreat	Faculty review student progress and competency acquisition during department meetings and annual data review.	Determine student progress toward counseling competency mastery	Academic Support, Remediation, ERC Review, or Retention Review	KPI Alignment Table; Course Assessments
Academic Performance	Course Grades and GPA	End of Each Semester; Bi-Monthly Meetings	Faculty review GPA and course performance during department meetings and annual review processes.	Determine academic standing and progression	Probation, ERC Review, Retention, or Dismissal	Department of Counseling Program Handbook

Disposition Assessment Process

Professional dispositions and counseling behaviors are assessed throughout the program through faculty evaluations, course embedded assessments, practicum and internship evaluations, counseling skills evaluations, and the CCS-R Supervisor Evaluation Instrument utilized during practicum and internship experiences.

Professional Disposition/Counseling Behavior	Assessment Measure	Assessment Point	Minimum Performance Expectation
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Professional Ethics	Faculty Evaluation; CCS-R Supervisor Evaluation Instrument	CNSL 650, Practicum, Internship	Meets Expectations/Demonstrates Competencies
Professional Behavior	Faculty Evaluation; Practicum and Internship Evaluations	Throughout Program	Meets Expectations/Demonstrates Competencies
Multicultural Competence in the Counseling Relationship	Multicultural Counseling Assessments; CCS-R Supervisor Evaluation Instrument	CNSL 655, Practicum, Internship	Meets Expectations/Demonstrates Competencies
Openness to Feedback	Faculty Evaluation; Supervisor Evaluation	Throughout Program	Meets Expectations/Demonstrates Competencies

Cross-Document Alignment

Disposition terminology, KPI terminology, minimum performance expectations, remediation procedures, assessment terminology, and faculty review processes are aligned across the Department of Counseling Program Handbook, EPCSI, Updated Individual Student Assessment System, Annual Report, and CCS-R Supervisor Evaluation Instrument.

KPI assessment data, disposition assessment data, counseling competency evaluations, fieldwork evaluations, and academic performance data may result in remediation review, COMPASS Progress Reports, ERC review, probation review, retention review, or dismissal review in accordance with Department of Counseling policies and procedures.

Integrated Updated Alignment and Continuous Improvement Language

Faculty Review and Analysis of Individual Student KPI and Disposition Data

Faculty review KPI assessment data, disposition assessment data, counseling competency evaluations, fieldwork evaluations, and student performance concerns during bi-monthly department meetings, which

include a designated section related to student issues, as well as during the End of Academic Year Department Data Retreat. Faculty utilize assessment findings to monitor student progress, counseling competency development, professional dispositions, academic performance, and readiness for professional practice. Students demonstrating significant dispositional, academic, counseling competency, or professional concerns may be referred to the Educational Review Committee (ERC) for additional review and determination of appropriate remediation, retention, probation, or dismissal recommendations in accordance with Department of Counseling policies and procedures.

Assessment Area	Assessment Measure	When Reviewed	Faculty Review Process	Purpose of Review	Possible Action	Evidence Source
Professional Dispositions and Counseling Behaviors	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations	Practicum and Internship ; Bi-Monthly Department Meetings; End of Academic Year Department Data Retreat	Faculty review disposition concerns identified by site supervisors and faculty. Significant concerns may be referred to the Educational Review Committee (ERC) for additional review.	Monitor professional dispositions, counseling behaviors, ethical conduct, and professional readiness for counseling practice.	Remediation Plan, Continued Monitoring, ERC Review, Probation Review, Retention Review, or Dismissal Review	CCS-R Supervisor Evaluation Instrument; Individual Student Assessment System; Department of Counseling Program Handbook
Counseling Skills and Competencies	Course Embedded KPI Assessments; Counseling Session Evaluations; Practicum and Internship Evaluations; CPCE Results	Year 1, Year 2, and Year 3; Bi-Monthly Department Meetings; End of Academic Year Department Data Retreat	Faculty review student progress toward competency benchmarks, counseling skill development, and performance on key assessments during department meetings and annual assessment review processes.	Determine student progress toward competency attainment, professional readiness, and successful achievement of program objectives and student outcomes.	Academic Support, Remediation Plan, Additional Supervision, ERC Review, Retention Review, or Dismissal Review	Individual Student Assessment System; KPI Alignment Tables; Counseling Skills Evaluations; Practicum and Internship Evaluations; CPCE Results
Academic Performance	Course Grades; GPA; Faculty Evaluations;	End of Each Semester; Bi-Monthly	Faculty review GPA, course performance, progression through the	Determine academic standing, progression, retention	Academic Support Plan, Probation Review,	Department of Counseling Program Handbook; Academic

Assessment Area	Assessment Measure	When Reviewed	Faculty Review Process	Purpose of Review	Possible Action	Evidence Source
	Key Course Assessments	Department Meetings; End of Academic Year Department Data Retreat	curriculum, and achievement of academic requirements. Students not meeting academic expectations may be referred to the ERC.	eligibility, and readiness for advanced coursework and field experiences.	ERC Review, Retention Review, or Dismissal Review	Records; Course Grades; Student Transcripts
Fieldwork Performance	Practicum and Internship Supervisor Evaluations; CCS-R Supervisor Evaluation Instrument; Counseling Competency Evaluations	Practicum and Internship ; Bi-Monthly Department Meetings; End of Academic Year Department Data Retreat	Faculty review fieldwork evaluations, counseling competency ratings, supervisor feedback, and concerns identified during practicum and internship experiences. Significant concerns may result in ERC review.	Evaluate readiness for continued field placement, professional counseling practice, and successful program completion.	Remediation Plan, Additional Supervision, ERC Review, Retention Review, Probation Review, or Dismissal Review	CCS-R Supervisor Evaluation Instrument; Practicum Evaluations; Internship Evaluations; Counseling Competency Assessments
Program Learning Outcomes and KPI Achievement	Course Embedded KPI Assessments; Program Objective and Student Outcome Measures; Specialty Area Assessments	End of Academic Year Department Data Retreat; Annual Program Assessment Review	Faculty review aggregate assessment data related to program objectives, student outcomes, KPIs, and minimum performance expectations to evaluate program effectiveness and student achievement.	Assess program effectiveness , identify strengths and areas for improvement, and support continuous program enhancement.	Curriculum Revision, Assessment Revision, Faculty Development Activities, Program Improvement Plan, or Resource Allocation Changes	Individual Student Assessment System; Annual Assessment Reports; KPI Data Summaries; Program Outcome Reports
Alumni and Employer Feedback	Alumni Survey;	Annually Beginning 2025–	Faculty review alumni and employer	Evaluate program effectiveness	Curriculum Revision, Program	Alumni Survey Results; Employer Survey

Assessment Area	Assessment Measure	When Reviewed	Faculty Review Process	Purpose of Review	Possible Action	Evidence Source
	Employer Survey	2026 Academic Year; Results Reviewed Fall 2026 and Annually Thereafter	feedback regarding graduate preparation, professional performance, licensure/certification attainment, and workforce readiness.	beyond graduation and identify opportunities for program improvement.	Improvement Planning, Stakeholder Engagement Activities, or Assessment Modifications	Results; Licensure and Employment Data

Professional Dispositions and Counseling Behaviors Assessed Through the CCS-R Supervisor Evaluation Instrument

The following professional dispositions and counseling behaviors are assessed through the CCS-R Supervisor Evaluation Instrument during practicum and internship experiences and are reviewed as part of the Department of Counseling student assessment, remediation, retention, and professional readiness review processes:

- Professional Ethics
- Professional Behavior
- Professional and Personal Boundaries
- Multicultural Competence in the Counseling Relationship
- Emotional Stability and Self-Control
- Openness to Feedback
- Flexibility and Adaptability
- Congruence and Genuineness

Disposition Assessment Process

Professional dispositions and counseling behaviors are assessed throughout the program through faculty evaluations, counseling skills evaluations, practicum and internship evaluations, and the CCS-R Supervisor Evaluation Instrument utilized during practicum and internship experiences. Professional disposition assessment data are reviewed during bi-monthly department meetings, annual program evaluation review processes, and the End of Academic Year Department Data Retreat to monitor student progress, counseling competency development, professional behavior, and readiness for professional counseling practice.

Professional Disposition/Counseling Behavior	Assessment Measure	Assessment Point	Minimum Performance Expectation
Professional Ethics	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations	Practicum; Internship; Throughout Program	Meets Expectations/Demonstrate s Competencies
Professional Behavior	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations	Practicum; Internship; Throughout Program	Meets Expectations/Demonstrate s Competencies
Professional and Personal Boundaries	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations	Practicum; Internship	Meets Expectations/Demonstrate s Competencies
Multicultural Competence in the Counseling Relationship	CCS-R Supervisor Evaluation Instrument; Multicultural Counseling Assessments	CNSL 651; Practicum; Internship	Meets Expectations/Demonstrate s Competencies
Emotional Stability and Self-Control	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations	Throughout Program; Practicum; Internship	Meets Expectations/Demonstrate s Competencies
Openness to Feedback	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations	Throughout Program; Practicum; Internship	Meets Expectations/Demonstrate s Competencies
Flexibility and Adaptability	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations	Throughout Program; Practicum; Internship	Meets Expectations/Demonstrate s Competencies
Congruence and Genuineness	CCS-R Supervisor Evaluation Instrument; Counseling	Counseling Skills Courses; Practicum; Internship	Meets Expectations/Demonstrate s Competencies

Professional Disposition/Counseling Behavior	Assessment Measure	Assessment Point	Minimum Performance Expectation
	Skills Evaluations		
Self-Awareness and Reflective Practice	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations; Reflective Assignments	Throughout Program; Practicum; Internship	Meets Expectations/Demonstrates Competencies
Professional Communication and Collaboration	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations; Site Supervisor Feedback	Practicum; Internship; Throughout Program	Meets Expectations/Demonstrates Competencies
Responsibility and Accountability	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations	Throughout Program; Practicum; Internship	Meets Expectations/Demonstrates Competencies
Commitment to Professional Growth and Development	CCS-R Supervisor Evaluation Instrument; Faculty Evaluations; Professional Development Activities	Throughout Program; Practicum; Internship	Meets Expectations/Demonstrates Competencies