



**WILLIAM PATERSON UNIVERSITY**

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## **Professional Counseling Program Annual Assessment Report 2024-2025**

The Professional Counseling Program assesses the program on an ongoing basis. The following is a summary of the assessment activities over the 2024-2025 academic year. The key performance indicators, with other program critical assessments, are reported here. Information includes exam (e.g., CPCE and NCE) outcomes and student, graduate, and alumni surveys. All surveys were scored on a five-point Likert type scale (1 = Poor Preparation, 2 = Somewhat Poor Preparation, 3 = Fair Preparation, 4 = Good Preparation, 5 = Excellent Preparation).

The table below represents the programs Key Performance Indicators (KPIs) for the academic courses in the program and critical assessments for the program. The minimum threshold is a score of a 3 or better on a 4 point scale (1 = Needs Improvement, 2 = Progressing, 3 = Competent, 4 = Advanced).

Clinical Mental Health Counseling Concentration KPI & Critical Assessment	Mean Earned	Pass Rate
CSP 6010 KPI 1	3.5	100%
CSP 6010 KPI 2	3	100%
CSP 6030 KPI 1	4	100%
CSP 6040 KPI 1	4	100%
CSP 6050 KPI 1	4	100%
CSP 6060 KPI 1	4	100%
CSP 6080 KPI 1	4	100%
CSP 6090 KPI 1	3	100%
CSP 6100 KPI 1	3.5	100%
CSP 6160 KPI 1	3.5	100%
CSP 6220 KPI 1 (and critical assessment)	3	100%
CSP 6210 KPI 1	3	100%
CSP 6260 KPI 1	4	100%

CSP 6320 KPI 1	4	100%
CSP 6320 KPI 2	3	100%
CSP 6420 KPI 1	4	100%
CSP 6860 KPI 1 (and critical assessment)	4	100%
CSP 6860 KPI 1 (and critical assessment)	3	100%
Professional Dispositions	3.5	100%
Critical Assessment: Portfolio	3.5	100%
Critical Assessment: Pre-Internship Benchmark Exam	Rate varies by CCE	100%

School Counseling Concentration KPI & Critical Assessment	Mean Earned	Pass Rate
CSP 6010 KPI 1	3.5	100%
CSP 6010 KPI 2	3	100%
CSP 6030 KPI 1	4	100%
CSP 6040 KPI 1	4	100%
CSP 6050 KPI 1	4	100%
CSP 6060 KPI 1	3.5	100%
CSP 6080 KPI 1	4	100%
CSP 6090 KPI 1	3	100%
CSP 6100 KPI 1	3.5	100%
CSP 6160 KPI 1	3.5	100%
CSP 6200 KPI 1 (and critical assessment)	3	100%
CSP 6210 KPI 1	3	100%
CSP 6260 KPI 1	4	100%
CSP 6300 KPI 1	4	100%

CSP 6300 KPI 2	3	100%
CSP 6420 KPI 1	3.5	100%
CSP 6860 KPI 1 (and critical assessment)	4	100%
CSP 6860 KPI 1 (and critical assessment)	4	100%
Professional Dispositions	3.45	100%
Critical Assessment: Portfolio	4	100%
Critical Assessment: Pre-Internship Benchmark Exam	Rate varies by CCE	100%

Program survey results were sent to alumni, including Spring 2025 graduates. We had 30 participants complete the survey, and while the response rate is low, this is an increase from the 7-10 respondents from the past. These responses provided valuable feedback to the program. Alumni reported their preparation in the eight core curriculum areas was, on average, fair, good, or excellent. Data revealed that participants felt they were “quite a lot” to “very much prepared” to function as a competent counselor (76%), and indicated they felt “very much” prepared for practicum/internship and received the skills they needed (80%). Participants felt the quality of advising was on average good to excellent (75%) throughout the program. Participants responded that the knowledge of the faculty was good to excellent (93.33%).

The 2025 annual survey to assess preparedness for clinical work via the 8 CAREP domains from both internship site supervisors and employers yielded 21 responses this year. This is an increase from last year’s response rate. The 21 responses were from site supervisors; we had no responses from employers. Regarding annual surveys from employers, we are working to continually update our database and continuing outreach to graduates and alumni to ensure we have current employer information.

From the 21 participants in the supervisor survey, data revealed positive feedback. Overall, participants indicated that students were prepared for their role as intern or professional when entering the field (95.24%). Areas of strength that were noted included professional identity, human growth and development, social & cultural diversity, career development, helping relationships, group work & theories, assessment & appraisal, work with families and children, consultation, individual counseling theories, research and program evaluation, normal and abnormal behavior, legal and ethical issues, case conceptualizations, report writing, and professional dispositions. Areas in which participants indicated a need for their continued improvement included crisis intervention and research & program evaluation, although this was still rated above average. The anecdotal comments from site supervisors showed recognition that students need to continue learning about case conceptualization and diagnosing, as well as crisis-related topics. Areas of improvement to the overall program included more in-person skill work and development and reinforcing concepts of self-care. The site supervisors had many

positive comments to share regarding students' level of knowledge, ability to hear feedback, and overall great understanding of theory and ethics.

We administered the CPCE in the Spring 2025 semester, as part of our Pre-Internship Benchmark Exam (PIB). In order to successfully complete the PIB, students must pass the CPCE exam and/or an alternate exam method. As a result, we had a pass rate of 100% on the PIB. Though this was positive, the breakdown of specific domain results provide areas of focus for improvement as we prepare for the upcoming academic year. Program faculty will continue to use the CPCE for the next upcoming cycle.

This past Spring 2025, some of our students (n=13) took the National Counselor Exam in their final semester before graduation. The overall pass rate of the exam was 70%. This is a decrease from the 2024 pass rate. This only includes students who completed the exam from January 2025-June 2025 and does not include all eligible students. A further look at the scores reveal that the students on the Clinical Mental Health Counseling (CMHC) track had a pass rate of 88%, while the School Counseling had a pass rate of 40%. As a program, we continue to monitor these scores to assist in our annual review of syllabi, course content, matching faculty to areas of expertise and classes, and analyzing each year's data to provide direction to help strengthen our program and support our students.

For further details about our assessment activities, or if you would like to see the raw data, please contact, Dr. Meredith Drew at [drewm2@wpunj.edu](mailto:drewm2@wpunj.edu) or Dr. Michelle Hinkle at [hinklem@wpunj.edu](mailto:hinklem@wpunj.edu).