WPUNJ Professional Counseling Program
CACREP Accreditation
2025-2026 Annual Assessment Report

The WPUNJ Professional Counseling Program is committed to systematic evaluation and ongoing assessment for continued program improvement. This report serves to provide stakeholders a summary of program outcomes and assessment data as a measure of achievement toward program objectives. Outcome data and stakeholder input is included. Planned program modifications directly informed by data are presented. The reporting year is AY 2025 - 2026.

Achievement Toward Program Objectives

The Professional Counseling Program has identified the following 8 program objectives that support the program. These objectives are connected to the key performance indicators, the academic quality indicators, and the outcome data. Multiple measures connect to multiple objectives for the program. Below is a review of the objectives and then further discussion on the KPIs and AQIs that provide the data to determine how the program is meeting objectives and modifications that are supported by the data.

Program Objective 1	To provide professional counselors with a knowledge base that encompasses the eight core curriculum areas as delineated by CACREP and the State of New Jersey.
Program Objective 2	To encourage professional counselors to develop cultural responsiveness and to advocate for, and meet the intersectional needs of, diverse clients/students.
Program Objective 3	To prepare professional counselors who can provide competent and effective direct services to clients/students across the life span in clinical mental health and school settings.

Program Objective 4	To prepare professional counselors who exhibit sound ethical decision making in their counseling practice, as well as their consultation in clinical mental health and school settings.
Program Objective 5	To prepare professional counselors to consider wellness, strength-based approaches, and prevention in their counseling practice.
Program Objective 6	To prepare professional counselors to access and apply evidenced based research in their counseling practice.
Program Objective 7	To prepare professional counselors to conceptualize client/student issues from a holistic, bio-psychosocial, and wellness perspective.
Program Objective 8	To prepare professional counselors who exhibit professional dispositions appropriate for the counseling profession.

Knowledge Assessment by KPIs and AQIs As Connected to Program Objectives.

Table 1 summarizes how knowledge based Academic Quality Indicators (AQI), used to measure key performance indicators, compared against program thresholds in AY 2025-2026. This information is used to evaluate performance toward program objectives. See the Appendix for specific data of each AQI listed.

Table 1

Knowledge Assessment by KPI, AQI, and Program Objectives 1- 7

Academic Quality Indicator: AQI	Program Objectives	Key Performance Indicator: KPI	Program Threshold	Discussion
CSP 6030: Your Invisible Knapsack	1 -7	Students will demonstrate awareness, knowledge, and skills to implement multicultural and social competencies, responsiveness, and advocacy.	CMHC: Met School: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.
CSP 6040: Final Exam	1 -7	Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development in order to formulate conceptualization, diagnosis, and treatment planning.	CMHC: Met School: Met	The overall rubric was met, but there were some individual areas that were unmet. As a result, content in the class will be revised to provide additional support in these areas.
CSP 6050: Case Study	1 -7	Students will develop counselor professional identity and apply	CMHC: Met	The overall rubric was met, but there were some

		ethical and legal consultations in professional counseling.	School: Met	individual areas that were unmet. As a result, content in the class has been revised to provide additional support in these areas.
CSP 6060: Statement of Philosophy & Theory Paper	1 -7	Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach.	CMHC: Met School: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.
CSP 6080: Career Development Project	1 -7	Students will apply career assessment and planning principles to facilitate client career development.	CMHC: Met School: Met	The overall rubric was met, but there was one area that was unmet. As a result, content in the class will be revised to provide additional support in this area.
CSP 6090: Interview Paper	1 -7	Students will demonstrate knowledge and application of theories of human development related to counseling across the lifespan.	CMHC: Met School: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.
CSP 6100: Integrative Theories Paper	1 -7	Students will demonstrate understanding of group dynamics and process in group counseling.	CMHC: Met School: Met	The overall rubric was met, but there was an area that was unmet. This is in relation to writing. It was noted that the rubric assesses for writing multiple times and all rubrics will be revised to appropriately assess for writing.
CSP 6160: Research Paper, Methods, & Results	1 -7	Students will demonstrate knowledge of the importance and use of research to inform counseling practice.	CMHC: Met School: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.
CSP 6200: Comprehensive Case Study	1 -7	School Concentration: Students will develop counselor professional identity and apply ethical and legal consultations in professional counseling. Students will demonstrate awareness, knowledge, and skills to implement multicultural and social competencies,	School: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.

		responsiveness, and advocacy. Students will demonstrate understanding of group dynamics and process in group counseling. Students will demonstrate knowledge of the importance and use of research to inform counseling practice. Students will demonstrate understanding of models of school counseling, including application of the ASCA National Model, in P-12 settings. Students will demonstrate the skills necessary to deliver prevention, intervention, and evaluation programs in P-12 settings that address student academic, social, and personal development.		
CSP 6210: Case Study & Treatment Plan	1 -7	Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development in order to formulate conceptualization, diagnosis, and treatment planning.	CMHC: Met School: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.
CSP 6220: Comprehensive Case Study	1 -7	Clinical Mental Health Concentration: Students will develop counselor professional identity and apply ethical and legal consultations in professional counseling. Students will demonstrate awareness, knowledge, and skills to implement multicultural and social competencies, responsiveness, and advocacy. Students will demonstrate understanding of group dynamics and process in group counseling.	CMHC: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.

		Students will demonstrate knowledge of the importance and use of research to inform counseling practice. Students will demonstrate knowledge of basic principles of program development and counseling in clinical mental health settings, including management, record keeping, and credentialing. Students will demonstrate skills necessary for biopsychosocial case conceptualization and treatment planning.		
CSP 6260: Case Study Paper	1 -7	Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach.	CMHC: Met School: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.
CSP 6420: Play Experience & Paper	1 -7	Students will demonstrate knowledge and application of theories of human development related to counseling across the lifespan.	CMHC: Met School: Met	The overall rubric was met, but there was an area that was unmet. This is in relation to writing. It was noted that the rubric assesses for writing multiple times and all rubrics will be revised to appropriately assess for writing.

Summary of Knowledge Assessment

The program is focusing on the following revisions at this time:

1. CSP 6040 Final Exam: The overall program threshold was met, however, the rubric noted two areas that the school concentration students did not meet: assessment evaluation and central tendency and variability. After discussion and review, the program has decided to strengthen the content around these two areas and continue to review in the next assessment cycle to determine if a different change is warranted.

2. CSP 6050 Case Study: The overall program threshold was met, however, the rubric noted several areas that were unmet, even though the overall score was met. The areas for the school concentration students that were unmet were consultation and defining central issue/dilemmas and options. In addition, both clinical mental health and school

concentration did not meet the areas of making sound ethical decisions based on code, principles, literature and supervision, and recognizes professional standards and laws, and regulations relevant to the case. After discussion and review, the program has already taken steps to address this deficit. Specifically, students engage in group case work at the start of the class and then move towards individual case work towards the end of the semester to more accurately assess knowledge and application of the ethical and legal content. This program modification has already begun.

3. CSP 6080 Career Development Project: The overall program threshold was met, however, the rubric noted that for both concentrations general diagnostic impressions and intake criteria was not met. Additionally, clinical mental health concentration students did not meet vocational maturity. After discussion and review, the program has decided to strengthen the content around these areas and continue to review in the next assessment cycle to determine if a different change is warranted.

4. CSP 6100 Integrative Theory Paper: The overall program threshold was met, however, the rubric noted that accurately utilizing APA format was unmet for both concentrations. After discussion and review, the program will revise all rubrics to assess writing, APA, and appropriate use of references on one point, instead of three separate areas. Students were not being accurately assessed. Additionally, the program has already implemented more workshops and supports for APA and writing. These have been introduced at the start of the program. This program modification of rubrics will be in place by fall 2027 for all assignments.

5. CSP 6420 Play Experience & Paper: The overall program threshold was met, however, the rubric noted both concentrations did not meet accurately utilizes APA format, and additionally the school concentration did not meet communicates message with clarity, conciseness and accurately, is scholarly and professional and written expression. After discussion and review, the program will revise all rubrics to assess writing, APA, and appropriate use of references on one point, instead of three separate areas. Students were not being accurately assessed. Additionally, the program has already implemented more workshops and supports for APA and writing. These have been introduced at the start of the program. This program modification of rubrics will be in place by fall 2027 for all assignments.

Skills Assessments by KPIs and AQIs As Connected to Program Objectives

Table 2 summarizes how skills based Academic Quality Indicators (AQI), used to measure key performance indicators, compared against program thresholds in AY 2025-2026. This information is used to evaluate performance toward program objectives. See the Appendix for specific data of each AQI listed.

Table 2

Skills Assessment by KPI, AQI, and Program Objectives 1- 8

Academic Quality Indicator: AQI	Program Objectives	Core KPI	Clinical Mental Health Counseling (CMHC) KPI	School Counseling (SC) KPI	Program Threshold	Discussion
CSP 6010: Techniques Evaluation *Evaluated at the Beginning of the Program	1 - 8	Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach.	NA	NA	CMHC: Met School: Met	
CSP 6300: Practicum SC Site Supervisor Evaluation Practicum SC University Supervisor Evaluation Form *Evaluated at the Midpoint of the Program for SC students	1 - 8	Students will apply career assessment and planning principles to facilitate client career development.	NA	Students will demonstrate understanding of models of school counseling, including application of the ASCA National Model, in P-12 settings. Students will demonstrate the skills necessary to deliver prevention, intervention, and evaluation programs in P-12 settings that address student academic, social, and personal development.	School: Met	Site Supervisor Evaluation: Overall rubric score met the program threshold. There were two criteria that were short of the threshold: a) skills to develop prevention programs and classroom lessons and b) understanding results of assessment tools. University Supervisor Evaluation: Overall rubric score met the program threshold. There were two criteria that were short of the threshold: a) responding to crisis, b) skills to develop prevention programs and classroom lessons, c) understanding results of assessment tools, d) understanding student records, and e) school

						processes (e.g., HIB, I&RS).
CSP 6320: CMHC Practicum Site Supervisor Evaluation CMHC Practicum University Supervisor Evaluation Form *Evaluated at the Midpoint of the Program for CMHC students	1 - 8	Students will apply career assessment and planning principles to facilitate client career development	Students will demonstrate knowledge of basic principles of program development and counseling in clinical mental health settings, including management, record keeping, and credentialing. Students will demonstrate skills necessary for biopsychosocial case conceptualization and treatment planning.	NA	CMHC: Not Met	Site Supervisor Evaluation: Overall rubric score did not meet the program threshold with a mean score of 2.3 There were several criteria that were short of the threshold. University Supervisor Evaluation: Overall rubric score met the program threshold.
CSP 6860: SC Internship I Site Supervisor Evaluation Form SC Internship I University Supervisor Evaluation Form *Evaluated at the End of the Program for SC students	1 - 8	Students will develop counselor professional identity and apply ethical and legal consultations in professional counseling. Students will demonstrate awareness, knowledge, and skills to implement multicultural and social competencies, responsiveness, and advocacy. Students will demonstrate knowledge and application of theories of human development related to counseling across the lifespan. Students will apply career assessment and planning principles to facilitate client career	NA	Students will demonstrate the skills necessary to deliver prevention, intervention, and evaluation programs in P-12 settings that address student academic, social, and personal development.	School: Met	Site Supervisor Evaluation: Overall rubric score met the program threshold. There were two criteria that were short of the threshold: a) skills to develop prevention programs and classroom lessons and b) understanding results of assessment tools. University Supervisor Evaluation: Overall rubric score met the program threshold. There were two criteria that were short of the threshold: a) skills to develop prevention programs and b)

		development. Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach. Students will demonstrate understanding of group dynamics and process in group counseling. Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development in order to formulate conceptualization, diagnosis, and treatment planning. Students will demonstrate knowledge of the importance and use of research to inform counseling practice				school processes (e.g., HIB, I&RS).
CSP 6860: CMHC Internship I Site Supervisor Evaluation Form CMHC Internship I University Supervisor Evaluation Form *Evaluated at the End of the Program for CMHC students	1 - 8	Students will develop counselor professional identity and apply ethical and legal consultations in professional counseling. Students will demonstrate awareness, knowledge, and skills to implement multicultural and social competencies, responsiveness, and advocacy. Students will demonstrate knowledge and	Students will demonstrate skills necessary for biopsychosocial case conceptualization and treatment planning.	NA	CMHC: Met	All criteria met for both CMHC Site Supervisor and University Supervisor evaluations.

		application of theories of human development related to counseling across the lifespan. Students will apply career assessment and planning principles to facilitate client career development. Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach. Students will demonstrate understanding of group dynamics and process in group counseling. Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development in order to formulate conceptualization, diagnosis, and treatment planning. Students will demonstrate knowledge of the importance and use of research to inform counseling practice				
CSP 6870: SC Internship II Site Supervisor Evaluation Form SC Internship II University Supervisor Evaluation Form	1 - 8	Students will develop counselor professional identity and apply ethical and legal consultations in professional counseling. Students will demonstrate	NA	Students will demonstrate the skills necessary to deliver prevention, intervention, and evaluation programs in P-12 settings that address student	School: Met	Site Supervisor Evaluation: Overall rubric score met the program threshold. There was one criteria short of the threshold: understanding

*Evaluated at the End of the Program for SC students		awareness, knowledge, and skills to implement multicultural and social competencies, responsiveness, and advocacy. Students will demonstrate knowledge and application of theories of human development related to counseling across the lifespan. Students will apply career assessment and planning principles to facilitate client career development. Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach. Students will demonstrate understanding of group dynamics and process in group counseling. Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development in order to formulate conceptualization, diagnosis, and treatment planning. Students will demonstrate knowledge of the importance and use of research to inform counseling practice		academic, social, and personal development.		results of assessment tools. University Supervisor Evaluation: All criteria were met on this rubric.

CSP 6870: CMHC Internship II Site Supervisor Evaluation Form CMHC Internship II University Supervisor Evaluation Form *Evaluated at the Middle of the Program for CMHC students	1 - 8	Students will develop counselor professional identity and apply ethical and legal consultations in professional counseling. Students will demonstrate awareness, knowledge, and skills to implement multicultural and social competencies, responsiveness, and advocacy. Students will demonstrate knowledge and application of theories of human development related to counseling across the lifespan. Students will apply career assessment and planning principles to facilitate client career development. Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach. Students will demonstrate understanding of group dynamics and process in group counseling. Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development in order to formulate conceptualization,	Students will demonstrate skills necessary for biopsychosocial case conceptualization and treatment planning.	NA	CMHC: Met	All criteria met for both CMHC Site Supervisor and University Supervisor evaluations.

		diagnosis, and treatment planning. Students will demonstrate knowledge of the importance and use of research to inform counseling practice				

Summary of Skills Assessment

Each of the WPUNJ Program Objectives is connected to seven skills assessments over the course of students' trajectory in the program (both Clinical Mental Health Counseling [CMHC] and School Counseling [SC] concentrations).

The CSP 6010 dyad evaluation is the student's first skill assessment. The CSP 6010 includes teaching students the fundamentals skills in counseling and provides numerous opportunities to practice these skills leading up to the final dyad Techniques Evaluation, which is a first semester AQI. In this reporting period the aggregate score on this assessment in both concentrations met the minimum threshold at 2.89 for CMHC students and 2.93 for SC students. This rubric was updated in Fall 2025 to be more clear for students and evaluators and to clearly reflect multiple foundational skills.

At the midpoint of the program, students are evaluated in their first field placement by both their site supervisors and university supervisors. Practicum (CSP 6300) for SC students happens in their penultimate spring semester (4 semesters from graduation) and CMHC students take their practicum (CSP 6320) in their final summer (3 semesters from graduation). During this reporting period, the aggregate score for SC practicum students met the minimum threshold for each evaluation. A small number of criteria on this rubric were not met (see Appendix), with two criteria overlapping for both site and university supervisors (i.e., developing prevention programs; lesson plans and understanding assessment scores). Both of these correspond with related data from knowledge assessment criteria (See Appendix for CSP 6040 and the advisory council feedback Table 4). The aggregate score of CMHC Practicum Site Supervisor did not meet the minimum threshold by .1 point (i.e., 2.3 compared to the minimum threshold of 2.4). Students did not meet the minimum threshold several criteria (see Appendix). However, the aggregate score of the CMHC University supervisor did meet the minimum threshold. As discussed in program meetings this could be for a variety of reasons including: a) varying interrater reliability based on developmental expectations at the practicum level and b) minimum opportunities for university supervisor observations and reliance on student and site supervisor report. A further discussion of this was covered in our program assessment meeting, which yields

ideas for modifications and program improvement over time (see number 6 in Program Modifications based on KPI data).

In the final two semesters of the program students are evaluated in both of their Internship semesters (CSP 6860 and CSP 6870) by both their site and university supervisors. Aggregate scores for both concentrations, on each site and university supervisor evaluation across both semesters, met the program minimum threshold. There was a growth in the mean score for each evaluation between Internship 1 (CSP 6860) and Internship 2 (CSP 6870) on both concentrations, which shows progression between the two semesters. In internship 2 the only SC rubric criteria to not meet the minimum threshold was related to understanding assessment scores. As this was an area consistent across each timepoint for school counselors (e.g., CSP 6300, CSP 6860, and CSP 6870), it is noteworthy.

In sum, the program objectives have been met as evidenced by the aggregate scores of these skills assessments over the current reporting period. Though the CMHC Site Supervisor Evaluation did not meet the minimum threshold, the skills assessment scores that evaluated for the same KPIs at later time points for CMHC students fulfilled requirements for the successful progress toward objectives. Because the evaluation forms are the same for SC practicum, internship 1 and internship 2 and, likewise CMHC practicum, internship 1, and internship 2, it is unnecessary to assess KPIs for the purpose of program objective evaluation in each of these subsequent semesters. This is primarily because as SC and CMHC practicum students, there is an expectation that scores would be lower as this is their first time in the field. Room for growth is expected and a more representative evaluation of their skills should be at the completion of their field experience (e.g.. end of Internship 2). A further discussion of this was covered in our program assessment meeting, which yields ideas for modifications and program improvement over time (see number 7 in Program Modifications).

Professional Disposition Assessment connected to Program Objectives 1-8

Table 3

Professional Dispositions

Academic Quality Indicator: AQI	Program Objectives	Program Threshold	Discussion
Professional Dispositions	1-8	CMHC: Met School: Met	Rubric was recently revised, Fall 2025, and there are no recommended changes at this time.

Summary of Professional Dispositions

The professional dispositions rubric was recently revised and this is the first year of reviewing the data associated with it. The program made changes that added additional descriptions to each area for more clarification for both students and evaluators. At this time, data from both SC and CMHC have met all areas. See page 49 for Professional Disposition data by each speciality area.

Program Modifications for Program Improvement Based on Data from KPIs

1. Discuss moving CSP 6220 to fall and spring offered with CSP 6010/CSP 6200 for professional identity development. Timeline: In discussion for Academic Year 2027-2028.

2. Revise rubrics to measure writing, APA, and resources one time, instead of multiple measures on the same rubric (based on data in CSP 6100 and CSP 6420). All rubrics to be revised to one general writing statement that encompasses all components. Revise each rubric to have points associated to improve interrater reliability. Timeline: Implement by Fall 2027.

3. Change to procedure for discussion of student process and communicating more effectively. Using mentors for process and presentation, at least twice an academic year. Timeline: Informally implemented in Fall 2026, formally implemented following new procedure in Spring 2027.

4. CSP 6050 has been made changes to address the unmet thresholds on the rubrics. Timeline: Modification made in Fall 2026.

5. APA/Writing workshop is held during CSP 6010, with the mandatory Program Orientation Meeting during the first week of the semester, and then revisited in CSP 6050. Addressing writing, research, peer-review, and synthesis. Timeline: Modification made in Fall 2026.

6. Include information on scoring Practicum and Internship Evaluations to improve interrater reliability between site and university supervisors. Timeline: Implement by Fall 2027.

7. Remove Practicum (CSP 6300 and CSP 6320) and Internship 1 (CSP 6860) site supervisor and university supervisors evaluations forms as skills assessments for program evaluation purposes. Timeline: Implement by Fall 2027.

Community Partner Engagement and Accountability

Graduate Surveys

Graduates are surveyed once per year post graduation. This survey assesses graduates' experiences of advising, faculty performance, and self-reported preparation in various areas.

Summary from Site Supervisor and Employer Survey

For this reporting period AY 2025-2026, there were 7 respondents to this survey. Of the 7 respondents, 5 were from the CMHC concentration and 2 were from the School Counseling concentration.

Advising & Faculty. Overall, respondents rated advisors and faculty well. While one respondent indicated poor advising at the beginning of practicum and while preparing for the comprehensive exam, a majority of other respondents rated these criteria as high. Faculty knowledge and varied instructional approaches were also rated well by the majority of respondents. This is summarized in Figure 1.

Figure 1

Graduate experiences of advising and faculty performance

#	Field	Poor	Somewhat Poor	Fair	Good	Excellent	Total
1	The quality of advising by the counseling faculty as I began my Masters program was:	0.00% 0	0.00% 0	42.86% 3	28.57% 2	28.57% 2	7
2	The quality of advising by the counseling faculty as I began my practicum and internship was:	14.29% 1	14.29% 1	0.00% 0	28.57% 2	42.86% 3	7
3	The quality of advising by the counseling faculty as I prepared for the comprehensive exam was:	14.29% 1	0.00% 0	28.57% 2	28.57% 2	28.57% 2	7
4	The quality of the counseling faculty in regards to the knowledge of the faculty is:	0.00% 0	0.00% 0	16.67% 1	66.67% 4	16.67% 1	6
5	The quality of the counseling faculty in regards to the use of varied instructional approaches is:	0.00% 0	14.29% 1	0.00% 0	42.86% 3	42.86% 3	7

Self-reported preparation. Graduates also self-reported their preparation in various content areas (Figure 2). On a 5 point likert scale on preparation (with 5 being the highest), means were at or above 3.5 for all areas except one, showing that respondents felt well prepared in nearly all content areas listed. The only area below 3.5 was "report writing and documentation of client progress" with a mean of 3.43. Other noteworthy lower areas, though still above 3.5 included: crisis intervention and consultation.

Figure 2

Graduate self-reported preparation across 19 areas

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Professional Identity	3.00	5.00	4.00	0.58	0.33	6
2	Social & Cultural Diversity	4.00	5.00	4.14	0.35	0.12	7
3	Human Growth & Development	3.00	5.00	4.00	0.53	0.29	7
4	Career Development	3.00	5.00	4.00	0.53	0.29	7
5	Helping Relationships	4.00	5.00	4.29	0.45	0.20	7
6	Group Work & Theories	3.00	5.00	3.86	0.64	0.41	7
7	Assessment & Appraisal	3.00	5.00	4.00	0.53	0.29	7
8	Research & Program Evaluation	3.00	5.00	3.86	0.64	0.41	7
9	Individual Counseling Theories	3.00	5.00	4.43	0.73	0.53	7
10	Work with Families and Children	2.00	5.00	3.71	0.88	0.78	7
11	Consultation	2.00	5.00	3.57	0.90	0.82	7
12	Crisis Intervention	2.00	5.00	3.57	0.90	0.82	7
13	Report Writing and Documentation of Client Progress	1.00	5.00	3.43	1.29	1.67	7
14	Normal and Abnormal Behavior	2.00	5.00	3.71	0.88	0.78	7
15	Legal and Ethical Issues	4.00	5.00	4.43	0.49	0.24	7
16	Training in Delivering Effective Services in a School Setting	3.00	4.00	3.60	0.49	0.24	5
17	Training in Delivering Effective Services in a Mental Health Setting	3.00	5.00	4.00	0.53	0.29	7
18	Practicum and Internship	3.00	5.00	4.29	0.70	0.49	7
19	Case Presentation Skills	4.00	5.00	4.33	0.47	0.22	6

Site Supervisor and Employer Surveys

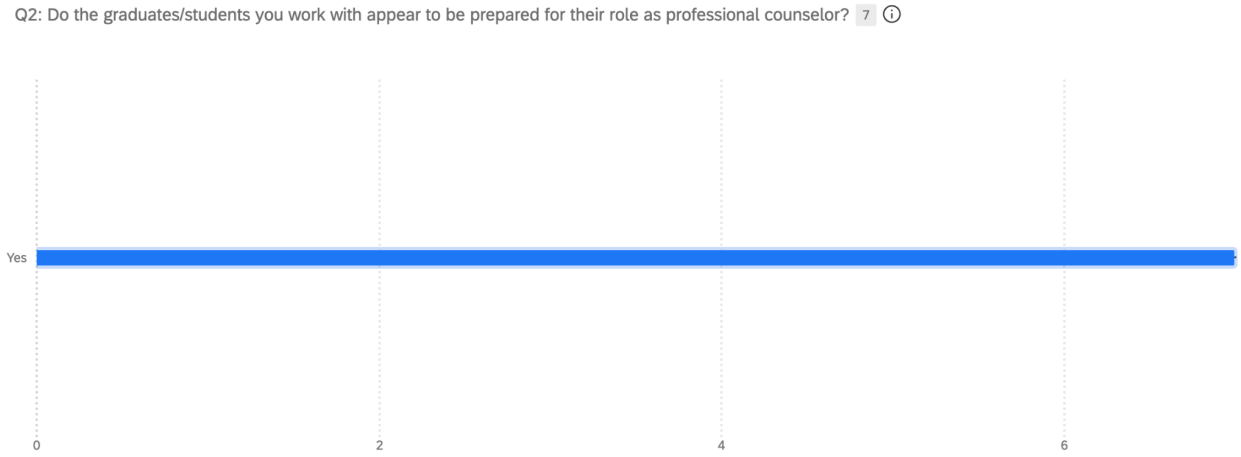
Site supervisors and graduate employers are surveyed once per year. They receive the same survey to assess supervisee and employee preparation to work with CMHC clients and K-12 students.

Summary from Site Supervisor and Employer Survey

For this reporting period AY 2025-2026, there were 7 respondents to this survey. Of the 7 respondents, 100% self-identified as site supervisors. All respondents indicated that their graduates/students were prepared in their role as a professional counselor (Figure 3).

Figure 3

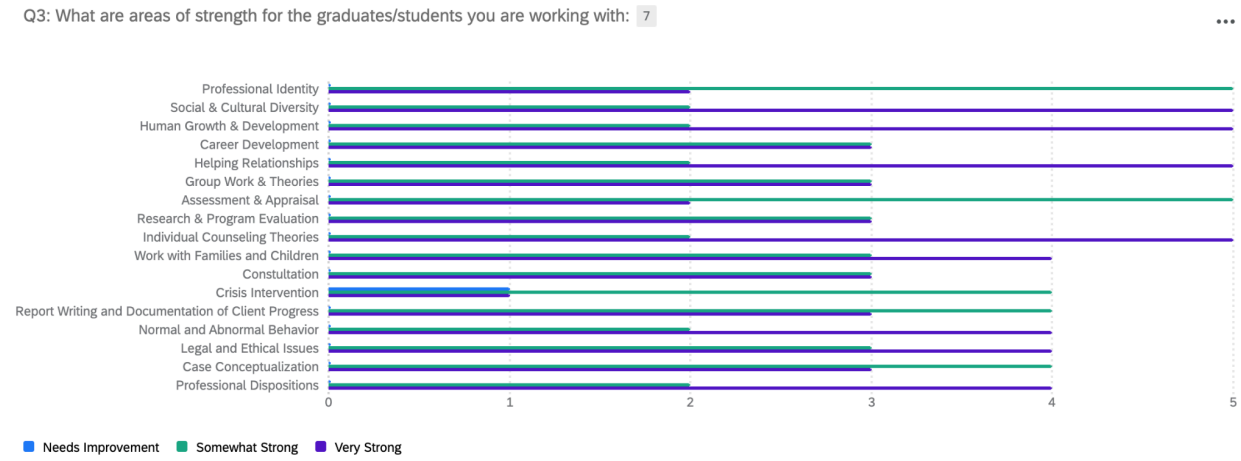
Preparation of graduates/students per site supervisors and employers



Respondents indicated that graduates/students were somewhat strong to very strong in nearly all preparatory areas provided (See Figure 4), in which they ranked the areas on a likert scale of 1 (needs improvement in preparation) to 5 (very strong preparation). The only area respondents indicated as an area of improvement was crisis intervention. This was further articulated with examples in open-ended comment/responses from 3 respondents.

Figure 4

Areas of graduates/students strength per site supervisors and employers



While there have been recent years yielding a higher response rate, the program noted the low respondent rate for this survey during this reporting period. This is something for consideration and suggestions for improving this number were discussed during our annual assessment meeting and are noted in program modifications.

WPUNJ Professional Counseling Advisory Committee

The program advisory council meets once per year. In this reporting period, advisory council members were kept apprised of the programs' CACREP reaccreditation activities and program modifications. Council members discussed current professional issues they believed should be reflected in the program and curriculum for counselor preparation.

Table 4

Advisory Feedback on CMHC and School Counseling Current Issues and Preparatory Suggestions

CMHC	School Counseling
Documentation (e.g., ethical diagnosis, ethical documentation, AI ethics in notetaking, insurance changes)	Increased executive functioning deficits in students
Media & Technology (self-diagnosis, pornography, gambling)	Increased technology use (including online gambling)
Substance abuse (increased marijuana use)	Increased nicotine addiction (vaping)
Need for Trauma-informed counseling	Preparation in HIB and I&RS
Finding ethical supervisors	

Summary from Advisory Board

The WPUNJ advisory board offered several areas of preparatory suggestions. Some of these suggestions are affirming, as they are already included in curriculum programming. Key takeaways include being intentional in these areas to assure students gain the information and can apply it in their respective counseling areas and settings. Clinical mental health counseling feedback can be summarized in the following areas: ethical documentation ethics, supervision, addiction, and trauma. While documentation is covered in CSP 6220 and CSP 6320 through content such as note taking and managed care and this topic is expanded in CSP 6210 and CSP 6050 when discussing the ethical component of diagnosis and notetaking, incorporating the new trend of AI in mental health counseling including its ethical use is noted. Our addictions course, CSP 6510, had content related to process addictions, and advisory feedback has stressed the importance of this information and its intersection with technology and media. Being intentional in preparation of recognizing and addressing these issues is pertinent. CSP 6510 also includes content related to marijuana, and taking note of advisory feedback that this is an increased trend in the field is noted. Finding ethical supervisors is an important topic discussed by the advisory board and this is a potential area to enhance in CSP 6540. The program is affirmed by the note of the increased preparatory need for trauma-informed counseling, as the program already created a new elective for this area in Summer 2026.

School Counseling feedback can be summarized in the following areas: addictions, executive functioning of students, and preparation for HIB and I&RS processes. Our addictions course, CSP 6510, had content related to process addictions, and advisory feedback has stressed

the importance of addressing this for school aged children in the areas of increased technology use and online gambling. Preparation for the HIB and I&RS processes is included in CSP 6200 and CSP 6300. These are classes that can also address the need to support executive functioning in students.

Program Modifications for Continuous Improvement Based on Stakeholder Feedback
Overall data from program stakeholders (i.e., students, graduates, advisory council) were discussed at our annual assessment meeting held in October 2026 (and continued in November 2026). From this discussion several modifications are planned as a direct result of the feedback.

1. Propose the experimental elective CSP 5990: Trauma Informed Counseling (including crisis management) for a permanent elective offering beginning Summer 2028.

2. Program will review required courses to determine relevant and appropriate core class offerings that reflect current needs and trends (e.g., required trauma and crisis management course). Timeline: in discussion for AY 2027/2028.

3. Include AI ethics as a content area related to notetaking in CSP 6220 beginning Summer 2027 and enhanced in 6050 starting Spring 2027.

4. Ethical Supervision section in Ethics started in Spring 2026

5. Increase content related to documentation in CSP 6200, CSP 6220, CSP 6300, and CSP 6320 by Summer 2027 and Fall 2027.

6. To improve respondent rates from supervisors and employers:
    a. Beginning Fall 2026, the program graduate assistant is engaged in graduate outreach to create an updated database of all employers.
    b. University supervisors will deploy site supervisor surveys in April 2027, prior to the end of Internship 2.

7. To improve respondent rates from graduates:
    a. Beginning Spring 2027, discuss the importance of survey in CSP 6870 during final weeks of Internship 2 (end of April 2027).
    b. Program directors will send email to graduating students in May 2027 to announce that the anonymous survey will be sent post graduation.
    c. One week after graduation, anonymous surveys will be sent to graduates.

Appendix
Assessment Data by Academic Quality Indicator

Measurement Foundations & Techniques in Counseling Process Evaluation CSP 6010	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.89	Met	2.93	Met
Skill 1. Demonstrates an ability to use basic empathic responding.	3.00	Met	3.00	Met
Skill 2. Demonstrates appropriate use of open ended questions while refraining from direct, closed questions.	2.50	Met	2.65	Met
Skill 3. Demonstrates the ability to focus the client on feelings and behaviors to clarify problem.	3.00	Met	2.93	Met
Skill 4. Demonstrates the ability to deal with silence comfortably.	2.75	Met	2.79	Met
Skill 5. Shows effective and appropriate non-verbal skills (e.g., body language, facial expressions, professional demeanor).	2.88	Met	3.00	Met
Skill 6. Demonstrates effective observation and listening skills.	3.00	Met	3.00	Met
Skill 7. Appropriately responds and reacts to feedback, both positive and negative, from professional peer (i.e., client) during the session.	3.00	Met	3.00	Met
Skill 8. Applies a range of active listening techniques and exercises sound judgement in choosing when each is most suitable.	2.63	Met	2.84	Met
Skill 9. Refrains from problem solving with clients.	3.00	Met	3.00	Met
Skill 10. Is non-judgmental towards clients.	3.00	Met	3.00	Met
Skill 11. Exhibits self-awareness and emotional insight.	3.00	Met	2.96	Met

Measurement Your Invisible Knapsack CSP 6030	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.83	Met	2.88	Met
Accurately utilizes current APA format	2.81	Met	2.69	Met
Applies relevant course concepts, theories, and/or materials	2.89	Met	2.95	Met
Applies research and/or other scholarly and/or legal sources	2.63	Met	2.80	Met
Demonstrates awareness of own cultural identity	2.75	Met	2.75	Met
Identifies an area of experienced privilege in own life	3.00	Met	2.95	Met
Lists 20-25 privilege statements	3.00	Met	3.00	Met
Reflects on the meaning of privilege and how it impacts the counseling relationship	2.58	Met	2.75	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is scholarly and professional	3.00	Met	3.00	Met

Measurement Final Exam CSP 6040	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.8	Met	2.71	Met
Assessment Ethics	2.8	Met	2.58	Met
Assessment Evaluation	2.76	Met	2.29	Unmet
Central Tendency & Variability	2.41	Met	2.34	Unmet
History of Assessment	3.00	Met	2.95	Met
Interpreting Confidence Intervals & Psychometric Properties	2.92	Met	2.75	Met
Reliability & Validity	2.53	Met	2.65	Met
Risk and Suicide Assessment	3.00	Met	3.00	Met
Scales of Measurement	3.00	Met	2.95	Met
Significance and Purpose of Assessment Data Collection	2.80	Met	2.66	Met
Standard Scores	3.00	Met	2.89	Met
Test Bias	2.60	Met	2.75	Met

Measurement Case Study CSP 6050	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.73	Met	2.66	Met
Accurately utilizes current APA format	2.43	Met	2.59	Met
Applies appropriate ethical principles	2.94	Met	2.63	Met
Applies appropriate ethical scholarship	2.88	Met	2.89	Met
Applies research and/or other scholarly and/or legal sources	3.00	Met	3.00	Met
Appropriately consults with supervisors and respected colleagues	2.94	Met	2.46	Unmet
Appropriately document, implement and inform interested parties	2.89	Met	2.91	Met
Defines central issue/dilemma and available options	2.57	Met	2.33	Unmet
Makes sound ethical decisions based on code, principles, literature, and supervision	2.25	Unmet	1.91	Unmet
Recognizes an ethical dilemma	3.00	Met	3.00	Met
Recognizes facts and sociocultural context of the case	2.61	Met	2.84	Met
Recognizes professional standards, laws, and regulations relevant to the case	2.10	Unmet	1.82	Unmet
Reflects on the experience	3.00	Met	3.00	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is scholarly and professional	3.00	Met	3.00	Met

Measurement Statement of Philosophy and Theory Paper CSP 6060	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.80	Met	2.78	Met
Accurately utilizes current APA format	2.57	Met	2.44	Met
Applies research and/or other scholarly and/or legal sources	2.74	Met	2.65	Met
Clearly defined approach to counseling with appropriate application of theory	2.96	Met	3.00	Met
Clearly defined personal philosophy of counseling	2.96	Met	2.86	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is professional	2.75	Met	2.96	Met

Measurement Career Development Project CSP 6080	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.67	Met	2.75	Met
Accurately utilizes current APA format	2.75	Met	2.73	Met
Applies research and/or other scholarly and/or legal sources	2.86	Met	2.69	Met
MBTI Client Analysis & Career Options	2.75	Met	2.94	Met
Objective 2: Vocational Maturity	2.34	Unmet	2.82	Met
Objective 3: Vocational Identity	2.86	Met	2.94	Met
Objective 4: Present & Future Roles	2.82	Met	2.82	Met
Objective 5: Techniques in Career	2.80	Met	2.80	Met
Part I: Objective 1: General Diagnostics Impressions & Intake Interview	2.08	Unmet	2.07	Unmet
Part II: MBTI Review	2.65	Met	2.69	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is scholarly and professional	3.00	Met	3.00	Met

Measurement Human Development Across the Life Span: Interview Paper CSP 6090	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.84	Met	2.88	Met
APA format	2.73	Met	2.82	Met
Application to Counseling	2.93	Met	2.82	Met
Applies and analyzes relevant course content materials and/or theories pertinent to the human development	2.60	Met	2.82	Met
Applies research	2.93	Met	2.94	Met
Case History and Identifying Information	2.87	Met	3.00	Met
Developmental Summary	2.80	Met	2.82	Met
Written Expression	3.00	Met	2.94	Met

Measurement Integrative Theories Paper CSP 6100	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.78	Met	2.74	Met
Accurately utilizes current APA format	2.13	Unmet	2.13	Unmet
Applies research and/or other scholarly and/or legal sources	2.77	Met	2.42	Met
Clearly defines primary concepts of the chosen theory	2.94	Met	3.00	Met
Clearly defines view of own role as group counselor	3.00	Met	3.00	Met
Shows clear understanding of the roles of group members	3.00	Met	3.00	Met
Shows understanding of key developmental tasks and therapeutic goals, as well as techniques and methods of group counseling	2.89	Met	3.00	Met
Shows understanding of the stages in the evolution of a group	2.95	Met	2.67	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is professional	2.57	Met	2.67	Met

Measurement Research Paper, Methods & Results CSP 6160	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.84	Met	2.91	Met
Accurately utilizes current APA format	2.88	Met	3.00	Met
Applies research and/or other scholarly and/or sources	3.00	Met	3.00	Met
Discussion Section: Limitations, ethical concerns, implications, direction for future research	2.63	Met	2.93	Met
Literature Review: Integrates at least 10 articles based on the approved research questions and identifies themes	3.00	Met	3.00	Met
Method Section: Development of survey, describes participants, explains process to obtain data	3.00	Met	2.85	Met
Results Section: Analysis of data, stating tests used, reporting statistics and significance, using APA tables to present data accurately	2.50	Met	2.62	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is scholarly and professional	2.88	Met	3.00	Met

Measurement Comprehensive Case Study Project CSP 6200	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.89	Met
Section 1: Defining Your Professional Counseling Identity	2.96	Met
Section 2: Design a School Counseling Program	2.84	Met
Section 3: Case Study Application	2.75	Met
Section 4: Revisiting Your Professional Identity	3.00	Met
Written Expression/Applies Research/APA Format	2.92	Met

Measurement Case Study and Treatment Plan CSP 6210	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.98	Met	2.97	Met
Accurate DSM 5 Diagnosis	3.00	Met	2.88	Met
Accurately utilizes current APA format	3.00	Met	3.00	Met
Area of future investigation	3.00	Met	3.00	Met
Case Conceptualization	2.93	Met	3.00	Met
Identifying Information	3.00	Met	3.00	Met
Mental and Physical presentation	3.00	Met	3.00	Met
Presenting Problem	2.93	Met	2.94	Met
Psychosocial History	3.00	Met	3.00	Met
Suggested Treatment	3.00	Met	3.00	Met
Treatment Plan Goal	3.00	Met	3.00	Met
Treatment Plan Interventions	3.00	Met	2.88	Met
Treatment Plan Objectives	3.00	Met	2.94	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is scholarly and professional	3.00	Met	3.00	Met

Measurement Comprehensive Case Study CSP 6220	**CMHC**	**Program Threshold Minimum 2.4**
Overall Score	2.89	Met
Section 1: Defining Your Professional Counseling Identity	3.00	Met
Section 2: Design a CMHC Program	2.73	Met
Section 3: Case Study Application	2.93	Met
Section 4: Revisiting Your Professional Identity	3.00	Met
Written Expression/Applies Research/APA Format	2.79	Met

Measurement Case Study Paper CSP 6260	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.93	Met	2.84	Met
Accurately utilizes current APA format	3.00	Met	2.90	Met
Applies research and/or other scholarly and/or sources	3.00	Met	3.00	Met
Assessment	3.00	Met	2.80	Met
Conceptualization	2.59	Met	2.50	Met
Genogram	3.00	Met	3.00	Met
Goals and Techniques	3.00	Met	2.50	Met
Introduction	2.84	Met	3.00	Met
Outcome	3.00	Met	2.90	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is scholarly and professional	2.95	Met	2.90	Met

Measurement School Counseling Concentration: Site Supervisor Evaluation CSP 6300	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.55	Met
Demonstrates advocacy for students, provides responsive services, and/or crisis services.	2.40	Met
Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	2.75	Met
Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	2.44	Met
Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	2.23	Unmet
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	2.53	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA).	2.75	Met
Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	2.67	Met
Demonstrates knowledge of school counselor preparation standards and requirements.	2.63	Met
Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling.	2.75	Met
Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	2.40	Met
Demonstrates the ability to read and understand student records.	2.86	Met
Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression, and anxiety scales.	2.36	Unmet
Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	2.56	Met
Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families.	2.69	Met
Participates in group supervision and provides appropriate feedback to peers	2.53	Met

Measurement School Counseling Concentration: University Supervisor Evaluation CSP 6300	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.57	Met
Demonstrates advocacy for students, provides responsive services, and/or crisis services.	2.00	Unmet
Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	2.88	Met
Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	2.50	Met
Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	2.19	Unmet
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	3.00	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA).	2.94	Met
Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	2.69	Met
Demonstrates knowledge of school counselor preparation standards and requirements.	2.94	Met
Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling.	2.00	Unmet
Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	2.75	Met
Demonstrates the ability to read and understand student records.	2.27	Unmet
Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression, and anxiety scales.	2.00	Unmet
Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	2.75	Met
Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families.	2.44	Met
Participates in group supervision and provides appropriate feedback to peers	2.88	Met

Measurement CMHC Concentration: Site Supervisor Evaluation CSP 6320	**CMHC**	**Program Threshold Minimum 2.4**
Overall Score	2.30	Unmet
Demonstrates effective collaboration with other professionals in a joint treatment effort.	2.50	Met
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	2.29	Unmet
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	2.47	Met
Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	2.25	Unmet
Demonstrates proficiency for record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	2.35	Unmet
Demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	2.29	Unmet
Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	2.46	Met
Demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.	2.00	Unmet
Demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	2.18	Unmet
Demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	2.38	Unmet
Demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	2.38	Unmet
Implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	2.18	Unmet
Is receptive to supervision feedback and practices self-reflection.	2.53	Met
Understands how their own experiences, culture, and beliefs impact their counseling practice.	2.35	Unmet
Uses agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources appropriately.	2.19	Unmet

Measurement CMHC Concentration: University Supervisor Evaluation CSP 6320	**CMHC**	**Program Threshold Minimum 2.4**
Overall Score	2.78	Met
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	2.88	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	2.88	Met
Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	2.88	Met
Demonstrates proficiency for record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	2.88	Met
Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	2.88	Met
Demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	2.88	Met
Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	2.87	Met
Demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.	2.53	Met
Demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	2.82	Met
Demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	2.81	Met
Demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	2.65	Met
Implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	2.82	Met
Is receptive to supervision feedback and practices self-reflection.	2.88	Met
Participates in group supervision and provides appropriate feedback to peers	2.65	Met
Understands how their own experiences, culture, and beliefs impact their counseling practice.	2.41	Met

Measurement Play Therapy Theory Paper CSP 6420	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.74	Met	2.51	Met
Accurately utilizes current APA format	2.28	Unmet	1.93	Unmet
Clearly defines major tenets of the theory, purpose of using play, role of the play therapist, and counseling techniques/strategies	3.00	Met	2.93	Met
Competently communicates message with clarity, conciseness, and accuracy and is scholarly and professional, meeting course expectations	2.50	Met	2.28	Unmet
Presents a clear understanding and contrasting examples between chosen theory and CCPT	2.95	Met	2.72	Met
Provides a conclusion to the theory paper which includes personal thoughts and reactions to the chosen play therapy theory and application in school or mental health settings	3.00	Met	3.00	Met
Written Expression: Communicates message with clarity, conciseness, and accuracy and is scholarly and professional	2.67	Met	2.20	Unmet

Measurement School Counseling Concentration: Site Supervisor Evaluation CSP 6860	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.61	Met
Demonstrates advocacy for students, provides responsive services, and/or crisis services.	2.71	Met
Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	2.71	Met
Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	2.71	Met
Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	2.29	Unmet
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	2.57	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA).	3.00	Met
Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	2.57	Met
Demonstrates knowledge of school counselor preparation standards and requirements.	2.86	Met
Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling.	2.86	Met
Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	2.43	Met
Demonstrates the ability to read and understand student records.	2.71	Met
Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression, and anxiety scales.	2.00	Unmet
Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	2.71	Met
Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families.	2.43	Met
Participates in group supervision and provides appropriate feedback to peers	2.43	Met

Measurement School Counseling Concentration: University Supervisor Evaluation CSP 6860	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.67	Met
Demonstrates advocacy for students, provides responsive services, and/or crisis services.	2.86	Met
Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	2.57	Met
Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	2.43	Met
Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	2.29	Unmet
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	2.86	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA).	2.86	Met
Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	2.71	Met
Demonstrates knowledge of school counselor preparation standards and requirements.	2.86	Met
Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling.	2.00	Unmet
Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	2.86	Met
Demonstrates the ability to read and understand student records.	2.80	Met
Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression, and anxiety scales.	2.50	Met
Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	2.71	Met
Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families.	2.86	Met
Participates in group supervision and provides appropriate feedback to peers	3.00	Met

Measurement CMHC Concentration: Site Supervisor Evaluation CSP 6860	**CMHC**	**Program Threshold Minimum 2.4**
Overall Score	2.87	Met
Demonstrates effective collaboration with other professionals in a joint treatment effort.	3.00	Met
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	3.00	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	3.00	Met
Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	2.90	Met
Demonstrates proficiency for record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	2.90	Met
Demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	3.00	Met
Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	2.50	Met
Demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.	2.80	Met
Demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	2.70	Met
Demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	2.90	Met
Demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	2.80	Met
Implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	2.80	Met
Is receptive to supervision feedback and practices self-reflection.	3.00	Met
Understands how their own experiences, culture, and beliefs impact their counseling practice.	2.90	Met
Uses agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources appropriately.	2.80	Met

Measurement CMHC Concentration: University Supervisor Evaluation CSP 6860	**CMHC**	**Program Threshold Minimum 2.4**
Overall Score	2.70	Met
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	2.90	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	2.90	Met
Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	2.90	Met
Demonstrates proficiency for record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	2.50	Met
Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	2.60	Met
Demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	2.60	Met
Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	2.57	Met
Demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.	2.43	Met
Demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	2.60	Met
Demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	2.40	Met
Demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	2.70	Met
Implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	2.70	Met
Is receptive to supervision feedback and practices self-reflection.	2.90	Met
Participates in group supervision and provides appropriate feedback to peers	2.80	Met
Understands how their own experiences, culture, and beliefs impact their counseling practice.	2.80	Met

Measurement School Counseling Concentration: Site Supervisor Evaluation CSP 6870	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.90	Met
Demonstrates advocacy for students, provides responsive services, and/or crisis services.	3.00	Met
Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	3.00	Met
Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	3.00	Met
Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	2.67	Met
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	3.00	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA).	3.00	Met
Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	3.00	Met
Demonstrates knowledge of school counselor preparation standards and requirements.	3.00	Met
Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling.	2.67	Met
Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	3.00	Met
Demonstrates the ability to read and understand student records.	3.00	Met
Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression, and anxiety scales.	2.33	Unmet
Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	2.83	Met
Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families.	3.00	Met
Participates in group supervision and provides appropriate feedback to peers	3.00	Met

Measurement School Counseling Concentration: University Supervisor Evaluation CSP 6870	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.95	Met
Demonstrates advocacy for students, provides responsive services, and/or crisis services.	2.86	Met
Demonstrates an understanding of how the student's cultural and ethnic background affects the counseling process including client conceptualization, counseling strategies, and assessment.	3.00	Met
Demonstrates developing skills necessary to structure individual and group counseling sessions and facilitate realistic goal setting.	3.00	Met
Demonstrates development of skills necessary to develop prevention programs and lessons based on identified needs.	3.00	Met
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	3.00	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and the American School Counseling Association (ASCA).	3.00	Met
Demonstrates knowledge of and adherence to the professional legal responsibilities in accordance with local, state, and national law.	3.00	Met
Demonstrates knowledge of school counselor preparation standards and requirements.	3.00	Met
Demonstrates knowledge of the activities the school requires of school counselors including but not limited to 504 development and management, HIB procedures, I&RS process, standardized testing, and scheduling.	2.71	Met
Demonstrates proficiency in case presentations, to include thoughtfulness in session selection and reflective self-critique on strengths and areas of growth.	3.00	Met
Demonstrates the ability to read and understand student records.	3.00	Met
Demonstrates the ability to understand results of frequently used assessment tools such as intelligence tests, achievement and aptitude tests, state standardized tests, depression, and anxiety scales.	2.80	Met
Demonstrates the ability to use basic counseling skills in each of the three domains: academic, career, and social/emotional development.	3.00	Met
Demonstrates understanding of the importance of developing partnerships with parents, guardians, and families.	2.86	Met
Participates in group supervision and provides appropriate feedback to peers	3.00	Met

Measurement CMHC Concentration: Site Supervisor Evaluation CSP 6870	**CMHC**	**Program Threshold Minimum 2.4**
Overall Score	2.98	Met
Demonstrates effective collaboration with other professionals in a joint treatment effort.	3.00	Met
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	3.00	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	3.00	Met
Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	3.00	Met
Demonstrates proficiency for record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	3.00	Met
Demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	3.00	Met
Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	2.80	Met
Demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.	3.00	Met
Demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	3.00	Met
Demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	2.90	Met
Demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	3.00	Met
Implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	3.00	Met
Is receptive to supervision feedback and practices self-reflection.	3.00	Met
Understands how their own experiences, culture, and beliefs impact their counseling practice.	3.00	Met
Uses agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources appropriately.	3.00	Met

Measurement CMHC Concentration: University Supervisor Evaluation CSP 6870	**CMHC**	**Program Threshold Minimum 2.4**
Overall Score	2.98	Met
Demonstrates effective collaboration with other professionals in a joint treatment effort.	3.00	Met
Demonstrates knowledge of and adherence to WPUNJ Professional Counseling Program policies and procedures related to Practicum and/or Internship	3.00	Met
Demonstrates knowledge of and adherence to the professional ethics and standards of the American Counseling Association and adherence to the professional legal responsibilities in accordance with local, state, and national law.	3.00	Met
Demonstrates knowledge of counselor preparation standards and state licensure and national certification requirements.	3.00	Met
Demonstrates proficiency for record-keeping, including assessment and diagnosis reports, clinical notes, and treatment planning, related to clinical mental health counseling.	3.00	Met
Demonstrates proficient and appropriate use of foundational counseling microskills and theory based interventions.	3.00	Met
Demonstrates proficient and appropriate use of group counseling strategies, theory, and microskills.	2.80	Met
Demonstrates skills and knowledge necessary for DSM 5-TR diagnosis and understands implications of diagnosis.	3.00	Met
Demonstrates skills necessary for theory based conceptualization of client issues based on intake data and information obtained in counseling sessions.	3.00	Met
Demonstrates skills necessary to conduct an intake interview, a biopsychosocial history, and/or a psychological assessment.	2.90	Met
Demonstrates the ability to make tentative impressions and treatment recommendations based on client intake interview and assessment.	3.00	Met
Implements culturally sustaining practices for the counseling process including client conceptualization, counseling interventions, assessment, and diagnosis.	3.00	Met
Is receptive to supervision feedback and practices self-reflection.	3.00	Met
Understands how their own experiences, culture, and beliefs impact their counseling practice.	3.00	Met
Uses agency resources such as records, psychological or psychiatric consultations, psychological or educational testing, career testing, and other information sources appropriately.	3.00	Met

Professional Dispositional Data

Academic Year 2025-2026

Measurement Professional Dispositions	**CMHC**	**Program Threshold Minimum 2.4**	**School**	**Program Threshold Minimum 2.4**
Overall Score	2.94	Met	2.92	Met
Counselor in training contributes to a positive climate in the university classroom	2.96	Met	2.94	Met
Counselor in training demonstrates competence in written and spoken language within the field of counseling	2.91	Met	2.78	Met
Counselor in training demonstrates is committed to reflection, assessment, and learning as an ongoing process	2.93	Met	2.93	Met
Counselor in training demonstrates a level of responsibility appropriate for counseling	2.88	Met	2.92	Met
Counselor in training is a thoughtful and responsive listener	2.97	Met	2.95	Met
Counselor in training is sensitive to community and cultural norms in the context of the university classroom, internship placement, and other community settings and appreciates the values of human diversity, showing respect for others perspectives and ideas	2.97	Met	2.96	Met
Counselor in training values the development of critical thinking and independent problem solving	2.96	Met	2.94	Met