

# Saybrook University, MA Counseling Program

## Annual Assessment Report

Aligned with 2024 CACREP Standards

Report date: September 2025

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## Introduction

This report includes a summary of the program assessment data for the Academic Year 2024-2025. AY 2024-2025 begins with the semester, Summer 2024, and includes Fall 2024 and Spring 2025. The program assessment reports includes the following data.

- **Aggregate Assessment of Student Success:** incorporates Program Learning Outcomes (PLO) and Key Performance Indicators (KPI). PLO and KPI Data are collected through signature assignments embedded in courses. Personal and Professional Competencies (PPC) data is collected in conjunction with student attendance at the Residential Learning Experience from each student.
- **Fieldwork:** includes thresholds for placement rates at practicum and internship sites.
- **Community Partner Engagement:** includes data from our student advisory committee and community partners.
- **Graduate Outcomes:** includes surveys of our graduates, fieldwork supervisors, and employers of program graduates. Data for graduate outcomes, including pass rates on credentialing examinations and graduation rates, are presented in a separate report.

During AY 2024-2025, the program went through a redevelopment process for alignment with the 2024 CACREP Standards. Summer 2024 was assessed under the 2016 standards and subsequently is not included in this report. The new data collection process for the KPI and PLO to measure the assessment of student success embedded in course assignments was piloted in Fall 2024. Due to incomplete data collection and inconsistency in faculty understanding and interpretation of the assessment process and criteria, the data from Fall 2024 was not reliable and thus is not included in the report. The report includes data from Spring 2025 on all Spring assessment points for KPIs and PLOs. Additionally, the process of assessing student PPCs was redeveloped during this time. Data will be collected using the new rubric in Fall 2025.

## Unified Assessment Continuum

We have established a unified structure for assessing KPI, PLO, and Personal and Professional Competencies (PPC) to ensure equal measures and consistency across the data. Each assessment process establishes multiple assessment points across the program. Each criterion for a benchmark measurement is assessed on the following continuum:

- Demonstrates personal and professional competencies necessary to **MEET** benchmark criteria. Students who meet the benchmark criteria are determined to be on track developmentally.

- Demonstrates personal and professional competencies necessary for **APPROACHING** benchmark criteria. Students who are approaching the benchmark criteria are typically those who need extra support but show potential for developing the required skills and knowledge without significant intervention. These students may receive additional support from an instructor and/or faculty advisor to aid their development.
- Demonstrates **LIMITED** evidence of personal and professional competencies for the benchmark criteria. Students who receive an assessment of limited evidence of personal and professional competencies for the benchmark criteria demonstrate more significant challenges or deficits in the necessary skills and may be referred for remediation planning.

### Data Collection of Aggregate Student Success

The Counseling Department has adopted a set of knowledge areas, skills, and professional and personal qualities to be demonstrated by all students. The Program Learning Outcomes (PLO), Key Performance Indicators (KPI), and Personal and Professional Competencies (PPC) are used to track individual student development, and aggregate data is used to inform program review and revision. These PLOs are informed by the mission and core values of Saybrook University, while the KPIs are selected from the eight CACREP core areas and the Clinical Mental Health Counseling entry-level standards. Additionally, the PPCs reflect the values of the counseling and counselor education and supervision professions, the ACA Code of Ethics, and the CACREP Accreditation Standards.

PLO and KPI are measured at two points in the program: an initial assessment in the first half and a final assessment in the second half. A developmental benchmark criterion or Course Learning Outcome (CLO) describes each assessment point, and the assessment is embedded in a signature assignment in a required course. Faculty assess student performance on each PLO or KPI while using the rubric to grade the signature assignment. As a program, we have determined that the academic quality of a course is reflected in 80% or more of students receiving a “meets benchmark” assessment for the embedded PLO or KPI.

Student PPC is assessed in a dual assessment process that includes student self-assessment and a review and assessment by faculty at three benchmarks corresponding to key developmental periods: the first semester in the program, the semester before starting practicum, and the final internship semester. Students are assessed on the following developmental benchmark progression:

**Foundational Benchmark:** The foundational benchmark is measured during the student's first semester in the program. This benchmark measures initial awareness of the values and skills to assess a student's personal and professional compatibility with the counseling profession.

**Practice Benchmark:** The practice benchmark is measured in the semester before beginning practicum, typically in the student's fourth semester, and part of assessing readiness to begin clinical experience. This benchmark measures a student's more nuanced conceptualization of the counseling profession and ability to put personal and professional competencies into practice through coursework and role-play counseling practice.

**Culminating Benchmark:** The completion benchmark is measured in the student's final internship semester. This benchmark measures a student's ability to put all personal and professional competencies into practice through clinical work and application to clinical experiences during coursework.

### **Analysis of Aggregate Assessment of Student Success**

The data from PLO, KPI, and PPC assessments is aggregated using Power BI reporting through Canvas. Use of Power BI for program assessment began in Spring 2025. The reporting tool allows for the review of the data for each assessment criterion of the PLO, KPI, and PPC through multiple reporting outputs. Programmatic review includes review of individual courses year over year, individual assessment criteria year over year, and individual student progression through the program.

Aggregate PLO, KPI, and PPC data are reviewed annually for program evaluation. A meeting with all core faculty is held once a year, at the end of the academic year, to review the current year's data and the year under review. If a course is below the threshold for academic quality, the signature assignment and related course curriculum are scheduled for revision to better address student skill and knowledge acquisition. Additional data from the graduate outcomes and the community partner engagement process is also taken into consideration during programmatic reviews. Individual courses and the entire curriculum sequence are also evaluated during this meeting for the suitability of PLO and KPI assessment placements across the curriculum and for the need for more global curriculum development. Revisions for academic quality may include changing textbooks, revising or replacing supplemental course resources, reordering curriculum delivery structure, reordering course sequence in the curriculum, revising assignments, and changing PLO or KPI assessment placement to ensure more accurate assessment of student skill and knowledge acquisition.

## Aggregate Academic Quality Data

### Program Learning Outcomes

The department's program reflects current knowledge and projected needs concerning counseling practice in a diverse, multicultural, and global society with marginalized populations. Current students and faculty in clinical practice are encountering clients facing heightened stress due to the political climate, and marginalized communities report facing additional marginalization and related mental health challenges. Our program objectives are infused with themes of honoring diverse voices and encouraging thoughtful critique of current systems and how they are impacting our clients and the communities in which they live.

Program Learning Outcomes are phrased to speak to what students will be able to demonstrate upon completion of the program. Each PLO has two developmental benchmarks (Course Learning Outcomes) that match the developmental level of the students at the first and last assessment points. This structure permits us to align signature assignments with the objectives to allow for clear and measurable activities through which we can assess students' progression toward the PLO.

The following table reports the Summer 2024, Fall 2024, and Spring 2025 PLO assessment data.

<b>Program Learning Outcome 1 (PLO 1)</b> Upon completing the program, students will demonstrate an ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2010 Structure and Dynamics of the Family	N/A	N/A	N= 32 97% meet benchmark
<b>Final Course Assessed</b>	COUN 2510 Relationship and Family Intervention	N/A	N/A	N=40 70% meets benchmark

<b>Program Learning Outcome 2 (PLO 2)</b>				
Upon completing the program, students will be able to discern the elements of an effective therapeutic alliance and demonstrate the ability to co-construct and maintain a counseling relationship.				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2500 Basic Counseling Skills	N/A	N/A	N/A
<b>Final Course Assessed</b>	COUN 8152 Counseling Practicum	N/A	N/A	N=14 100% meet benchmark
<b>Program Learning Outcome 3 (PLO 3)</b>				
Upon completing the program, students will be able to examine and demonstrate an understanding of diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group and community experiences.				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2010 Structure and Dynamics of the Family	N/A	N/A	N=43 70% meet benchmark
<b>Final Course Assessed</b>	COUN 2562 Crisis and Trauma Intervention	N/A	N/A	N/A
<b>Program Learning Outcome 4 (PLO 4)</b>				
Upon completing the program, students will have demonstrated the ability to critique and synthesize theory as they integrate this knowledge into their counseling practice.				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2025 Counseling Theories	N/A	N/A	N/A
<b>Final Course Assessed</b>	COUN 8154 Internship II OR COUN 8162 Part-time Internship III	N/A	N/A	N=12 100% meet benchmark
<b>Program Learning Outcome 5 (PLO 5)</b>				
Upon completing the program, students will illustrate their role in advocating for individual and social change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty.				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 6020 Lifespan Development	N/A	N/A	N/A
<b>Final Course Assessed</b>	COUN 2060 Human Sexuality	N/A	N/A	N=39 100% meet benchmark

**Program Learning Outcome 6 (PLO 6)**

Upon completing the program, students will be able to apply relevant professional ethical codes to guide their work and ethical decision making.

	Assessment In	Results		
		Sum 24	Fall 24	Spring 25
<b>Initial Course Assessed</b>	COUN 2650 Professional Orientation and Ethical Practice	N/A	N/A	N=45 98% meet benchmark
<b>Final Course Assessed</b>	COUN 2531 Group Counseling and Psychotherapy	N/A	N/A	N/A

**Program Learning Outcome 7 (PLO 7)**

Upon completing the program, students will use professional literature, research and best practices to support individual, familial, group and community change.

	Assessment In	Results		
		Sum 24	Fall 24	Spring 25
<b>Initial Course Assessed</b>	COUN 1023 Understanding Research and Evaluation	N/A	N/A	N=46 96% meet benchmark
<b>Final Course Assessed</b>	COUN 2050 Psychopathology and Diagnosis	N/A	N/A	N=45 89% meet benchmark

**Program Learning Outcome 8 (PLO 8)**

Upon completing the program, students will be able to describe the relationship between their "self" as a therapist, their professional identity as a counselor, and their responsibility to serve clients and the community.

	Assessment In	Results		
		Sum 24	Fall 24	Spring 25
<b>Initial Course Assessed</b>	COUN 2025 Counseling Theories	N/A	N/A	N/A
<b>Final Course Assessed</b>	COUN 8154 Internship II OR COUN 8162 Part-time Internship III	N/A	N/A	N=12 100% meet benchmark

## Key Performance Indicators (KPIs)

The MA Counseling program has assigned one KPI for each curricular area of the CACREP Standards. Each KPI is assessed at two points: once, approximately in the program's first half, and once in the second half. Each KPI is assessed in a signature assignment embedded in a course. The assessment requirements are detailed in a Course Learning Outcome that matches the student's developmental level in the program.

The following table reports the Summer 2024, Fall 2024, and Spring 2025 KPI assessment data.

<b>A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>				
<b>KPI 1: 3.A.10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.</b>				
	Assessment In	Results		
		Sum 24	Fall 24	Spring 25
<b>Initial Course Assessed</b>	COUN 2650 Professional Orientation & Ethical Practice	N/A	N/A	N=45 98% meet benchmark
<b>Secondary Course Assessed</b>	COUN 8154 Internship II/ COUN 8162	N/A	N/A	N=12 100% meet benchmark
<b>B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES</b>				
<b>KPI 2: 3.B.5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.</b>				
	Assessment In	Results		
		Sum 24	Fall 24	Spring 25
<b>Initial Course Assessed</b>	COUN 2560 Cultural Humility and Responsiveness	N/A	N/A	N=7 100% meet benchmark
<b>Secondary Course Assessed</b>	COUN 2060 Human Sexuality	N/A	N/A	N=39 100% meet benchmark
<b>C. LIFESPAN DEVELOPMENT</b>				
<b>KPI 3: 3.C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness</b>				
	Assessment In	Results		
		Sum 24	Fall 24	Spring 25
<b>Initial Course Assessed</b>	COUN 6020 Lifespan Development	N/A	N/A	N/A
<b>Secondary Course Assessed</b>	COUN 2555 Advanced Child & Adolescent Counseling	N/A	N/A	N=50 70% meet benchmark



<b>D. CAREER DEVELOPMENT</b>				
<b>KPI 4: 3.D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors</b>				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2532 Career Development & Counseling	N/A	N/A	N/A
<b>Secondary Course Assessed</b>	COUN 2510 Relationship & Family Intervention	N/A	N/A	N=40 85% meet benchmark
<b>E. COUNSELING PRACTICE AND RELATIONSHIPS</b>				
<b>KPI 5: 3.E.9. interviewing, attending, and listening skills in the counseling process</b>				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2500 Basic Counseling Skills	N/A	N/A	N/A
<b>Secondary Course Assessed</b>	COUN 8152 Practicum	N/A	N/A	N=8 88% meet benchmark
<b>F. GROUP COUNSELING AND GROUP WORK</b>				
<b>KPI 6: 3.F.3. therapeutic factors of group work and how they contribute to group effectiveness</b>				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2561 Substance Abuse & Behavioral Addictions	N/A	N/A	N/A
<b>Secondary Course Assessed</b>	COUN 2531 Group Counseling & Psychotherapy	N/A	N/A	N/A
<b>G. ASSESSMENT AND DIAGNOSTIC PROCESSES</b>				
<b>KPI 7: 3.G.13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide</b>				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2500 Basic Counseling Skills	N/A	N/A	N/A
<b>Secondary Course Assessed</b>	COUN 2562 Crisis & Trauma Intervention	N/A	N/A	N/A

<b>H. RESEARCH AND PROGRAM EVALUATION</b>				
<b>KPI 8: 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices</b>				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2025 Counseling Theories	N/A	N/A	N/A
<b>Secondary Course Assessed</b>	COUN 2050 Psychopathology & Diagnosis	N/A	N/A	N=45 71% meet benchmark
<b>SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING</b>				
<b>KPI 9: 5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues</b>				
	<b>Assessment In</b>	<b>Results</b>		
		<b>Sum 24</b>	<b>Fall 24</b>	<b>Spring 25</b>
<b>Initial Course Assessed</b>	COUN 2500 Basic Counseling Skills	N/A	N/A	N/A
<b>Secondary Course Assessed</b>	COUN 8154 Internship II /COUN 8162	N/A	N/A	N=12 100% meet benchmark

### Key PLO and KPI Findings

Spring 2025 data for PLOs showed improved consistency from Fall 2024. However, some courses (COUN 2010 Structure and Dynamics of the Family, COUN 2050 Psychopathology and Diagnosis, COUN 2510 Relationship and Family Intervention) data showed inconsistent assessment between faculty in course sections. Reasons for this possibly include poor alignment between the PLO and the assignment directions and rubric, or a lack of clear understanding of the assessment process among adjunct faculty. Additionally, a few courses (COUN 2010 Structure and Dynamics of the Family, COUN 8152 Practicum) included missing data. The inconsistent and missing data make it difficult to determine the academic quality of the courses. In AY 2025-2026, the Associate Department Chair will work with faculty who serve in the position of course lead for these courses to review the course curriculum and CLO alignment in the signature assignment, as well as ensure that the lead faculty are able to clearly communicate with the instructors of each course section on the assessment process.

One course (COUN 2555 Advanced Child & Adolescent Counseling) had complete data and showed consistency in student assessment across sections. This course signature assignment and student preparation materials have been reviewed for revision prior to Spring 2026.

## Personal and Professional Competencies

The Counseling Department's personal and professional competencies reflect the values of the counseling and counselor education and supervision professions, the ACA Code of Ethics, and the CACREP Accreditation Standards. To ensure proper training and professional competency, students in the MA Counseling, Clinical Mental Health Counseling Specialization program must be familiar with and abide by relevant ethical codes. Students must also demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on, but not limited to, academic performance, behaviors at the Residential Learning Experiences, and the personal and professional competencies that measure dispositions related to the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues. Examples include conveying warmth, genuineness, respect, and empathy in interactions with classmates, staff, faculty, clients, site supervisors, and co-workers. Students should be cognizant of their impact on others. They should be able to demonstrate the ability to self-reflect and integrate feedback, accept personal responsibility and emotional regulation, and exercise professional judgment in decision-making relative to issues and situations encountered in the program.

The following areas are measured in the MA Counseling PPC:

- Openness to growth and learning
- Reflexivity and integration of feedback
- Cognitive flexibility and acceptance of ambiguity
- Emotional regulation and self-expression
- Collaborative relationships
- Awareness of own impact on others
- Cultural humility and responsiveness
- Attention to professional, ethical, and legal considerations
- Counseling skills
- Personal responsibility
- Academic Performance

## Key PPC Findings

The PPCs for the 2024 CACREP standards were not assessed during the AY 2024-2025. The first data collection using the new PPC assessment rubric will occur in conjunction with the fall 2025 Residential Learning Experience. Data for AY 2025-2026 will be reported in August 2026.

## Fieldwork Data Collection and Analysis

Students initiate their site search process by utilizing the intent to enroll in the Practicum form in Tevera. We track how many students are able to complete a site search process and thus start Practicum on time according to the semester schedule of their program of study. Students may choose to delay their start of practicum to a later semester based on their preference.

Once students are actively engaged in the clinical experience site placement process, we track their success rates. We've set the following thresholds for students to secure a Practicum site to be able to start on time, according to their program of study:

- 70% of students will start Practicum according to their planned start date
- 100% of students start Practicum within 3 semesters of their planned start date
- 90% of students will continue at the same clinical experience location for all of Practicum and Internship

We will begin tracking for students searching for a Fall 2025 practicum start.

## Community Partner Engagement Data Collection and Analysis

The community advisory committee is convened annually each June. Prior to the focus group meeting, members of the community advisory committee are sent program handbooks, syllabi for any courses scheduled for revision, and other materials for review.

The community advisor committee members are asked for recommendations on the program's mission, program learning outcomes, course curriculum scheduled for revision, and other relevant program modifications. The advisory committee is asked for input on topics such as current trends in the profession, themes in commonly observed areas for improvement in new graduates, and a vision for the future of counseling and counselor education.

The community committee includes stakeholders from the following representative groups:

- MA Counseling Student
- PhD Counselor Education and Supervision Student
- Program Alumni
- Counselor Educator and Supervisor (not employed by Saybrook)
- Professional Association Representative
- Clinical Supervisor

## Key Community Advisory Committee Findings

The 2025 Community Advisory Committee was composed of two current students representing the Student Advisory Committee, two MA Counseling program alumni, one Counselor Educator and Supervisor external to the department, and one professional association executive director. Several current site supervisors from our MA Counseling clinical experience sites were invited to join, but none were able to commit time.

The focus group discussions yielded several critical areas of strength, challenge, and recommended curriculum changes, which are summarized below:

- **Departmental Strengths and Responsiveness:** A major strength is the supportive community environment and the high caliber of students and compassionate professors. The department is lauded for being extremely responsive to feedback, often incorporating changes (like rebuilding/changing classes) based on prior cohorts' input, within CACREP constraints.
- **RLE Financial Communication:** There is a significant need for better pre-admission communication regarding the costs relating to the Residential Learning Experiences (RLEs) (including travel, food, and lodging). Furthermore, financial aid allocated for this required "credit" sometimes arrives as late as the day of arrival.
- **Internship Administrative Burden:** The administrative workload associated with managing practicum and internship placements is substantial, potentially requiring a full-time staff member (ideally an administrative hire rather than a professor) to manage the process effectively.
- **Addressing Artificial Intelligence (AI):** AI is a key trend that must be addressed "100 percent without question". The curriculum needs to encourage conversations about how to work with AI, its implications, and ethical boundaries, as the counseling profession is perceived as already being behind on this trend. To combat AI usage in written assignments, the department should increase the number of optional synchronous meetings (such as interactive case discussions) to provide alternative methods for learning, engagement, and assessing student skills and benchmarks.
- **Mission as Change Agency:** The program's mission should be revised to emphasize that graduates are prepared to be advocates and change agents in their communities, as a focus on competence alone is deemed insufficient.
- **Diagnosis and Assessment Gaps:** Recent graduates often report a lack of confidence and knowledge in accurate assessment and differential diagnosis. It was suggested that one diagnosis class feels rushed and may not be sufficient to cover the material adequately, potentially necessitating an advanced course.

- Professional Readiness and Burnout: Graduates express a complete fear and misunderstanding of private practice and struggle with difficulty setting boundaries and managing work-life balance/clinical stamina, potentially leading to burnout and hesitancy to seek licensure.
- Practical Billing and Ethics Training: Recommendations for revised courses include teaching diagnosis more practically and combining it with instruction on billing, coding, and the ethics/social justice surrounding diagnosis. A workshop on what it means to be "paneled" and its ethical complexities was also suggested.

## Graduate Outcomes Data and Analysis

The survey of program graduates and site supervisors is conducted through the Saybrook Office of Institutional Research (OIR). The Department Chair and Associate Department Chair work with the OIR to ensure surveys are distributed regularly and data is included in the annual reporting. At the end of every semester, the Clinical Coordinators compile a list of site supervisors for all sites in which MA Counseling students have completed their placements. The list of site supervisors and recent graduates is provided to OIR for the distribution of surveys. The OIR then provides the aggregate responses to the Counseling Department for inclusion in the annual report. The results from the graduate survey and the site supervisor survey are included at the end of this report. The most recent survey results are the first time we've received permission and information to contact the employer of a graduate. We will send out the employer survey to those for whom we have contact information, and the data will be included in the 2026 report.

### Graduate Outcome Key Findings

The response rate for the graduate and the site supervisor surveys continues to be low, with an annual distribution. As a result, we will move to sending out the surveys after each semester to the most recent list of graduates and site supervisors for students who have completed their clinical experience. It is our hope that the timely survey will increase response rates.

The site supervisors rate their students higher than the recent graduates rate themselves in the knowledge and skills preparation questions. This discrepancy needs further investigation and is an area for review that can be included in the 2026 community partner engagement focus group for further qualitative inquiry. Among the strengths noted in the surveys is the program's commitment to humanistic values and the skills and knowledge acquired for the practice of counseling. The faculty's commitment to student learning and care for students was a theme in the qualitative responses.

A sense of preparation and deep knowledge of the application of counseling theory was an area in which graduates reported needing additional support. Students' application and integration of theory in counseling skill practice sessions at the RLE is an area in which the faculty have noted students needing additional practice, knowledge, and skill development. The program curriculum will be reviewed throughout the AY 2025-2026 to determine where additional theoretical application can be integrated throughout the program to support skill and knowledge acquisition.

## Overall Findings

The counseling program assessment identified both strengths and critical areas for improvement based on academic quality data, community feedback, and surveys. While data consistency improved overall, several courses displayed inconsistent or missing assessment data, prompting a curriculum and assessment review in the next academic year. Community advisory focus groups highlighted the program's supportive environment and responsiveness, but also brought up concerns regarding pre-admission financial communication for Residential Learning Experiences (RLEs) and the administrative burden of internship placements. Additionally, major curriculum recommendations included addressing Artificial Intelligence (AI) ethics, increasing practical training in theories, diagnosis, and billing, and revising the program mission to emphasize graduates as advocates and change agents. Finally, the department plans to alter the survey distribution frequency to increase low response rates and further investigate the observed discrepancy where site supervisors rate students higher than the graduates rate themselves.

The CACREP MA Graduate Exit Survey was administered via Qualtrics to recent graduates provided by the department. The results consist of four of 27 graduates complete responses yielding a 14.8% response rate. Open-ended questions are reported verbatim.

## Q2 Q3 - Semester and year in which you completed your degree

3 Responses

Field	2021	2022	2023	2024	2025
Fall	- 0	- 0	- 0	- 0	- 0
Spring	0% 0	0% 0	0% 0	0% 0	100% 3
Summer	- 0	- 0	- 0	- 0	- 0
Total	0	0	0	0	3

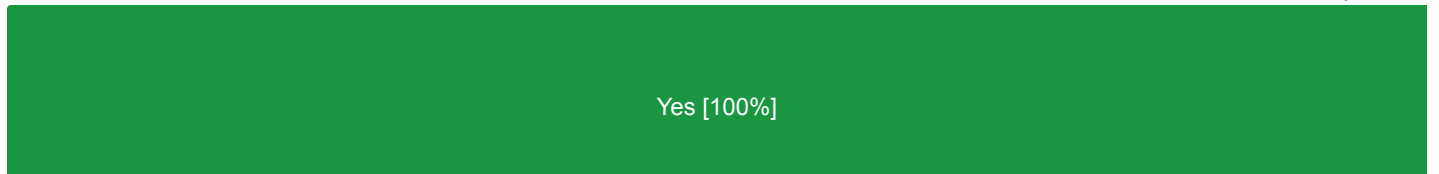
## Q4 - Have you secured post-degree employment?

4 Responses



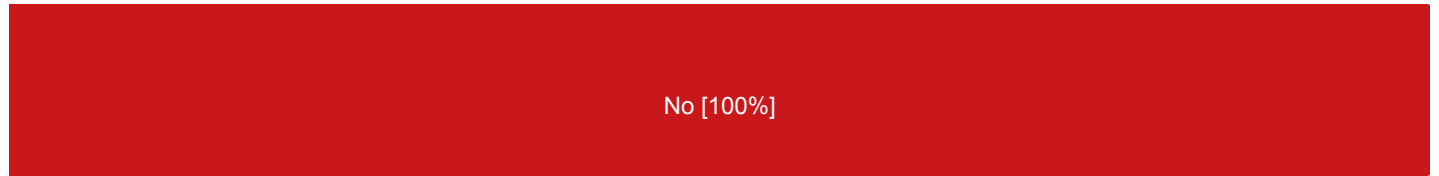
## Q5 - Is that employment in the counseling field?

3 Responses



## Q15 - May we contact your employer to participate in our employer survey?

3 Responses



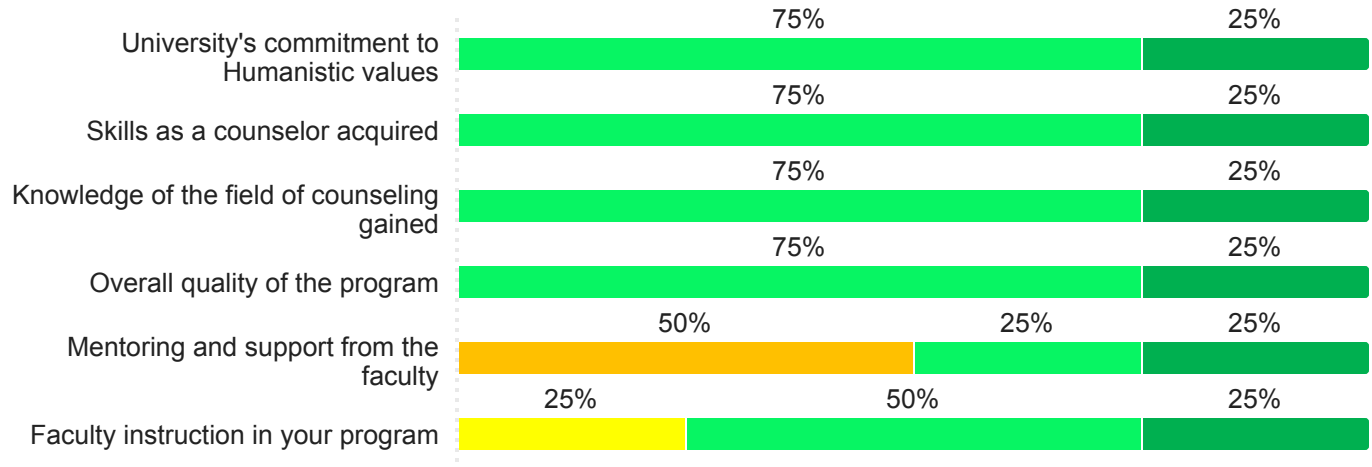
## Q16 - Are you currently (or scheduled to) pursuing post-master's hours for licensure?

4 Responses





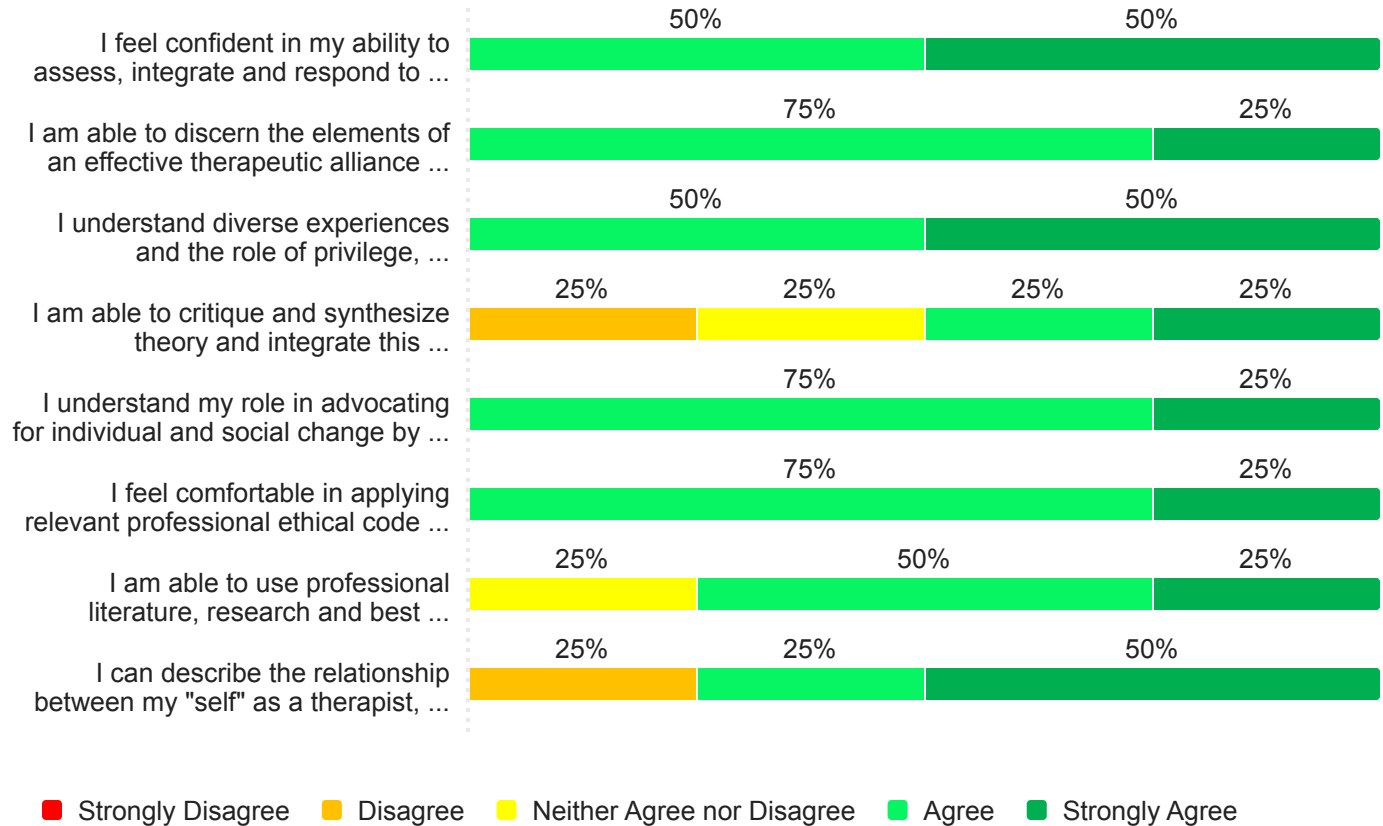
Please indicate your level of satisfaction with the following statements related to your experience with the MA Counseling program at Saybrook.



■ Very Dissatisfied
 ■ Dissatisfied
 ■ Neither Satisfied nor Dissatisfied
 ■ Satisfied
 ■ Very Satisfied

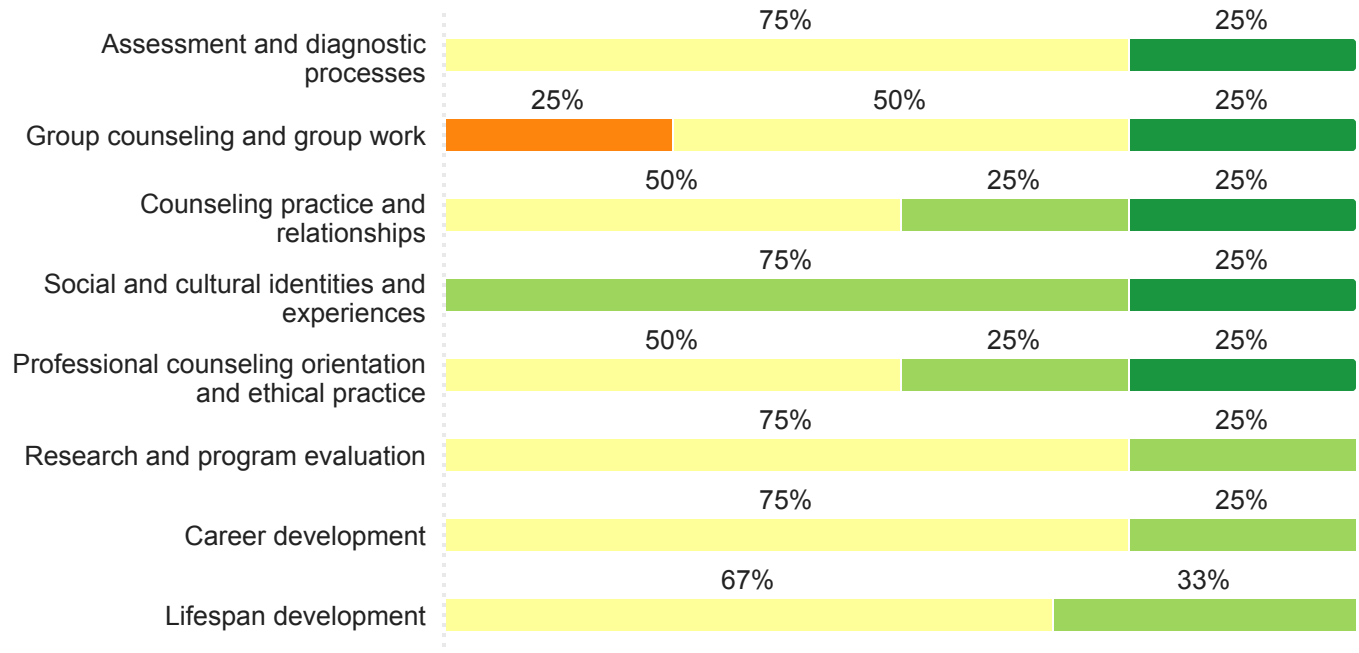
Field	Mean	SD	Responses
Faculty instruction in your program	4.000	0.707	4
Mentoring and support from the faculty	3.250	1.299	4
Overall quality of the program	4.250	0.433	4
Knowledge of the field of counseling gained	4.250	0.433	4
Skills as a counselor acquired	4.250	0.433	4
University's commitment to Humanistic values	4.250	0.433	4

Please indicate your level of agreement concerning your preparation in the MA Counseling program for the following program learning objectives.



Field	Mean	SD	Responses
I understand diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group and community experiences.	4.500	0.500	4
I feel confident in my ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.	4.500	0.500	4
I feel comfortable in applying relevant professional ethical code to guide my work and ethical decision making.	4.250	0.433	4
I understand my role in advocating for individual and social change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty.	4.250	0.433	4
I am able to discern the elements of an effective therapeutic alliance and have the ability to co-construct and maintain a counseling relationship.	4.250	0.433	4
I can describe the relationship between my "self" as a therapist, my professional identify as a counselor, and my responsibility to serve clients and the community.	4.000	1.225	4
I am able to use professional literature, research and best practices to support individual, familial, group and community change.	4.000	0.707	4
I am able to critique and synthesize theory and integrate this knowledge into my counseling practice.	3.500	1.118	4

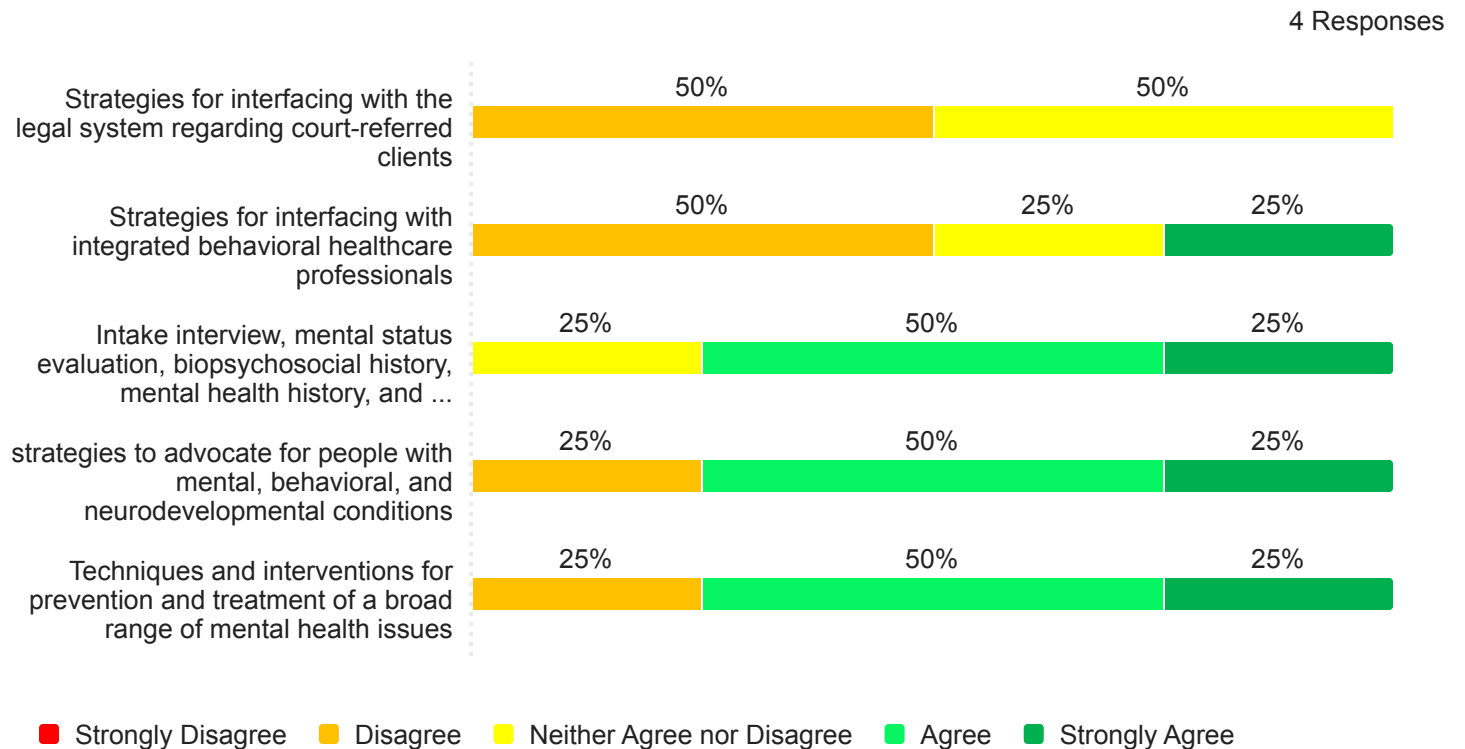
Please indicate the extent to which the MA Counseling program developed your knowledge and skills in the following areas.



■ Not Well at all
 ■ Slightly Well
 ■ Moderately Well
 ■ Very Well
 ■ Extremely Well

Field	Mean	SD	Responses
Social and cultural identities and experiences	4.250	0.433	4
Counseling practice and relationships	3.750	0.829	4
Professional counseling orientation and ethical practice	3.750	0.829	4
Assessment and diagnostic processes	3.500	0.866	4
Lifespan development	3.333	0.471	3
Research and program evaluation	3.250	0.433	4
Group counseling and group work	3.250	1.090	4
Career development	3.250	0.433	4

Q10 Please indicate how strongly you agree or disagree that the program (i.e., coursework and field experience) has prepared you to pursue your post-masters supervised hours in the following areas.



4 Responses

Field	Mean	SD	Responses
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	4.000	0.707	4
strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	3.750	1.090	4
Techniques and interventions for prevention and treatment of a broad range of mental health issues	3.750	1.090	4
Strategies for interfacing with integrated behavioral healthcare professionals	3.000	1.225	4
Strategies for interfacing with the legal system regarding court-referred clients	2.500	0.500	4

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### Q11 - What are the program's areas of strength?

4 Responses

What are the program's areas of strength?

Community, openness to listen to student body, strong core faculty.

Caring faculty, structure, good resources, good assignments

Humanistic. Cultural competence and diversity

Faculty commitment to student learning.

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### Q12 - In what areas can the program improve?

4 Responses

In what areas can the program improve?

Test preparation! I wish Practicum/Internship allowed space for skills practice and peer presentations beyond case loads. Wish skills practice at the RLE was with co-hort and/or same skill level. I desired a bit more rigor to the work.

More instruction, more demos, more application of the theories learned in role plays or similar. I didn't realize I would be on my own to learn how to apply theories and felt unprepared and undersupported for practicum.

Mentoring - responsiveness and feedback to students. Clearer guidelines from start of program

Course sequencing.

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### Q13 - Please use this box to share anything else with us (No responses)

No data found - your filters may be too exclusive!

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The CACREP Site Supervisor Survey was administered via Qualtrics to site supervisors provided by the department. The results consist of three completed and one partially completed surveys responses yielding an 33.3% response rate. Open-ended questions are reported verbatim. One supervisor (partial completed) indicated they did not supervise any students from Saybrook.

## Finished

Field	Choice Count
Completed	60% 3
Partial	40% 2
Total	5

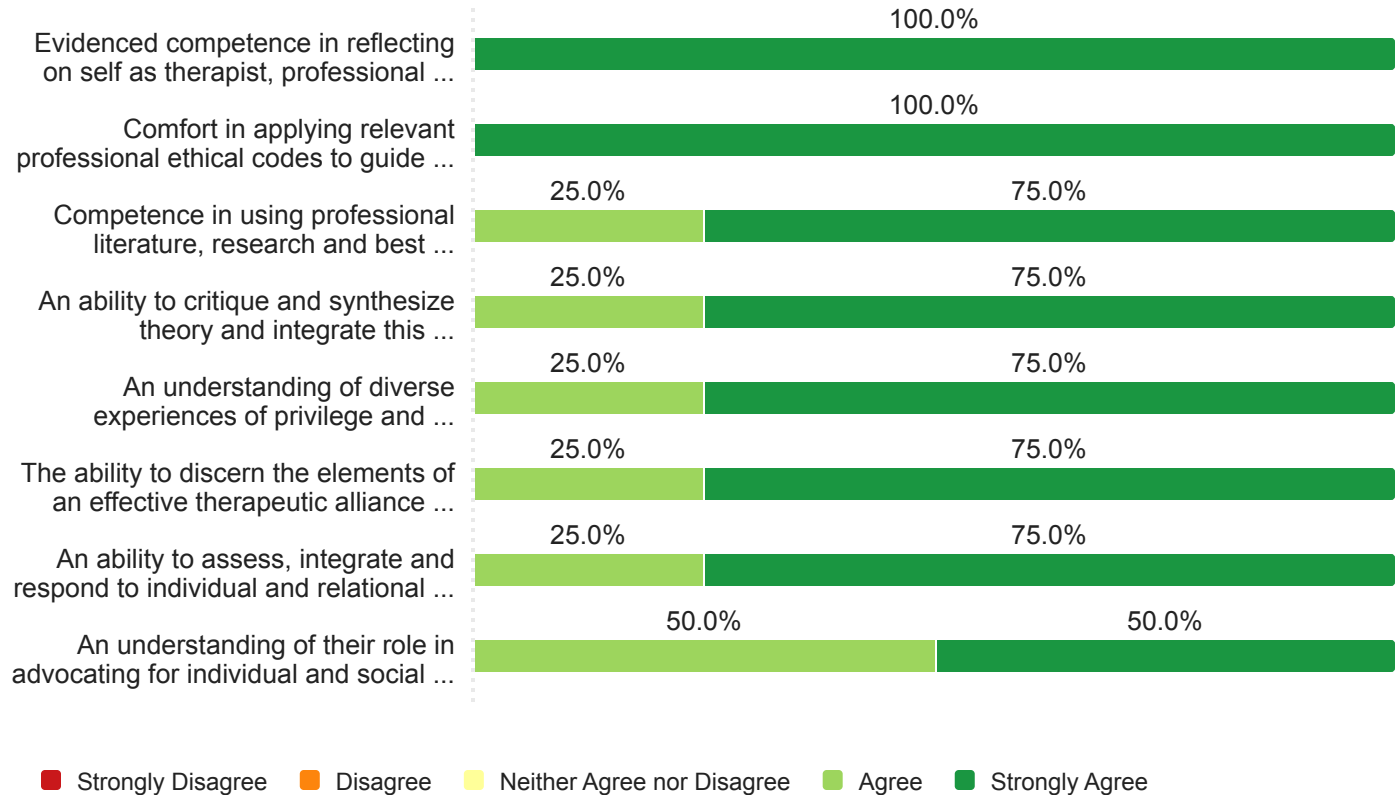
**Q3 When completing this survey, please consider all of the Saybrook Supervisees you have worked with.**

## Q2 - How many Saybrook students have you supervised?

5 Responses

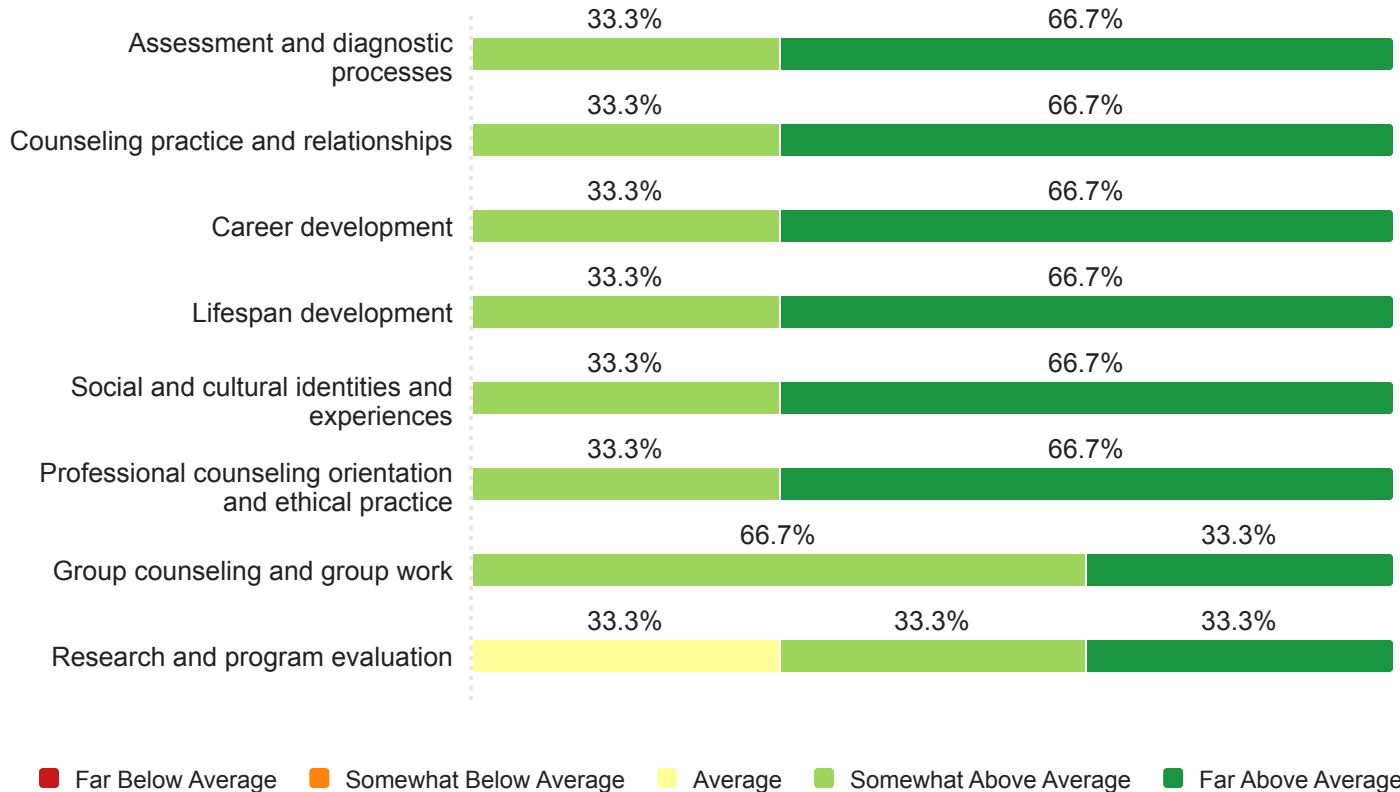
Field	Choice Count
1	3
2	0
3	2
4	0
5	0
6	0
7	0
8	0
9	0

## Q4 - Please indicate your level of agreement concerning the Saybrook Supervisees



Field	Mean	SD	Count
Evidenced competence in reflecting on self as therapist, professional identity as counselor, and the responsibility to serve clients and the community	5.000	0.000	4
Comfort in applying relevant professional ethical codes to guide ethical decision making	5.000	0.000	4
Competence in using professional literature, research and best practices to support individual, familial group and community change	4.750	0.433	4
An ability to critique and synthesize theory and integrate this knowledge into counseling practice	4.750	0.433	4
An understanding of diverse experiences of privilege and marginalization, and sensitivity to how aspects of power impact individual, familial, group and community experiences	4.750	0.433	4
The ability to discern the elements of an effective therapeutic alliance and to co-construct and maintain a counseling relationship	4.750	0.433	4
An ability to assess, integrate and respond to individual and relational dynamic within a systemic framework	4.750	0.433	4
An understanding of their role in advocating for individual and social change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty	4.500	0.500	4

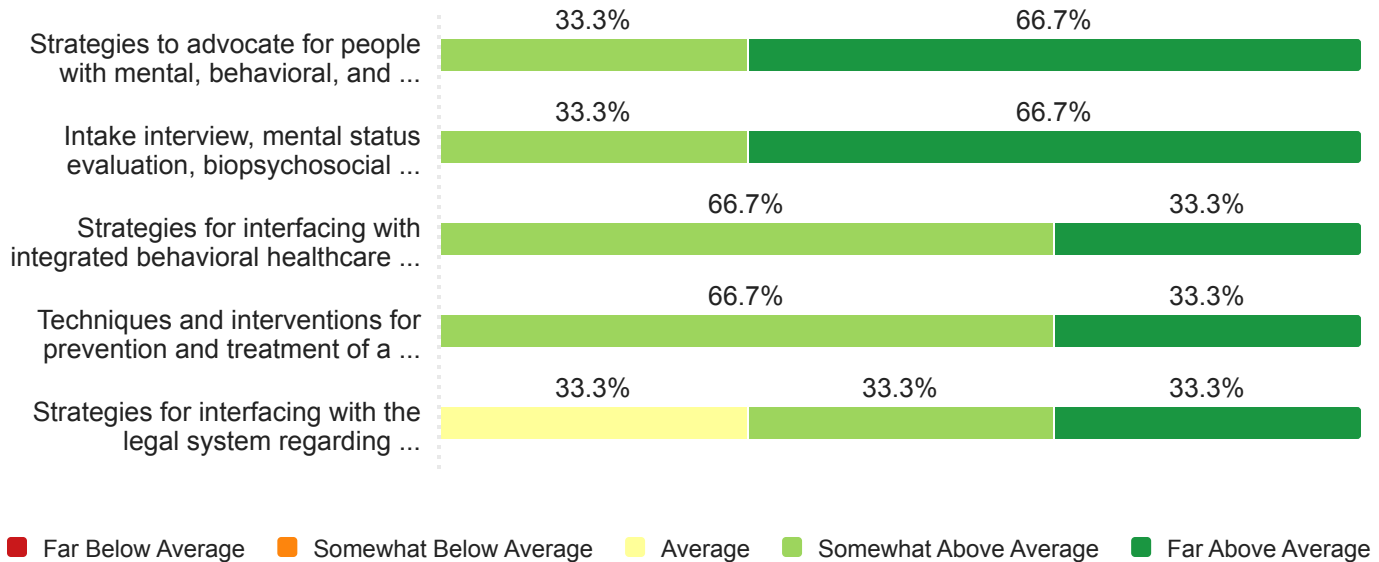
Q5 - Compared to other master's level students you've supervised, how well did your Saybrook student(s) compare in the following Council for the Accreditation of Counseling and Related Education Program (CACREP) domains?



Field	Mean	Standard Deviation	Responses
Assessment and diagnostic processes	4.667	0.471	3
Counseling practice and relationships	4.667	0.471	3
Career development	4.667	0.471	3
Lifespan development	4.667	0.471	3
Social and cultural identities and experiences	4.667	0.471	3
Professional counseling orientation and ethical practice	4.667	0.471	3
Group counseling and group work	4.333	0.471	3
Research and program evaluation	4.000	0.816	3



## Q6 How well did your Saybrook student(s), compare to other master's level students you've supervised, in the following CACREP Clinical Mental Health Specialty areas?



Field	Mean	SD	Responses
Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	4.667	0.471	3
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	4.667	0.471	3
Strategies for interfacing with integrated behavioral healthcare professionals	4.333	0.471	3
Techniques and interventions for prevention and treatment of a broad range of mental health issues	4.333	0.471	3
Strategies for interfacing with the legal system regarding court-referred clients	4.000	0.816	3

## Q7 - Please indicate your level of agreement with the following statement, Students were able to demonstrate their work with clients from a holistic and humanistic lens.

3 Responses



Strongly Disagree [0%] Disagree [0%] Neither Agree nor Disagree [0%] Agree [0%] Strongly Agree [100%]

Q8 - How satisfied were you with the collaboration and communication between your site and the student's program faculty?

3 Responses



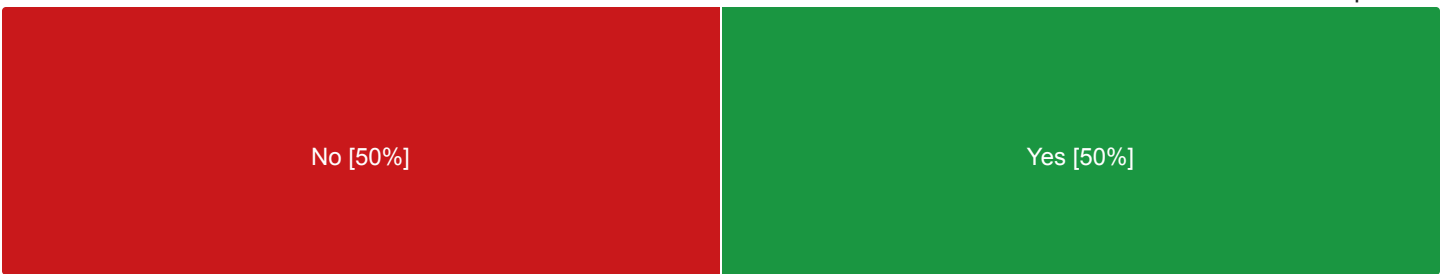
Q9 - Do you plan to hire the intern as an employee after graduation?

3 Responses



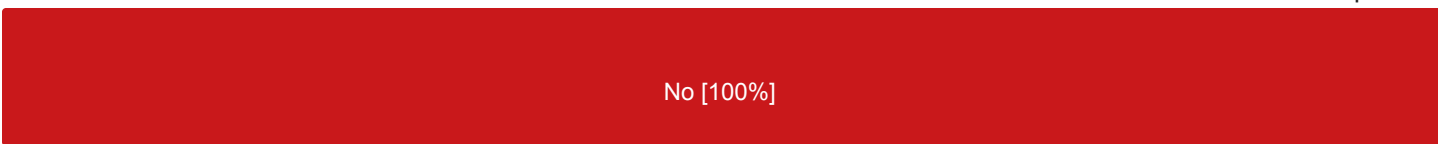
Q11 - May we contact you to conduct a short employer survey?

2 Responses



Q12 - Would you be willing to participate in our Community Advisory Committee? The committee meets once annually (typically in June). The committee's recommendations are included in our annual report, and help guide our ongoing program development. The total to be commitment is estimated to be about 5 hours.

3 Responses



Q9 - Please use the space below to provide any other feedback you would like to share. When you are done, please click submit at the bottom of this screen. No responses provided

No data found - your filters may be too exclusive!