Saybrook University, MA Counseling Program
Annual Assessment Report

Aligned with 2024 CACREP Standards

Academic Year 2025-2026

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Introduction

This report summarizes the program assessment data for the Academic Year 2025-2026, which includes Summer 2025, Fall 2025 and Spring 2026. The program assessment report 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 from each student in conjunction with student attendance at the Residential Learning Experience.
- **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.

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 an outcome is assessed on the following continuum:

- Demonstrates skills, knowledge, or personal and professional competencies necessary to **MEET** the outcome. Students who meet the outcome are determined to be on track developmentally.
- Demonstrates skills, knowledge, or personal and professional competencies necessary for **APPROACHING** outcome. Students approaching the outcome are typically those who need extra support but show potential to develop 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 skills, knowledge, or personal and professional competencies for the outcome. Students who receive an assessment of limited, 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 that all students must demonstrate. 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 a course's academic quality is reflected in 80% or more of students receiving a "meets" rating on the embedded PLO or KPI.

Student PPC is assessed through a dual assessment process that includes student self-assessment and faculty review and assessment at three benchmarks corresponding to key developmental periods: the first semester in the program, the semester before the 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 is 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 in Power BI reports via Canvas. Use of Power BI for program assessment began in Spring 2025. The reporting tool allows review of the data for each assessment criterion of the PLO, KPI, and PPC across multiple reporting outputs. Programmatic review includes year-over-year reviews of individual courses, individual assessment criteria, 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 an assessment point is below the 80%

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 (PLOs)

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 their impact on 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 defined by a Course Learning Outcome (CLO) that align with students' developmental levels at the first and last assessment points. This structure aligns signature assignments with the objectives, enabling clear, measurable activities through which we can assess students' progress toward the PLO.

AY PLO Assessment Table

The following table reports the AY 2025-2026 assessment data.

When the PLO is Assessed		Where each PLO is assessed		How each PLO is assessed	AY Data	
Placement in curricular progression	**Point of assessment**	**Course**	**Signature Assignment**	**Course Learning Outcome**	**Number of students assessed and percentage meeting Outcome**	**AQI Threshold Meet - minimum 80% (Yes/No)**

Holistic: We approach what we do from a holistic and systemic perspective based on a belief in the inherent interconnectedness of all things. **PLO#1: Upon completing the program, students will demonstrate an ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.**						
1st Spring	Initial	COUN 2010 Structure and Dynamics	Initial Family Genogram Project & Reflection #1	Students will demonstrate an in-depth exploration of how their family of origin experiences, dynamics, patterns, strengths, etc. influence and impact their development as a clinical mental health counselor through development of a genogram and reflection on key people within their life experience, including family, important friends, and support systems.	90%	Yes
3rd Spring	Final	COUN 2510 Relationship and Family	Movie/TV Show Review Family System	Students will be able to demonstrate the ability to apply different therapeutic approaches to address family dynamics, communication patterns, and relational conflicts as applied to a family system depicted in media (e.g., a movie or TV show), while critically examining the broader influence of social, economic, and cultural factors on the functioning of the family system.	96%	Yes
Unconditional Positive Regard: We create relationships and communities built on compassion, respect, authentic voice, deep listening, reflective awareness, support, and challenge, leading to responsible presence and action. **PLO #2: 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.**						
1st Fall	Initial	COUN 2500 Basic Counseling Skills	Mock Counseling Session Final Project	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 through the demonstration of foundational counseling skills. Assessed by instructor observation of recorded skills practice session.	78%	No
Fall, Spring & Summer	Final	COUN 8152 Practicum	Case Presentation	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 by demonstrating foundational counseling skills and relational therapeutic practice.	92% fall 95% spring	Yes
Multiple Perspectives: We seek to honor difference because we recognize that there are many ways of knowing and that there are inherent strengths in diverse perspectives. **PLO #3: 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.**						

1st Spring	Initial	COUN 2010 Structure & Dynamics of the Family	Self-of-the-counselor project reflection #2: Analysis of Key Themes, Patterns etc	Students will deeply explore the impact or connections between your family and relationship history and your personal development and demonstrate and understanding of cultural dynamics (including race, gender, religion, class, oppression, privilege, abilities, etc.) and predominant beliefs, values, and family myths.	78%	No
2nd Fall	Final	COUN 2562 Crisis and Trauma	Trauma Theory & Intervention Case Study Paper	Students will demonstrate their ability to apply their knowledge of cultural, environmental, and socioeconomic factors to analyze how systems of oppression, intersectionality, and client identities interact with how a client experiences and expresses reactions to trauma.	92%	Yes
Academic Rigor: We are committed to rigor in our academic and clinical experiences, with the desire to best serve others. **PLO #4: Upon completing the program, students will have demonstrated the ability to critique and synthesize theory as they integrate this knowledge into their counseling practice.**						
1st Fall	Initial	COUN 2025 Counseling Theories	Theory Application Paper	Students will be able to analyze a case study from a counseling theoretical lens. Students will conceptualize the counseling relationship, the client's presenting issue, goals, techniques, and interventions.	85%	Yes
3rd Fall, Spring, or Summer	Final	COUN 8154 Internship II/ COUN 8162	Clinical Experience Integration Paper	Using a de-identified client from their active caseload load, students will demonstrate the ability to identify an applicable theory to support client treatment while demonstrating sensitivity to the potential gaps presented by this theory in providing culturally responsive practice.	100%	Yes
New Possibilities: We are creative, imaginative, and courageous leaders who challenge assumptions and imagine and embody new possibilities. **PLO #5: 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.**						
1st Fall	Initial	COUN 6020 Lifespan Development	Progressive Case Conceptualization (Discussion #5)	Students will be able to demonstrate the ability to advocate for individual and social change applied within the progressive case conceptualizations by using effective communication skills across dialogues with peers and faculty in online and synchronous class discussions.	68%	No

3rd Spring	Final	COUN 2060 Human Sexuality	Transgender-Affirming Counseling Practice	Students will be able to demonstrate their ability to advocate for transgender clients by practicing writing gender-affirming care referral letters for surgery or hormone replacement therapy, investigating the status of anti-trans legislation in their state, and discussing the implications for their clinical practice.	95%	Yes
Integrity: We live and conduct our work and relationships with integrity. **PLO #6: Upon completing the program, students will be able to apply relevant professional ethical codes to guide their work and ethical decision-making.**						
1st Spring	Initial	COUN 2650 Professional Orientation and Ethics	Ethical decision-making case vignette response #2	Students will demonstrate the application of an ethical decision-making model to a provided case vignette and demonstrate understanding and application of related ethical codes.	68%	No
3rd Fall	Final	COUN 2531 Group Counseling & Psychotherapy	Group Counseling Proposal	Students will demonstrate understanding and knowledge of how to create, construct, and facilitate a counseling group. Moreover, students will also highlight their research and critical thinking skills as they examine the unique needs of the population they are creating the group to support and apply relevant professional ethical codes to guide their work and ethical decision-making.	98%	Yes
Transformation: We are scholar-practitioners who seek and apply knowledge to solve problems and foster personal, relational, and social transformation. **PLO #7: Upon completing the program, students will use professional literature, research and best practices to support individual, familial, group and community change.**						
1st Spring	Initial	COUN 1023 Understanding Research and Evaluation	Case Study	Students will engage in critical thinking and apply insights from scholarly research to inform their conceptualization and clinical practices to a case study, demonstrating the appropriate use of evidence-based practice to meet client needs.	95%	Yes
2nd Spring	Final	COUN 2050 Psychopathology and Diagnosis	Case Study Paper	Students will be able to conduct a differential diagnosis on a fictional client, use professional literature to support treatment planning and address the implications of the diagnosis for the client and their system.	97%	Yes
Inclusive: We value life and embrace our responsibility to support the potential of those we serve to thrive in a just, inclusive, healthy, and sustainable world. **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.**						

1st Fall	Initial	COUN 2025 Counseling Theories	Personal Model of Counseling Paper	Students will be able to describe the relationships between their "self" as a therapist, their professional identity as a counselor, and their responsibility to serve clients and the community	92%	Yes
3rd Fall, Spring, or Summer	Final	COUN 8154 Internship II/ COUN 8162	Clinical Experience Integration Paper	Using a de-identified client from their active caseload, students will demonstrate the ability to conceptualize the case from a counseling lens utilizing appropriate cultural humility and demonstrate self-reflection around how their self as therapists can be used most effectively in ethical practice.	100%	Yes

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.

AY KPI Assessment Table

The following table reports the AY 2025-2026 KPI assessment data.

When the KPI is Assessed		**Where each KPI is assessed**		**How each KPI is assessed**	**AY Data**	
Placement in curricular progression	**Point of assessment**	**Course**	**Signature Assignment**	**Course Learning Outcome**	**Number of students assessed and percentage meeting Outcome**	**AQI Threshold Meet - minimum 80% (Yes/No)**
A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE **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.**						
1st Spring	Initial	COUN 2650 Professional Orientation & Ethical Practice	Ethical decision-making case vignette response #2	Students will practice applying an ethical decision-making model to a case vignette. Using the provided template, students will identify ethical issues and work through a process of arriving at an ethical decision.	92%	Yes

3rd year Fall, Spring, or Summer	Final	COUN 8154 Internship II/ COUN 8162	Clinical Experience Integration Paper	Students will demonstrate their ability to apply ethical concepts and relevant decision-making, as well as attentiveness to relevant legal considerations within a current de-identified clinical case.	71% fall 100% spring	Yes
B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES **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.**						
2nd Fall or Spring	Initial	COUN 2560 Cultural Humility and Responsiveness	Cultural Immersion Experience	Students will demonstrate cultural humility, responsiveness, and competence by engaging with a non-dominant out-group, reflecting on their experience, and applying insights to theory and practice through a cultural analysis and critical self-assessment.	96% fall 92% spring	Yes
3rd Spring	Final	COUN 2060 Human Sexuality	Special Topic Paper	Students will demonstrate an understanding of how a fictional client's specific social location(s), developmental context, experiences of oppression, and actions towards liberation, as well as relevant cultural experiences, have shaped the client's sexual scripts and how they, as the counselor, would address these issues in counseling.	100%	Yes
C. LIFESPAN DEVELOPMENT **KPI 3: 3.C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness**						
1st Fall	Initial	COUN 6020 Lifespan Development	Case Conceptualization Paper	Students will be able to identify systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	84%	Yes
2nd Spring	Final	COUN 2555 Advanced Child & Adolescent Counseling	Client Conceptualization & Wellness Plan	Students will be able to identify systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness and demonstrate how to promote healthy development and wellness within the context of counseling practice.	94%	Yes
D. CAREER DEVELOPMENT **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**						

1st Summer	Initial	COUN 2532 Career Development & Counseling	Career Interview Paper	Students will demonstrate proficiency in conducting and analyzing a comprehensive career interview by applying theoretical frameworks to illustrate the complex interplay of personal, environmental, and contextual factors that shape career development, while critically evaluating the implications for effective career counseling practice.	88%	Yes
3rd Spring	Final	COUN 2510 Relationship & Family Intervention	Couple/Relationship Paper	Students will review and evaluate different relationship and family models and their applications to clinical counseling and psychotherapy practice using a case example they create. In their paper, students will discuss which model or models they might use and how the model can reflect cultural aspects, including work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.	96%	Yes
E. COUNSELING PRACTICE AND RELATIONSHIPS **KPI 5: 3.E.9. interviewing, attending, and listening skills in the counseling process**						
1st Fall	Initial	COUN 2500 Basic Counseling Skills	Mock Counseling Session Final Project	Students will demonstrate proficiency in conducting and engaging in basic counseling skills learned throughout the semester. This includes being present with clients, attending to client needs, utilizing reflection, and paraphrasing in sessions with clients. Students will also demonstrate a level of understanding of continued development and skills needed to continue to self-critique and enhance their skills over time.	73%	No
2nd Fall, Spring, or Summer	Final	COUN 8152 Practicum	Observation Evaluation	Students will demonstrate proficiency in interviewing, attending, and listening skills within the counseling process by conducting a counseling session that is observed by their counseling supervisor. This includes assessing the effectiveness of these skills in establishing rapport, facilitating client communication, and promoting therapeutic alliance.	92% fall 100% spring	Yes
F. GROUP COUNSELING AND GROUP WORK **KPI 6: 3.F.3. therapeutic factors of group work and how they contribute to group effectiveness**						

2nd Fall	Initial	COUN 2561 Substance Abuse & Behavioral Addictions	Field Assignment	Students will observe a substance abuse/addiction support group and write a reflection paper demonstrating their understanding of how therapeutic factors contribute to group cohesiveness and effectiveness.	97%	Yes
3rd Fall	Final	COUN 2531 Group Counseling & Psychotherapy	Group Counseling Proposal	Students will demonstrate their ability to create a group by highlighting the theoretical foundation, readiness to navigate group dynamics, and the incorporation of therapeutic factors that will contribute to effective group leadership.	92%	Yes
G. ASSESSMENT AND DIAGNOSTIC PROCESSES **KPI 7: 3.G.13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide**						
1st Fall	Initial	COUN 2500 Basic Counseling Skills	Role-play practice session for Discussion #5	Students will be able to demonstrate the ability to ask direct questions about suicidal ideation utilizing the SLAP assessment method.	90%	Yes
2nd Fall	Final	COUN 2562 Crisis & Trauma Intervention	Crisis Intervention Role Play	The student will be able to demonstrate crisis stabilization skills with a role-play client, assess risk and protective factors for suicide risk and harm to self or others, evaluate threat level, complete a safety plan, and provide legal and ethical case documentation of the session.	97%	Yes
H. RESEARCH AND PROGRAM EVALUATION **KPI 8: 3.H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices**						
1st Fall	Initial	COUN 2025 Counseling Theories	Theories Application Paper	Students will be able to identify and critically evaluate selected counseling theories, interventions, and practices, demonstrating an understanding of their effectiveness and application.	85%	Yes
2nd Spring	Final	COUN 2050 Psychopathology & Diagnosis	Case Study Paper	Students will demonstrate their ability to review a movie, provide a diagnosis and treatment plan for one of the main characters, and support their treatment plan with research to evidence best practices in counseling.	94%	Yes
SECTION 5.C: CLINICAL MENTAL HEALTH COUNSELING **KPI 9: 5.C.5. techniques and interventions for prevention and treatment of a broad range of mental health issues**						

1st Fall	Initial	COUN 2500 Basic Counseling Skills	Skills Setter Module #4	Students will demonstrate a comprehensive understanding of techniques and interventions for the prevention and treatment of mental health challenges. Students will demonstrate effective use of open-ended questions and cultural humility.	70%	No
3rd year Fall, Spring, or Summer	Final	COUN 8154 Internship II /COUN 8162	Clinical Experience Integration Paper	Using a de-identified client from their active caseload load, students will demonstrate the ability to conceptualize the case and identify relevant techniques and interventions for presenting concerns. Resiliency factors and prevention-oriented lenses will also be explored.	78% fall 100% spring	No

AY PLO and KPI Assessment Year over Year

The Previous AY 24-25 data was collected during a pilot of the new 2024 CACREP assessment process. The AY 24-25 does not include any assessment data prior to Spring 2025. Additionally, we discovered inconsistencies in how the data was collected across course sections. As a result, we are unable to perform any year-over-year analysis of the data for this assessment cycle. The AY 25-26 PLO assessment data show improved consistency and accuracy across all assessment points. During the AY 26-27 assessment cycle, we will have two years of complete data to conduct a year-over-year analysis.

Key PLO and KPI Findings

1. Summary of Key Findings

- Overall Strong Performance & Alignment: The Master's program demonstrated much stronger overall outcomes this cycle compared to prior years, showing higher completion rates and improved alignment between course learning objectives and assessment methods across different sections.
- Areas Falling Below the 80% Target Threshold:
    - Basic Skills: Across course sections, only 70% of students met the benchmark for KPI 9, demonstrating effective use of open-ended questions and cultural humility in the prevention and treatment of mental health challenges. Students experienced difficulty transitioning from not using questions to incorporating open-ended questions, often over-relying on questions at the expense of other foundational counseling skills. KPI 5 & PLO 2 also fell below the 80% threshold and the full course will be reviewed for better structure and alignment.
    - Structure & Dynamics of the Family: Performance was assessed at 78%, slightly below the 80% threshold.

- Lifespan Development (PLO 5): The progressive case conceptualization assignment fell below target. Faculty identified that this was largely an issue of attendance and inconsistent engagement across synchronous sessions and online discussion forums, rather than an inability to demonstrate the skill itself.
- Professional Orientation & Ethics (PO6): Student scores on ethical decision-making case vignette #2 dropped below the benchmark. The two vignette assignments were scheduled too close together for faculty to provide timely feedback, vignettes were dated, and students predominantly selected the same two simple scenarios.
- Internship Clinical Experience Integration Paper: Earlier cohorts struggled to clearly articulate client ethical dilemmas and accurately match relevant ACA/ethical codes to the decision-making model

2. Plan for Addressing Unmet Minimum Thresholds

- Basic Skills (KPI 9):
  - Expanded Scaffolding: Faculty increased the length and depth of the mid-semester mock counseling assignment so instructors have sufficient time to assess student progress and provide actionable feedback well before the final mock counseling project.
  - Early Questioning Integration: Open-ended questions will be introduced earlier in the term to provide an integrated skills map, preventing students from abruptly over-relying on questions.
- Structure & Dynamics of the Family (PLO 3):
  - Faculty will review whether recently added requirements (a deeper exploration of themes, patterns, personal beliefs, and values alongside a follow-up worksheet) overwhelmed students, and will adjust assignment guidelines or provide better supporting resources accordingly.
- Lifespan Development (PLO 5):
  - Formal PLO Revision: PLO 5 (dialogue and communication skills across dialogues) is being scheduled for formal review to make its criteria clearer and more measurable at a discrete point, rather than assessing it cumulatively across multiple online discussions where a missed session distorts competency scores.
  - Curricular Relocation: Faculty will also evaluate whether PLO 5 should be moved out of Lifespan Development and assessed in a more appropriate course.
- Professional Orientation & Ethics (PO6):
  - Vignette Refresh & Spacing: Faculty are updating and diversifying case vignettes to introduce more nuance and ensure adequate grading turnaround between assignments 1 and 2.
  - Curricular Restructuring: Faculty plan to condense orientation material in the early modules, implement ethical code check-in quizzes, and introduce explicit ethical discussions across several courses rather than focusing ethics to an introductory course and late-stage internship.
- Internship Clinical Experience Integration Paper:

    - Instructions have already been clarified to guide students through the ethical decision-making model, ensuring they identify clear ethical dilemmas and match them to the correct ethical codes

3. Explanation for How Data Will Be Used for Curriculum and Program Improvement

- Distinguishing Course Design vs. Student Performance: Faculty are using assessment data to differentiate between systemic course design/rubric flaws and individual student remediation or attendance issues.
- Objective & Signature Assignment Realignment: Data points are informing where learning outcomes, rubrics, and signature assignments need tighter alignment with developmental readiness and accreditation standards.
- Updating Graduate and Advisory Feedback Tools: Faculty will use survey data to assemble a team to comprehensively review and update graduate outcome survey questions to better align with 2024 CACREP standards.

4. Subsequent Curriculum Modifications and Program Improvement Informed by Previous Program Evaluation

- Counseling Theories: Course media and demonstration videos were updated with more contemporary, modern demonstrations based on direct feedback from previous student community advisory meetings.
- Clinical Supervision Checkpoint: Informed by previous accreditation and clinical evaluations, the program added a new mid-term supervisor checkpoint during practicum and internship to monitor student fieldwork progress more consistently.
- Fieldwork Tracking Infrastructure: In response to CACREP standards, the program instituted its first formal cycle of dedicated fieldwork tracking to monitor student placement progress systematically.

5. Other Significant Program Changes

- Potential Third-Year Course Flexibility: Based on positive student feedback from the Community Advisory focus group, faculty are exploring options to allow Master's students greater scheduling flexibility for topic courses during their third-year clinical internships, permitting part-time pacing without requiring students to wait an entire year to retake a course.
- Coordination of Professional Identity Content: Faculty discussed shifting foundational professional identity standards into the Residency Learning Experience (RLE 1) curriculum to eliminate redundancy and create instructional space for ethical codes in core coursework.

Personal and Professional Competencies (PPCs)

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.

AY PPC Assessment Table

The following table reports the AY 2025-2026 PPC assessment data.

1- Openness to growth and learning			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates interest and openness to diverse perspectives, learning new ideas, and approaches curriculum with a beginner's mind.	Demonstrates openness to diverse perspectives and engages in productive and critical reflection when encountering new ideas.	Demonstrates a continued value of lifelong learning and the ability to seek out new information and perspectives to support clinical work and personal/professional growth.
Fall Assessment	94%	91%	100%
Spring Assessment	89%	100%	97%
2 - Reflexivity and integration of feedback			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates willingness to reflect on self as a counselor and **frequently** utilizes feedback for academic improvement and personal/professional growth.	Demonstrates **frequent** reflective practice on self as a counselor, **consistent** integration of feedback for academic improvement and personal/ professional	Demonstrates **consistent** reflective practice on self as a counselor and engagement in productive supervisory and advisory relationships for ongoing growth and learning.

		growth, and interest in supervisory relationships for clinical practice.	
Fall Assessment	88%	100%	91%
Spring Assessment	94%	87%	93%
3 - Cognitive flexibility and acceptance of ambiguity			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates willingness to engage in cognitive flexibility and ambiguity.	Demonstrates **frequent** cognitive flexibility and willingness to adapt ideas, materials, plans, or counseling practice based on nuance and contextual information.	Demonstrates **consistent** cognitive flexibility and skills at adapting ideas, materials, plans, or clinical work based on nuance and contextual information.
Fall Assessment	94%	96%	100%
Spring Assessment	94%	93%	100%
4 - Emotional regulation and self-expression			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates ability to articulate the **foundational** range of emotional experience and **frequently** self-regulates to manage emotions and behaviors that interfere with interpersonal interactions.	Demonstrates ability to articulate the **full** range of emotional experience, **consistently** self-regulates to manage emotions and behaviors that interfere with interpersonal interactions, and willingness to expand awareness of countertransference.	Demonstrates the ability to regulate emotional experience, manage countertransference, and skillfully self-disclose when appropriate in clinical work.
Fall Assessment	94%	91%	91%
Spring Assessment	94%	87%	97%
5 - Collaborative relationships			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates willingness to engage in cooperative activities, contribute proportionally, practice mutual respect and accountability for managing conflict, and	Demonstrates seeking opportunities to collaborate with peers, faculty, and clinical site personnel, can navigate conflict with mutual respect, and initiates	Demonstrates mutual respect in all interactions, contributes to productive outcomes in collaborative activities, and is accountable for initiating repair work when necessary.

	engage in repair work when necessary.	repair work when necessary.	
Fall Assessment	88%	96%	100%
Spring Assessment	94%	100%	97%
6 - Awareness of own impact on others			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates an effort to determine how their words and actions impact or influence others.	Demonstrates frequent recognition of how their words and actions impact or influence others.	Demonstrates consistent and accurate recognition of how their words and actions impact or influence others and regular self-reflection of this influence on the counseling relationship.
Fall Assessment	94%	96%	82%
Spring Assessment	*78% (Below AQI Threshold)*	93%	89%
7 - Cultural humility and responsiveness			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates respect for the fundamental rights, dignity, and worth of all people and is open to learning about one's personal cultural identity and that of others.	Demonstrates an ability to engage in cultural humility through self-awareness of personal cultural identity and its impact on interpersonal interactions, critically analyzing counseling through a systemic sociopolitical lens, and the willingness to broach racial, ethnic, and cultural concerns.	Demonstrates the practice of cultural humility in self-reflection and all interactions, applies a systemic sociopolitical lens to case conceptualization and counseling relationships, and applies skills in broaching racial, ethnic, and cultural concerns in clinical settings.
Fall Assessment	94%	100%	100%
Spring Assessment	100%	100%	93%
8 - Attention to professional, ethical, and legal considerations			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates an awareness of counseling as a legally regulated profession, the importance of professional	Demonstrates understanding of laws and rules regulating the counseling profession, ability to behave ethically	Demonstrates counseling professional identity through clinical behaviors and practice consistent with state rules and laws,

	identity, and ethical practice.	and legally, and conduct ethical decision-making with supervision.	the ability to behave ethically, and conducts ethical decision-making independently and with consultation.
Fall Assessment	94%	100%	100%
Spring Assessment	94%	100%	97%
9 - Counseling skills			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates awareness of counseling as a discipline with distinct skills and professional behaviors.	Demonstrate foundational counseling skills to respond in practice sessions effectively and role plays with frequent accuracy.	Demonstrate consistent use of foundational counseling skills to support client progression through a theoretical lens in counseling sessions.
Fall Assessment	94%	100%	100%
Spring Assessment	100%	93%	83%
10 - Personal responsibility			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates time management to complete coursework by due dates, regular engagement and accountability in the learning environment, and proactive communication with course instructors and program advisors.	Demonstrates consistent engagement and accountability in the learning environment, motivation, and responsibility for seeking learning opportunities in coursework and upcoming clinical experience.	Demonstrates consistent engagement and accountability in the learning environment and the ability to manage multiple coursework responsibilities and clinical experience and take responsibility for lifelong learning.
Fall Assessment	82%	91%	82%
Spring Assessment	*72% (Below AQI Threshold)*	87%	*72% (Below AQI Threshold)*
11 - Academic Performance			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Completion Milestone*
Description	Demonstrates developing effective written and oral communication skills using APA-Style and ethical use of professional literature.	Demonstrates **frequent** ability to summarize and synthesize information for effective communication using APA-style or clinical documentation and ethical use of professional literature to support	Demonstrates **consistent** ability to summarize and synthesize information for effective communication using APA-style or clinical documentation and ethical use of professional literature to support

		coursework and clinical experiences.	coursework and clinical experiences.
Fall Assessment	100%	100%	100%
Spring Assessment	83%	100%	100%

AY PPC Assessment Year over Year

The assessment of student PPC achievement for individual student tracking and aggregate programmatic review began in the Fall of 2025. In the 2026-2027 academic year, we will be able to report year-over-year trends.

Key PPC Findings

1. Summary of Key Findings

- Strong Overall Alignment: The Master's program Personal Professional Competencies (PPC) data demonstrated strong overall performance across developmental benchmarks, showing good alignment between the competencies being measured and how students perform at each milestone.
- High-Performing Review System: Faculty affirmed that the Master's student review process is functioning effectively and pulling reliable developmental data across cohorts.
- Areas Below the 80% Minimum AQI Threshold: Only two specific spring assessment milestones fell slightly below the program's 80% target:
    - Awareness of Impact on Others: Scored at 78% at the first evaluation point, partly due to a small number of individual students missing the mark.
    - Personal Responsibility: Scored at 72% in the spring across both first-semester and graduating student cohorts.

2. Plan for Addressing Unmet Minimum Thresholds

- Targeted Student Feedback and Advising: Rather than overhauling the competency framework, faculty plan to address unmet PPC thresholds by providing more specific, individualized feedback.
- Focusing on Academic Performance and Participation: Faculty will systematically flag students who struggle with *personal responsibility* and provide targeted remediation connected to their academic performance and consistent course participation.
- Targeting Interpersonal Awareness: Students scoring below benchmark on *awareness of impact on others* will receive focused advising early in their program to address professional comportment and interpersonal dynamics before advancing to later milestones.

3. Explanation for How Data Will Be Used for Curriculum and Program Improvement

- Template for Doctoral Review Restructuring: Because the Master's PPC review process is proven to work well and generate actionable data, faculty are utilizing it as the structural template and model to design and refine the PhD program's student review system.
- Differentiating Student Remediation from Course Flaws: PPC data allows faculty to identify whether unmet competencies stem from individual student development issues or broader curricular gaps, ensuring student-level concerns are handled through advising rather than unnecessary course redesigns.
- Informing Ongoing Advising Practices: The milestone data provides faculty advisors with objective data points to track developmental trends across cohorts from their first semester through graduation.

4. Subsequent Curriculum Modifications and Program Improvement Informed by Previous Program Evaluation

- Mid-Term Supervisor Check-In: Informed by previous CACREP assessment cycles, a new mid-term supervisor checkpoint was added to practicum and internship fieldwork to monitor clinical performance and professional competencies more consistently.

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 complete a site search and thus start Practicum on time, according to the semester schedule of their program of study. Students may choose to delay the start of their practicum to a later semester if they prefer.

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

The following table reports the AY 2025-2026 student placement data for Practicum and internship courses.

Semester	**# Students who began racticum**	**% Students who began according to their planned start date**	**% secured a site within 3 semesters of their planned start date**

Summer 2025	Not Assessed	Not Assessed	Not Assessed
Fall 2025	14	79% (n=11)	100% (including a student who withdrew from the program).
Spring 2026	20	90% (n=18)	90% (2 students did not start at their anticipated start date due to time off from the program and reluctant to start).

Semester	**# Students enrolled in Practicum & Internship**	**# Student continued at the current site**	**# Students changed sites**	**% secured a new site by end of 1 semester**	**% secured a new site by end of 2 semesters**	**% secured a new site by end of 3 semesters**
Summer 2025	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
Fall 2025	44	86% (n=38)	6	33%	66% (100% total)	N/A
Spring 2026	52	98% (n=51)	1	100%	N/A	N/A

Key Findings

1. Summary of Key Findings

- First Dedicated Fieldwork Tracking Cycle: In alignment with CACREP terminology and standards, the program completed its first formal round of systematic data tracking for fieldwork beginning in Fall 2025. Because this represents the initial implementation cycle, multi-year longitudinal trends cannot yet be definitively established.

2. Plan for Addressing Unmet Minimum Thresholds

- Strengthening Fieldwork Tracking Infrastructure: The data show that students have generally been able to secure a site within their desired timeframe. The clinical coordinators and faculty will continue refining the data collection and tracking procedures to establish more granular and actionable benchmarks across practicum and internship placements.

3. Explanation for How Data Will Be Used for Curriculum and Program Improvement

- Establishing Baseline Trend Analysis: As the newly implemented fieldwork tracking data matures across subsequent cycles, faculty will use it to monitor cohort-level clinical progress, supervisor satisfaction, and site-level outcomes systematically.

4. Subsequent Curriculum Modifications and Program Improvement Informed by Previous Program Evaluation

- Implementation of a Mid-Term Supervisor Checkpoint: Informed by previous CACREP standards and program evaluations, the program established a new mid-term check-in with site supervisors during practicum and internship to monitor student clinical progress and address placement concerns early.

- Creation of CACREP Fieldwork Tracking Procedures: The program formally instituted dedicated data tracking for fieldwork to systematically capture clinical placement hours and outcomes.

5. Other Significant Program Changes

- Review of Time-to-Completion and Financial Aid Impact: Faculty evaluated student progress data in relation to recent financial aid adjustments and determined that students did not time out at anticipated rates, concluding that urgent or drastic schedule overhauls are unnecessary.

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

Based on the feedback from students, faculty, and the Community Advisory Committee in June 2026, the following key recommendations have been identified for the MA Counseling program. These recommendations will be reviewed and implemented as relevant and feasible.

Instructional and Curriculum Enhancements

- Integrate Emerging Technology: The curriculum should explicitly address AI in counseling, including its ethical use, how to handle clients who use AI, and its application in notetaking.
- Address Professional Wellness: Curriculum updates should additionally incorporate training on new counselor burnout and the ethical use of social media in the profession.
- Maintain Research Focus: Continue the successful approach in the Master's research course, which focuses on decoding research "lingo" and facilitation of critical thinking.
- Increase Course Flexibility: The program should explore flexible track options for third-year students—including accelerated, standard, and extended tracks—and expand summer course offerings.

Clinical and Emotional Support

- Establish Peer Support: Provide greater emotional support for students during their practicum and internship phases by creating peer resource groups led by advanced internship students.
- Develop Mentorship Programs: Create formal mentorship opportunities that connect MA students with Doctoral (CES) students to provide additional guidance and support.

Student Engagement and Career Development

- Support Job Placement: Develop an alumni database to help students secure employment after completing their degree.
- Expand Experiential Learning: Continue prioritizing the practical application of skills throughout the learning process, as this is highly valued by students.

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 and site supervisor surveys are included at the end of this report. Additional surveys will be sent to employers once we have a large enough sample to ensure anonymity.

Graduation Data:
During AY 25-26, there were 41 graduates. The cohort completion rate was 95%

Credentialing Examinations Pass Rates (reported by NBCC):
3 students tested during this period of time. 100% of graduates who took the exam in this window passed the exam on the first attempt

Job Placement Rates:
This data is based on a 11.5% response rate to the survey. 9 out of 58 students responded. Of the 9 respondents, 89% are employed within the mental health field, and 11% are currently seeking a position.

Graduate Outcome Key Findings

1. Career and Employment Outcomes
   - Highly Successful Job Placement: 89% of the surveyed MA graduates have successfully secured post-degree employment, with 100% of those employed working directly within the counseling field.
   - Licensure Trajectory: 100% of graduates are currently pursuing or scheduled to pursue post-master's hours for professional licensure.
   - Site Hiring Intent: 23% of site supervisors plan to hire their Saybrook intern directly, and 45% are open to it.

2. Core Strengths & Alignment of Competencies

Our students consistently rate highly on our department's key values. For example, in Holistic and Humanistic Practice, 95% of site supervisors (36% agree and 59% strongly agree) say that Saybrook students demonstrate their work with clients through a holistic and humanistic lens. Additionally, there is remarkable alignment between graduates' sense of preparedness and site supervisors' assessments of their actual capabilities. Both groups rate core humanistic counseling skills, ethics, and cultural awareness as standout strengths:

Graduate Self-Assessment vs. Supervisor Evaluations (1–5 scale)

Learning Objective / Competency Area	Graduate Mean	Supervisor Mean
Therapeutic Alliance (establishing/maintaining relationships)	4.714	4.440
Professional Identity (reflecting on self-as-therapist and counselor role)	4.714	4.375

Ethical Decision Making (comfort applying professional ethical codes)	4.714	4.333
Privilege & Marginalization (understanding systemic power dynamics)	4.571	4.400
Systemic Framework (assessing and responding to relational dynamics)	4.429	4.320
Advocacy & Communication (advocating for individual and social change)	4.429	4.280
Research & Literature (using professional literature to support change)	4.286	4.250
Theory Integration (critiquing, synthesizing, and integrating theory)	4.143	4.240

3. Specialty and CACREP Domain Comparisons

Comparing the specific training modules reveals where students excel and which curricular domains are weaker:

- Strongest Training Domains: Both groups rated Social and Cultural Identities/Experiences (Graduates: 4.429; Supervisors: 3.739 compared to other programs' students) and Counseling Practice and Relationships (Graduates: 4.286; Supervisors: 3.864 compared to other students) as top-tier areas of preparation.
- Weaker Training Domains: Career Development was rated lowest by graduates (Mean: 3.000) and remained relatively low in supervisor comparison ratings (Mean: 3.591). Assessment and Diagnostic Processes also scored lower among graduates (Mean: 3.429), though supervisors rated it slightly higher than peers from other schools (Mean: 3.682).
- Clinical Specialty Skills: Both graduates (Mean: 4.167) and supervisors (Mean: 3.857) agreed that Saybrook students possess excellent readiness in executing intake interviews, mental status evaluations, and treatment planning.

4. Shared Areas for Curricular Growth

- Interfacing with External Systems: There is a distinct, shared drop in readiness when graduates deal with external legal and medical systems.
    - Legal System Interface: Graduates felt very underprepared for interfacing with the legal system regarding court-referred clients (Mean: 2.167). Supervisors similarly noted this as the students' weakest area compared to other master's students (Mean: 3.250).
    - Integrated Healthcare: Graduates reported low preparation for interfacing with integrated behavioral healthcare professionals (Mean: 2.667), which mirrored supervisors' lower comparative ratings (Mean: 3.333).

5. Qualitative Feedback and Student Experiences

- Appreciation for Core Faculty: Graduates praised the core faculty for being highly supportive, dedicated, and deeply committed to student learning.
- Rigorous Practical Preparation: One graduate highlighted that interns from other counseling programs expressed "jealousy" over the extensive pre-internship practical work (such as learning group processes and counseling skills) required by Saybrook. Supervisors backed this up, with one noting they were "impressed with the quality of intern... [who came] with a wealth of knowledge, enthusiasm, and professional and ethical acumen".
- Key Recommendations for Improvement: Students suggested improvements regarding internship placement assistance, increased transparency around program costs, better communication regarding syllabus requirements, and moving the assessment course out of the shortened summer session to a regular semester to ensure adequate time for learning.

Overall Findings

The annual assessment review demonstrates strong overall alignment and high developmental attainment across the Masters counseling program, evidenced by solid completion rates and exceptionally positive external evaluations. Clinical site supervisors reported that students are exceptionally well-prepared, contributing to high survey return rates and frequent post-fieldwork hiring of graduates. Where performance fell below the 80% benchmark—such as in Master's Basic Skills (open-ended questioning), Family Dynamics, Lifespan Development (attendance-impacted dialogue measures), early ethics case vignettes, and internship ethical dilemmas—faculty identified root causes ranging from assignment pacing to the isolation of ethics content in the curriculum.

To address unmet thresholds and drive continuous program improvement, faculty outlined targeted curricular enhancements and structural refinements across the program. Action plans focus on scaffolding assignments earlier in the sequence—such as introducing open-ended questioning earlier in basic skills, revising family dynamics worksheets, refreshing ethics case vignettes, and weaving ethical decision-making throughout intermediate coursework. Additionally, faculty are exploring scheduling flexibility for third-year coursework, updating graduate surveys to align with 2024 CACREP standards, and optimizing Canvas-to-PowerBI data pipelines to better monitor multi-point student progress.

The CACREP MA Graduate Exit Survey was administered via Qualtrics to recent graduates provided by the department. The results consist of nine of 58 graduates complete responses yielding a11.5% response rate. Open-ended questions are reported verbatim.

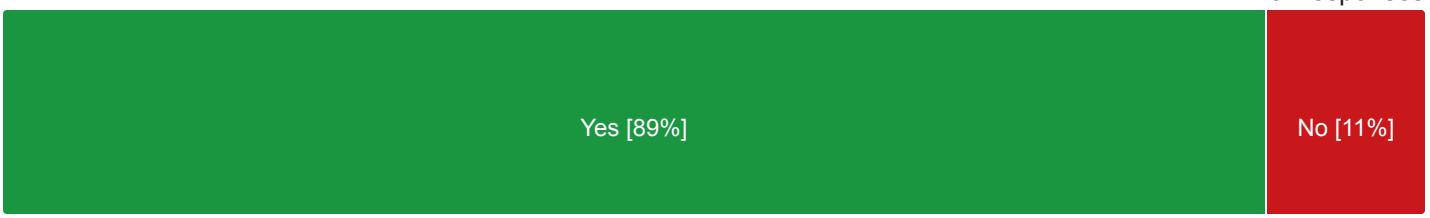
Q2 Q3 - Semester and year in which you completed your degree

9 Responses

Field	2024	2025	2026
Fall	0% 0	22% 2	0% 0
Spring	0% 0	78% 7	0% 0
Summer	- 0	- 0	- 0
Total	0	9	0

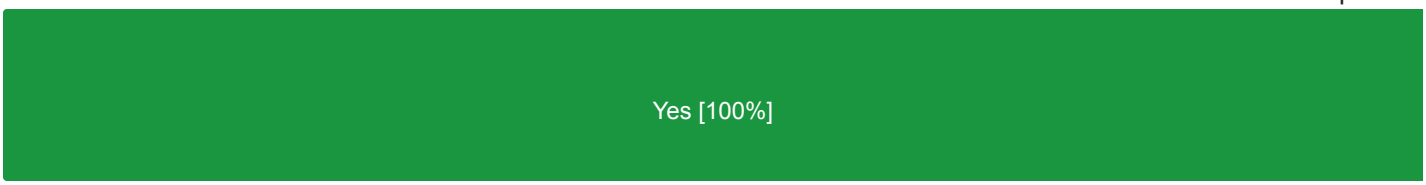
Q4 - Have you secured post-degree employment?

9 Responses



Q5 - Is that employment in the counseling field?

8 Responses



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

8 Responses

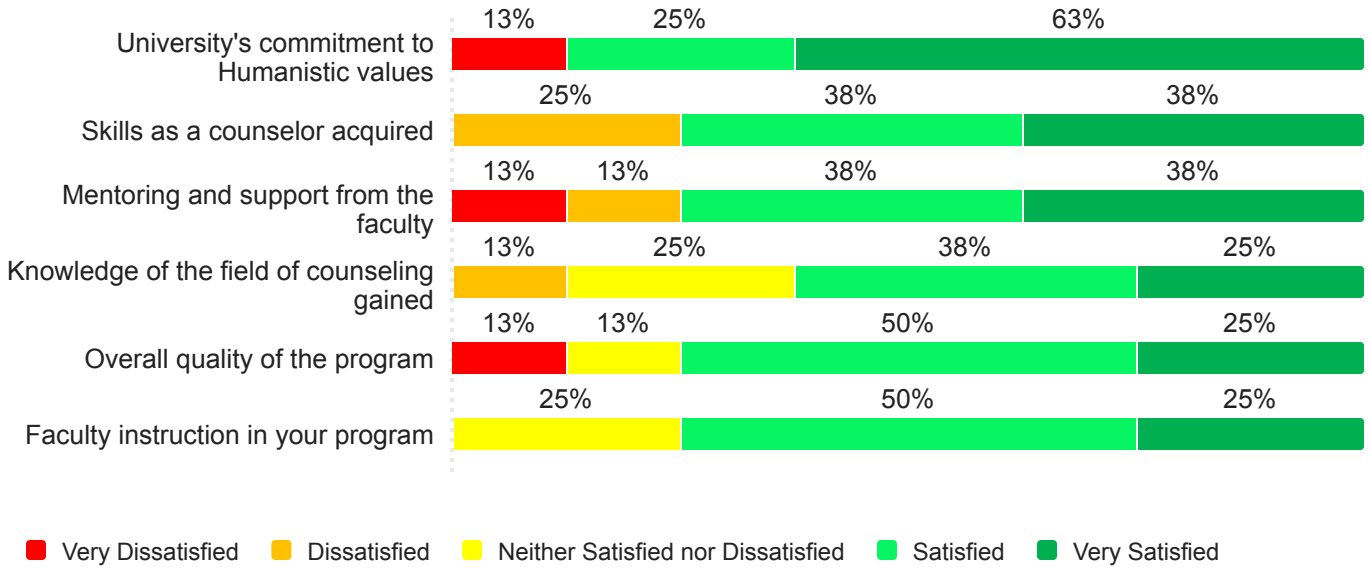


Q16 - Are you currently (or scheduled to) pursuing post-master's hours for licensure?

9 Responses

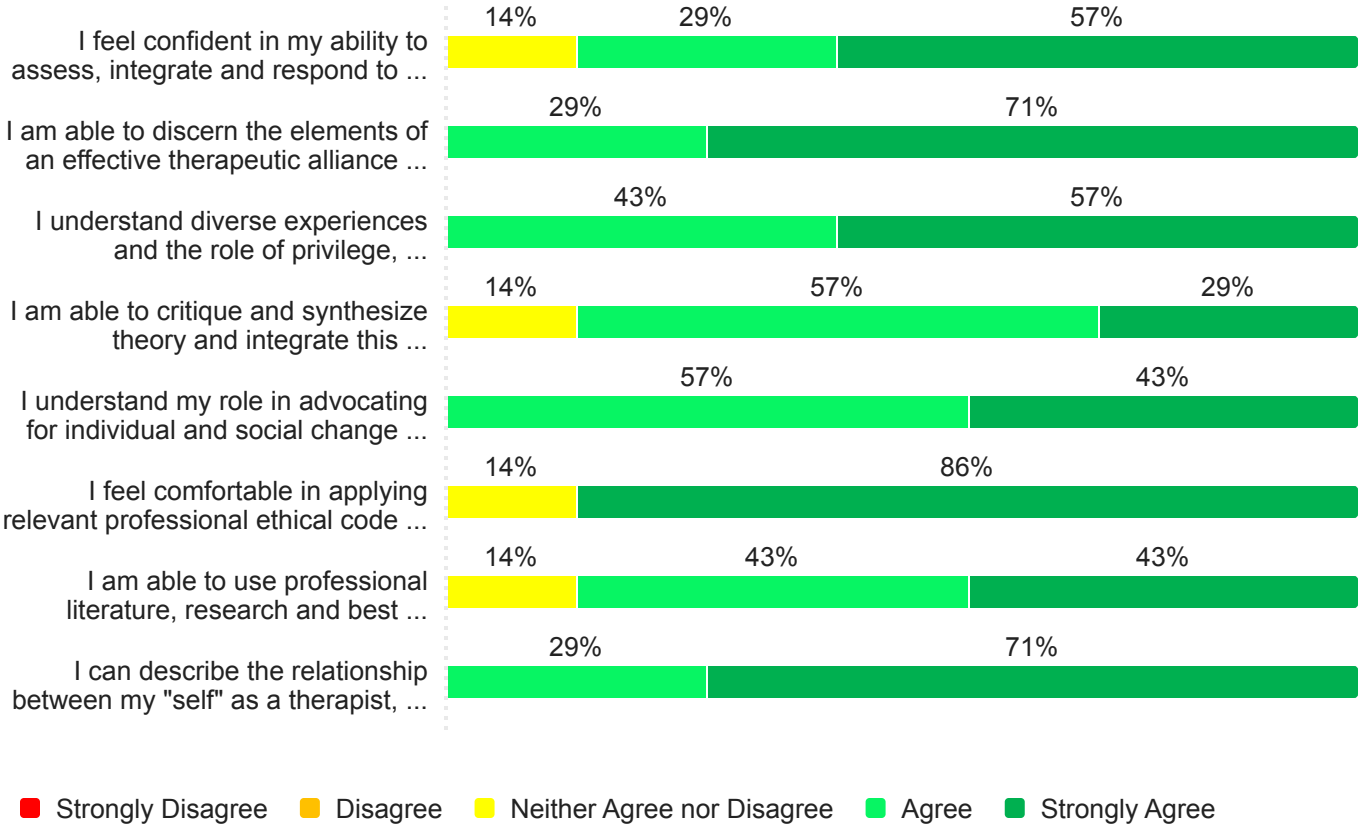


Please indicate your level of satisfaction with the following statements related to your experience with the MA Counseling program at Saybrook.



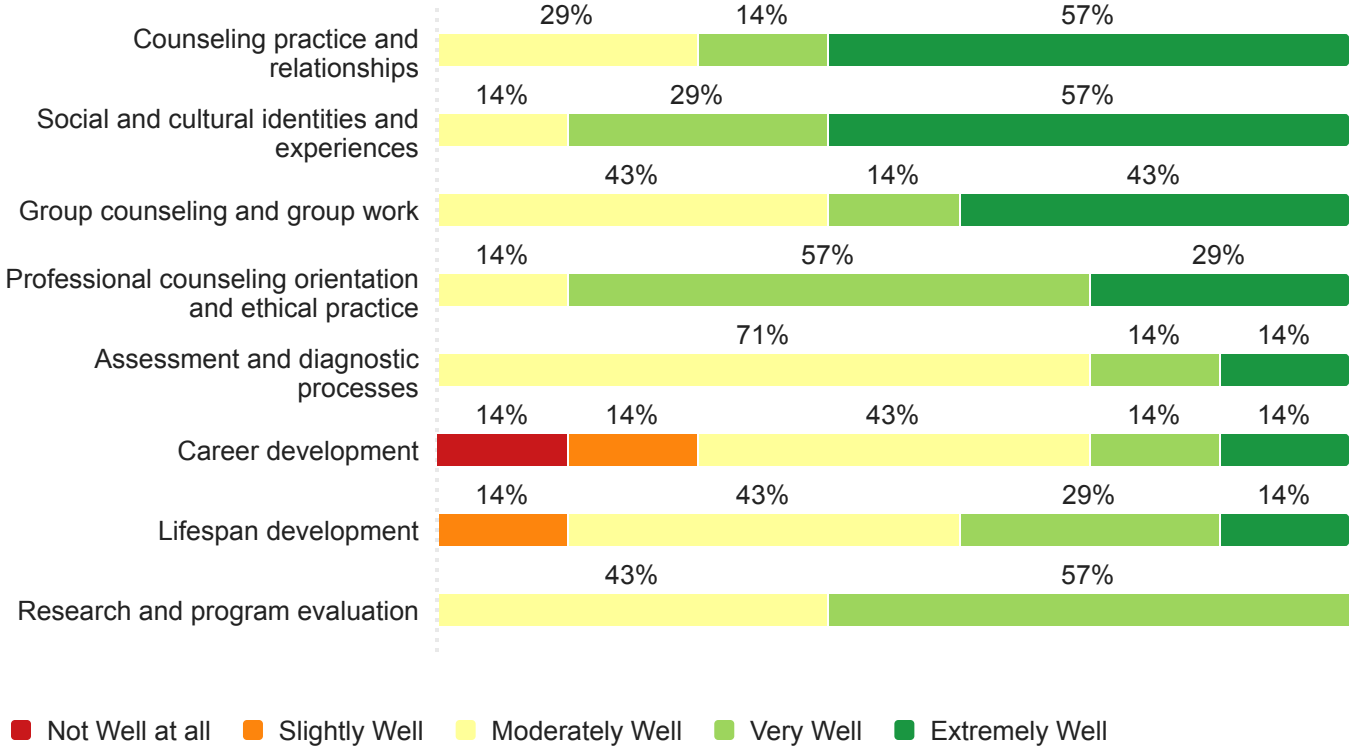
Field	Mean	SD	Responses
Faculty instruction in your program	4.000	0.707	8
Mentoring and support from the faculty	3.750	1.392	8
Overall quality of the program	3.750	1.199	8
Knowledge of the field of counseling gained	3.750	0.968	8
Skills as a counselor acquired	3.875	1.166	8
University's commitment to Humanistic values	4.250	1.299	8

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 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.	4.714	0.452	7
I feel comfortable in applying relevant professional ethical code to guide my work and ethical decision making.	4.714	0.700	7
I am able to discern the elements of an effective therapeutic alliance and have the ability to co-construct and maintain a counseling relationship.	4.714	0.452	7
I understand diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group and community experiences.	4.571	0.495	7
I understand my role in advocating for individual and social change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty.	4.429	0.495	7
I feel confident in my ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.	4.429	0.728	7
I am able to use professional literature, research and best practices to support individual, familial, group and community change.	4.286	0.700	7
I am able to critique and synthesize theory and integrate this knowledge into my counseling practice.	4.143	0.639	7

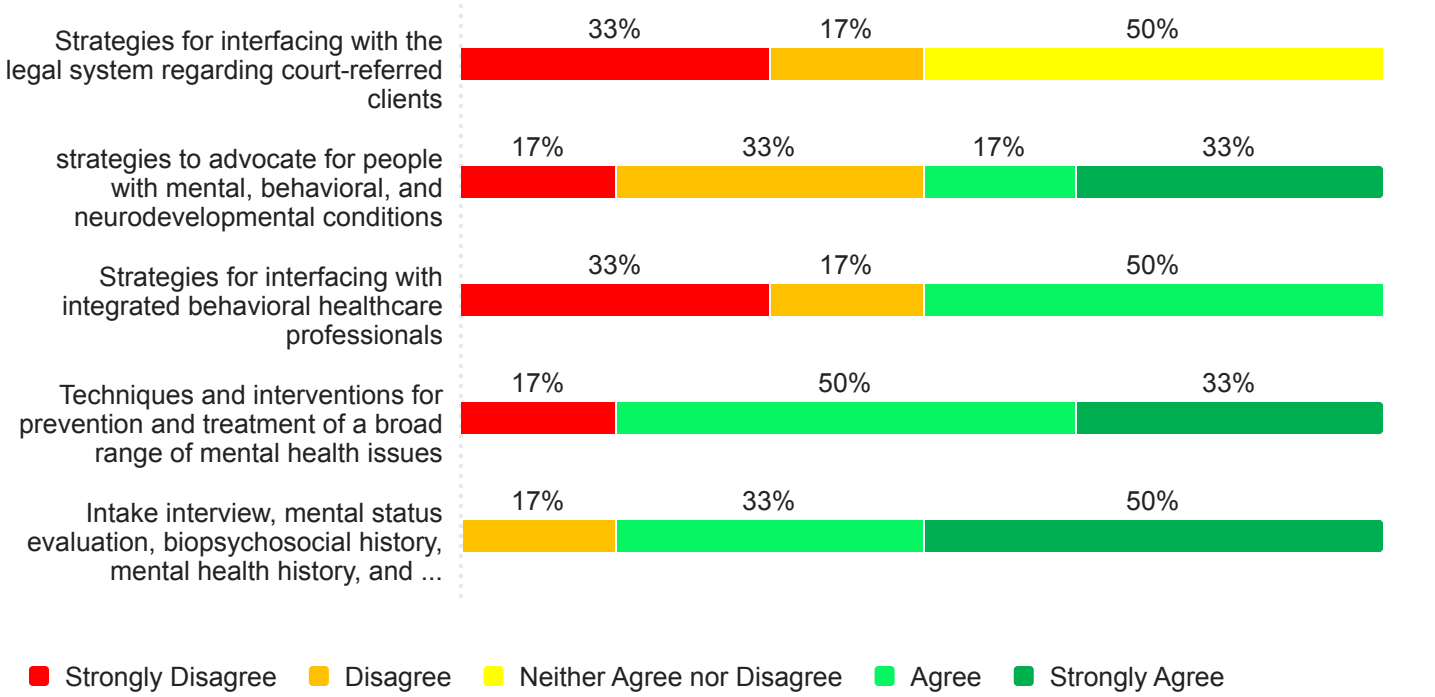
Please indicate the extent to which the MA Counseling program developed your knowledge and skills in the following areas.



Field	Mean	SD	Responses
Social and cultural identities and experiences	4.429	0.728	7
Counseling practice and relationships	4.286	0.881	7
Professional counseling orientation and ethical practice	4.143	0.639	7
Group counseling and group work	4.000	0.926	7
Research and program evaluation	3.571	0.495	7
Assessment and diagnostic processes	3.429	0.728	7
Lifespan development	3.429	0.904	7
Career development	3.000	1.195	7

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.

6 Responses



6 Responses

Field	Mean	SD	Responses
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	4.167	1.067	6
Techniques and interventions for prevention and treatment of a broad range of mental health issues	3.833	1.344	6
strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	3.167	1.572	6
Strategies for interfacing with integrated behavioral healthcare professionals	2.667	1.374	6
Strategies for interfacing with the legal system regarding court-referred clients	2.167	0.898	6

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

4 Responses

What are the program's areas of strength?

Core faculty (not adjunct professors)

reflection about counselor development, biases, etc

The humanistic approach, plus quality faculty

The faculty are incredibly committed to students' learning and development. In fact, I can't imagine having succeeded in the program if the faculty were not as supportive and learner-centered as they are.

Q12 - In what areas can the program improve?

5 Responses

In what areas can the program improve?

organization, helping people find placement for internship, transparency around costs and expenses

Professor communication and syllabus requirements.

more technical information, more formal instruction

Dealings with the legal system for court-mandated clients.

Based on my experience, I feel like moving the assessment and testing course to a regular semester rather than an abbreviated summer session would be beneficial for learning. It was a lot to try to take in in the shortened summer term.

Q13 - Please use this box to share anything else with us.

1 Responses

Please use this box to share anything else with us.
Press submit at the bottom of the screen to submit your responses.

When I was in my clinical internship, students from other counseling programs were surprised at the amount of practical learning Saybrook required of us. Many of them stated that they were "jealous" of all the pre-internship work we did to learn group process and counseling skills. I think Saybrook's program is definitely doing something right!

The CACREP Site Supervisor Survey was administered via Qualtrics to site supervisors provided by the department. The results consist of 22 completed and 5 partially completed surveys responses yielding an 32.5% 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	81%	22
Partial	19%	5
Total		27

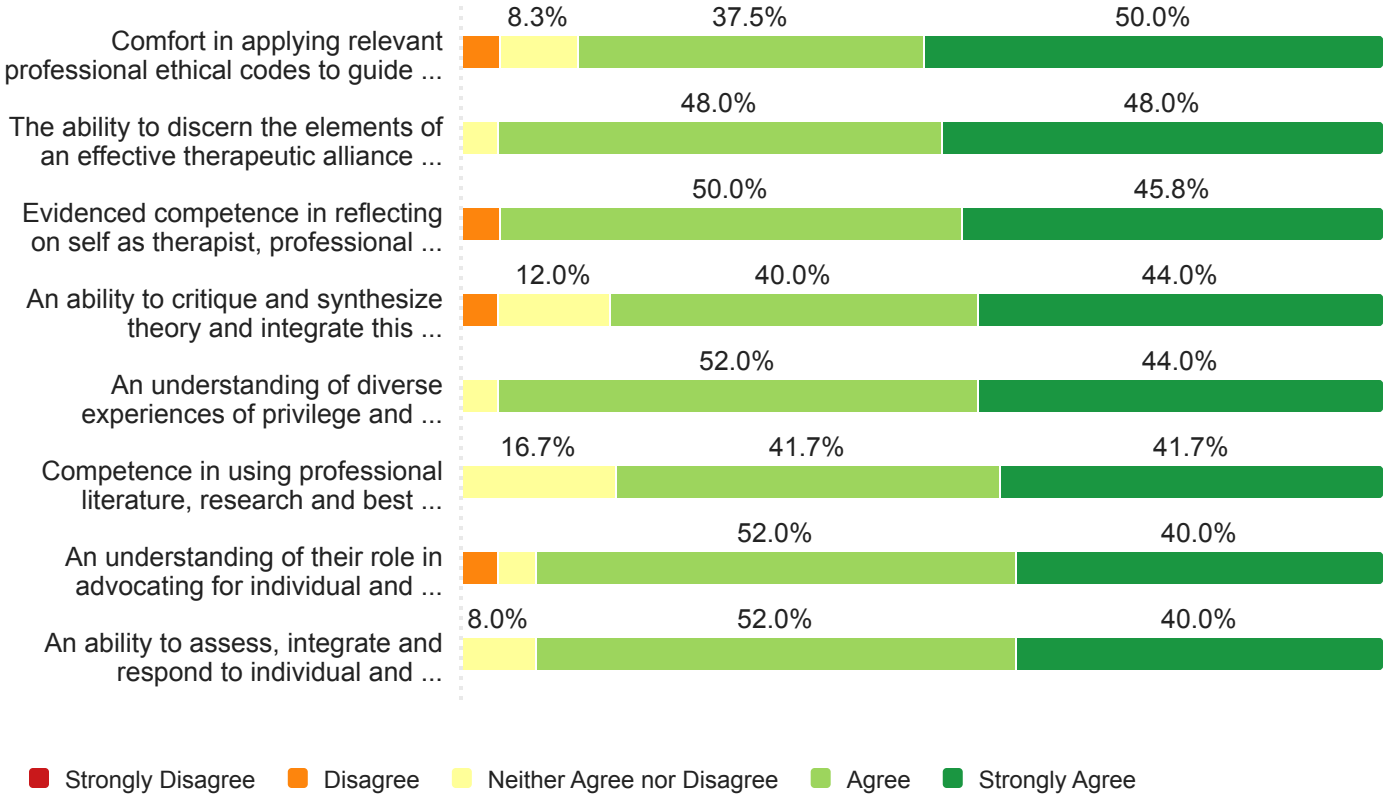
Q3 **When completing this survey, please consider all of the Saybrook Supervisees you have worked with.**

Q2 - How many Saybrook students have you supervised?

26 Responses

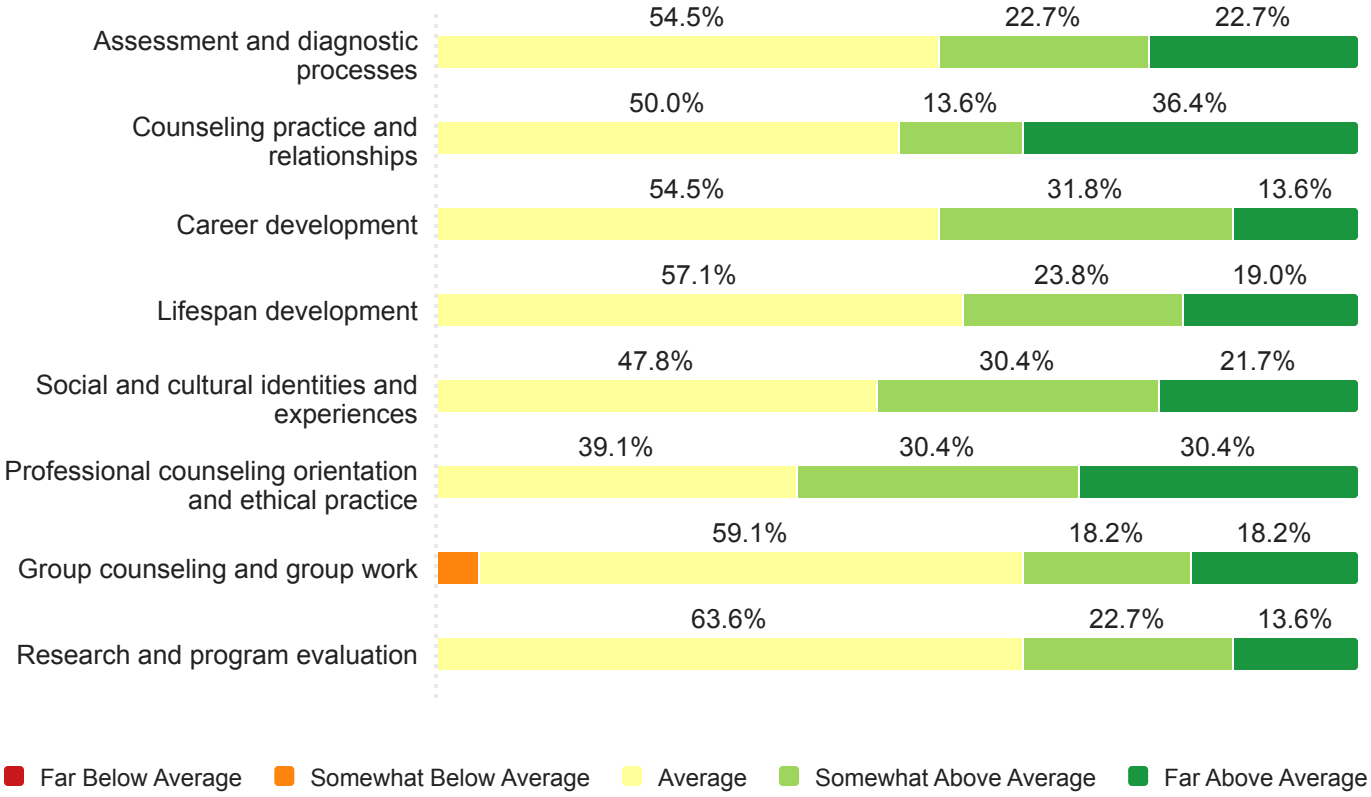
Field	Choice Count
1	21
2	4
3	1
4	0
5	0
6	0
7	0
8	0
9	0

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



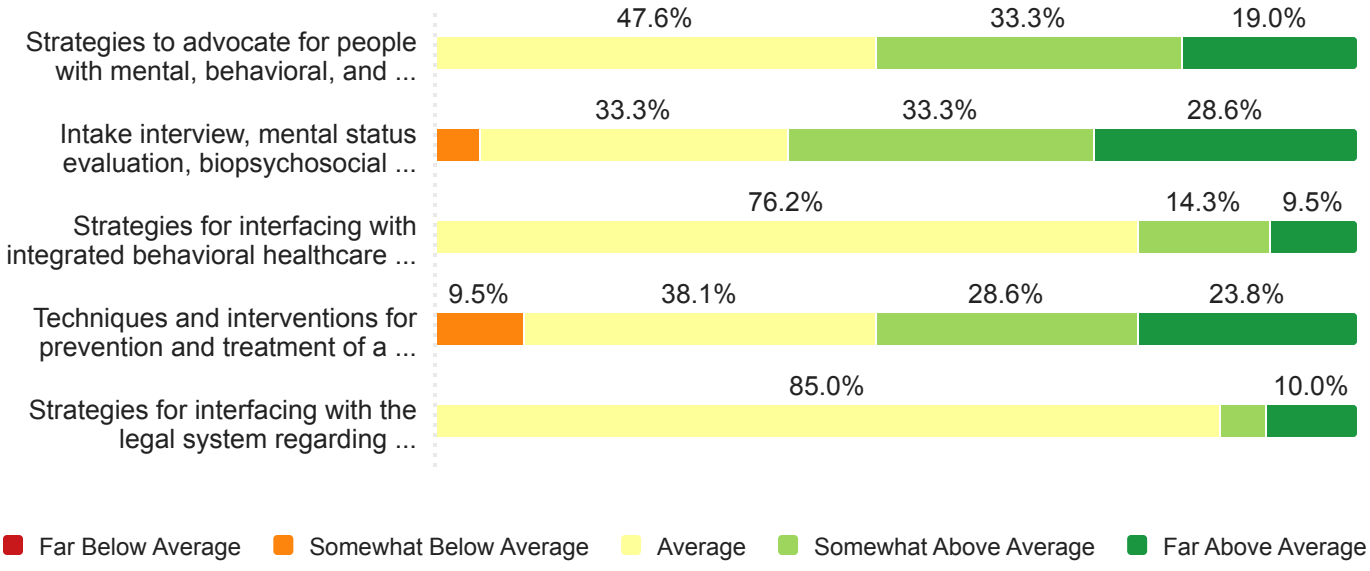
Field	Mean	SD	Count
The ability to discern the elements of an effective therapeutic alliance and to co-construct and maintain a counseling relationship	4.440	0.571	25
An understanding of diverse experiences of privilege and marginalization, and sensitivity to how aspects of power impact individual, familial, group and community experiences	4.400	0.566	25
Evidenced competence in reflecting on self as therapist, professional identity as counselor, and the responsibility to serve clients and the community	4.375	0.696	24
Comfort in applying relevant professional ethical codes to guide ethical decision making	4.333	0.799	24
An ability to assess, integrate and respond to individual and relational dynamic within a systemic framework	4.320	0.614	25
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	4.280	0.722	25
Competence in using professional literature, research and best practices to support individual, familial group and community change	4.250	0.722	24
An ability to critique and synthesize theory and integrate this knowledge into counseling practice	4.240	0.814	25

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
Professional counseling orientation and ethical practice	3.913	0.830	23
Counseling practice and relationships	3.864	0.919	22
Social and cultural identities and experiences	3.739	0.792	23
Assessment and diagnostic processes	3.682	0.819	22
Lifespan development	3.619	0.785	21
Career development	3.591	0.717	22
Research and program evaluation	3.500	0.723	22
Group counseling and group work	3.500	0.839	22

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
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	3.857	0.888	21
Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	3.714	0.765	21
Techniques and interventions for prevention and treatment of a broad range of mental health issues	3.667	0.943	21
Strategies for interfacing with integrated behavioral healthcare professionals	3.333	0.642	21
Strategies for interfacing with the legal system regarding court-referred clients	3.250	0.622	20

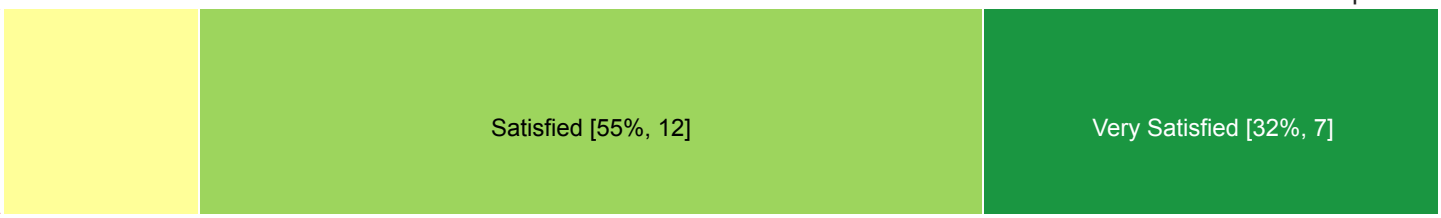
Q7 - Please indicate your level of agreement with the following statement, Students were able to demonstrate their work with clients from a holistic and humanistic lens.

22 Responses



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

22 Responses



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

22 Responses



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

5 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.

22 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

8 Responses

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.

[redacted]'s a pleasure to work with at [redacted]

Students are in the process of learning and developing their clinical skills by integrating theory into practice, which naturally takes time, experience, and ongoing supervision. At this stage, they are not expected to be experts; therefore, I do not typically assign the highest evaluation ratings simply because they are still building competency. This should not be interpreted as a lack of effort or commitment. On the contrary, I recognize and value the hard work, dedication, and genuine desire each student demonstrates to provide quality services.
One of the most important qualities I look for in a student is the willingness to ask questions and seek guidance rather than assume they already know the answers. Curiosity, openness to feedback, and a commitment to learning are essential characteristics of professional growth. While my evaluations may sometimes appear rigorous, they are intended to accurately reflect the student's current stage of development and to encourage continued growth. My goal is to support students in becoming confident, competent professionals through constructive feedback and ongoing learning.

I encourage you to consider that my responses are based on only the practicum experience of one Saybrook graduate student and until this year, I had only supervised post-practicum interns. I would say that our Saybrook practicum student's performance was equal to that of another practicum student our clinic supervised from another university.

Supervising second year Master's degree interns for almost 30 years from a variety of programs, I can say that I have been impressed with the quality of intern I have received from Saybrook. She has come with a wealth of knowledge, enthusiasm to learn and grow, and professional and ethical acumen.

It has been a pleasure having our student intern with our agency!

It was a pleasure to have [redacted] intern at our clinic. Throughout her internship, she demonstrated professionalism, compassion, and a genuine commitment to supporting clients. We appreciate her contributions to our team and wish her continued success in her future clinical endeavors.

The intern has been a pleasure to work with, and the professor assisting her has been very supportive as well.

My Intern was remarkable and she is an outstanding therapist!