Saybrook University, PhD Counselor Education and Supervision
Annual Assessment Report

Aligned with 2024 CACREP Standards

Academic Year 2025-2026

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Introduction

This report includes a summary of 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 in conjunction with student attendance at the Residential Learning Experience from each student.
- **Community Partner Engagement:** including data from our student advisory committee and community partners.
- **Graduate Outcomes:** inclusive of surveys of our graduates and employers of program graduates.

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 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 five CACREP core areas. 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 taking their comprehensive exam, and their 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 counselor education and supervision profession.

Practice Benchmark: The practice benchmark is measured in the semester before taking their comprehensive exam and is part of assessing readiness to progress towards doctoral candidacy. This benchmark measures a student's more nuanced conceptualization of the counselor education and supervision profession and ability to practice personal and professional competencies through coursework and practical application in co-teaching and co-supervision within the department.

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 more independent application of skills in their selected internship domains and their dissertation work.

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 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 Counseling Department has identified five program learning outcomes aligned with the five core CACREP areas in Counselor Education and Supervision. Upon completing the PhD program, students will demonstrate the program learning outcome, representing essential professional identity development.

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**	**Percentage of students meeting Outcome**	**AQI Threshold Meet - minimum 80% (Yes/No)**
Counseling **PLO #1: Demonstrate an advanced level of counseling skills, including an effective therapeutic alliance and the integration of a counseling theory (or theories) into a counseling practice.**						
1st Spring	Initial	CES7000 Advanced Theories & Practice	Theory Comp Analysis Paper	Students will demonstrate an in-depth understanding of a non-traditional counseling theory by critically analyzing its historical foundations, evaluating its relevance to counselor education, and proposing practical strategies for its integration into client and community work.	100%	Yes
1st Summer	Final	CES7074 Counseling Internship	Case Presentation	Students will demonstrate their ability to integrate counseling theory into counseling practice by presenting a current clinical case with a conceptualization of the client, therapeutic relationship, and counseling skills through their guiding theory of counseling.	75%	No
Leadership and Advocacy **PLO #2: Examine and demonstrate an advanced understanding of advocacy and leadership within and on behalf of communities. This includes demonstrating an understanding of diverse experiences and how privilege, marginalization, and aspects of power impact community experiences.**						
1st Fall	Initial	CES7020 Leadership, Advocacy, & Ethics	Leadership & Advocacy Action Plan & Mission Statement	Students will develop a leadership & advocacy action plan that demonstrates an understanding of diverse experiences and how privilege, marginalization, and aspects of power impact community experiences.	Not Offered	N/A
2nd Spring	Final	CES7027 Community Leadership & Engagement	Advocacy Project	Students will engage in a community-based advocacy project. Through this initiative, students will integrate theory and practice while deepening their conceptual understanding and skill development related to service leadership and social change with marginalized communities	100%	Yes

Teaching **PLO #3: Demonstrate an advanced ability to apply, critique, and synthesize theory into models of teaching and learning.**						
1st Spring	Initial	CES7025 Instructional Theory & Practice	Teaching Philosophy Statement	Students will demonstrate their ability to integrate their current teaching philosophy, with their developing identities as counselor educators and instructors.	100%	Yes
3rd Spring or Fall	Final	CES7075/7080 Adv Internship I or II	Teaching Presentation	Students will demonstrate their ability to critique and synthesize their selected teaching theory through a presentation about their theory-based teaching identity and apply it to practical examples in their teaching practice.	100%	Yes
Supervision **PLO #4: Demonstrate an advanced ability to apply, critique, and synthesize theory into models of supervision.**						
1st Spring	Initial	CES7010 Supervision & Consultation	Supervision Philosophy Statement	Students will demonstrate their ability to articulate the key tenets of their supervision model and philosophy with application to the role of the supervisor, supervisory relationship, supervisor skills and practices across settings, and ethics of supervision.	50%	No
3rd Spring or Fall	Final	CES7075/7080 Adv Internship I or II	Supervision Presentation	Students will demonstrate their ability to critique and synthesize their selected supervision theory through a presentation about their theory-based supervision identity and apply it to practical examples in their supervision practice.	100%	Yes
Research **PLO #5: Utilize professional literature, research design and methodology, and best practices to generate original research to support counselor development and preparation.**						
2nd Spring	Initial	CES7050 Quantitative Research Methodologies	Applied Quantitative Research Design Project	Students will demonstrate their emerging ability to use professional literature to address a gap in counselor education and supervision and match a methodology to their research topic to construct a feasible quantitative research design.	100%	Yes
3rd Spring or Fall	Final	CES7045 Research and Publication Seminar	Mini Dissertation Proposal	Students will demonstrate their comprehensive ability to construct a mini-dissertation proposal using professional literature to support their research topic with related methodology and research design to address a gap in counselor education and supervision.	100%	Yes

Key Performance Indicators (KPIs)

The 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**	**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)**
B.1 COUNSELING **KPI 1: 6.B.1.b. integration of theories relevant to counseling**						
1st Spring	Initial	CES 7000 Advanced Theories and Practice	Annotated Bibliography on Evidence-Based Practice	Students will create an annotated bibliography of five recent (within the last five years) peer-reviewed articles from counseling journals discussing evidence-based practices within their chosen theoretical orientation.	50%	No
1st Summer	Final	CES 7074 Counseling Internship	Case Presentation	Students will present a clinical case integrating their guiding theory of counseling and conceptualizing the client's development through their counseling theory.	100%	Yes
B.2. SUPERVISION **KPI 2: 6.B.2.d. skills of counseling supervision across multiple settings and across service delivery modalities**						
1st Spring	Initial	CES 7010 Supervision and Consultation	Case Study & Self-Assessment	Students will apply models and skills of counseling supervision to a case study with consideration for supervision skills and interventions across multiple settings and service delivery modalities.	100%	Yes

2nd Fall	Final	CES 7011 Advanced Supervision Principles and Process	Counseling Supervision Practical	Students will be assessed using a supervision skills rubric on how they effectively demonstrate and apply models and skills within the supervisory practice environment to which they are assigned and invited to reflect on how these skills will need to be adapted to meet the needs of varied settings and delivery modalities.	75%	No
B.3. TEACHING **KPI 3: 6.B.3.c. teaching methods relevant to counselor education**						
1st Spring	Initial	CES 7025 Instructional Theory and Practice	Course design project	Students will demonstrate their understanding of course development, including the importance of clear assignments and grading rubrics.	67%	No
2nd Spring	Final	CES 7026 Advanced Teaching Principles & Process	Teaching Presentation	Students will demonstrate their ability to select, analyze, and apply teaching methods in creating a synchronous or a synchronous learning activity appropriate for delivery in an MA Counseling program.	100%	Yes
B.4. RESEARCH AND SCHOLARSHIP **KPI 4: 6.B.4.g. research questions or hypotheses appropriate for professional research and publication**						
1st Fall	Initial	CES 7055 Qualitative Research Methodology	Qualitative Research Design Project	Students will design a qualitative research proposal with a focus on identifying research questions relevant to counselor education and supervision and applying qualitative methods to answer specific research questions.	67%	No
3rd Fall or Spring	Final	CES 7045 Research and Publication Seminar	Mini Dissertation Proposal	Students will demonstrate their ability to construct a methodologically sound research question grounded in the professional literature to address a gap in counselor education and supervision scholarship.	100%	Yes
B.5. LEADERSHIP AND ADVOCACY **KPI 5: 6.B.5.h. current sociopolitical and social justice issues and how those issues affect the counseling profession**						
1st Fall	Initial	CES 7035 Introduction to Counselor Education	Advocacy Paper	Students will describe how they understand the concepts of education as an “instrument of oppression” and an “instrument of liberation”. They will also describe how these concepts apply to their work as counselor educators.	100%	Yes

2nd Spring	Final	CES 7027 Community Leadership and Engagement	Advocacy Project	Students will engage in a community-based advocacy project. Through this initiative, students will integrate theory and practice while deepening their conceptual understanding and skill development related to service leadership and social change with marginalized communities.	100%	Yes

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

- Data Volatility from Small Cohort Sizes: Because doctoral course sections and cohorts are small (e.g., cohorts of four students), percentage-based reporting proved highly volatile. A single student missing a threshold disproportionately dragged down the aggregate percentage, making it difficult to draw generalizable programmatic conclusions.
- Current Data Extraction Limitations: Due to the program being a pilot for Canvas-to-PowerBI integration, instructors could initially only view raw percentages for multi-point courses in PowerBI rather than exact student headcounts, necessitating manual checks of course gradebooks.
- Supervision Performance (KPI 2): In the clinical supervision sequence, scores declined between the initial case study assessment and live practice (dropping to 75% with approximately four students). Faculty noted this drop was developmental rather than a curricular failure: students performed well when analyzing a written case study with time to review texts, but faced greater challenges applying theoretical models in real-time supervision with live master's students.

2. Plan for Addressing Unmet Minimum Thresholds

- Differentiating Course Design from Student Remediation: Faculty established that unmet thresholds will not automatically trigger artificial course redesigns; instructors

will first evaluate whether an issue stems from course design or individual student remediation and support needs.

- Deepening Theoretical Foundations in Supervision: To bridge the gap between textbook knowledge and live clinical supervision practice, faculty plan to integrate student-led presentations on supervision models into synchronous sessions. Having students teach and explain specific models in depth aims to solidify their conceptual grasp before they are expected to apply them in practice or write their final personal model paper.
- Refining Alignment of Signature Assignments and Rubrics: Faculty plan to examine the relationship between course-specific signature assignments and developmental readiness to ensure that rubrics measure integrated, realistic practice rather than isolated tasks.

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

- Backend Assessment Optimization: The associate department chair is collaborating with backend assessment staff to refine how Canvas assessment data feeds into PowerBI, transitioning from high-level percentages to granular, multi-point data that shows specific student numbers per milestone.
- Objective and Signature Assignment Realignment: With a comprehensive baseline established across all assessment points, faculty are systematically reviewing course objectives and signature assignments to ensure tighter developmental alignment across the doctoral sequence.
- Informing Advising and Milestone Tracking: Assessment findings are directly shaping the advising process, allowing faculty to identify when students require targeted developmental support before progressing to advanced clinical or teaching responsibilities.

4. Subsequent Curriculum Modifications Informed by Previous Program Evaluation

- Qualitative Research: Synchronous class time and discussion boards were restructured to focus heavily on upfront research question formulation and directly aligning questions with qualitative research methodologies.
- Quantitative Research & Research and Publication: Instructors similarly front-loaded course instruction to emphasize robust research design and the development of methodology-specific research questions.
- Intro to Counselor Education and Supervision: The introductory advocacy paper was transformed into a position paper, allowing students to explore their professional positionality and CES accreditation standards more deeply.
- Internship Case Conceptualization: Framework adjustments made during the summer doctoral counseling internship yielded measurably stronger case presentations and conceptualizations.

5. Other Significant Program Changes

- Expansion from 54 to 60 Credits: The PhD program transitioned from 54 to 60 credit hours, making advanced applied coursework in teaching and supervision mandatory for all incoming students rather than optional.

- Residency Learning Experiences & Teaching Expectations: Faculty are revising the advising process to confirm doctoral student attendance earlier in the term, stagger attendance across the four residency milestones, and establish clear expectations regarding workshop facilitation, teaching roles, and student accountability.
- Statistics Curriculum & Course Lead: In response to student advisory committee feedback requesting dataset examples more directly applicable to counselor education, the program is seeking a dedicated course lead to oversee statistics curriculum revisions.

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. Students in the PhD CES program must abide by and demonstrate competency in relevant ethical codes and must be able to demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character beyond the master's level. These factors are evaluated based on, among other factors, academic performance and the ability to convey 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 demonstrate the ability to accept and integrate feedback, accept personal responsibility, express feelings appropriately, and exercise professional judgment in decision-making regarding issues and situations encountered in the program.

AY PPC Assessment Table

The following table reports the AY 2025-2026 PPC assessment data. 12 Students in the Foundational, Practice, and Culminating Milestones were assessed across Fall and Spring AY

PPC 1: Openness to growth and learning			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates interest and openness to learning new ideas and approaches curriculum with a beginner's mind.	Demonstrates engagement in productive and critical reflection when encountering new ideas and seeking out sources of new information.	Demonstrates a continued value of lifelong learning and the ability to seek out new information and perspectives to support CES work and personal/professional growth.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		

PPC 2: Engages multiple perspectives			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates willingness and openness to engage in multiple perspectives from peers, faculty, and in the CES literature.	Demonstrates engagement in multiple perspectives by seeking diverse viewpoints from peers and faculty and emerging ability to synthesize diverse perspectives in the CES literature.	Demonstrates engagement in multiple perspectives by seeking diverse viewpoints from peers and faculty and can synthesize and communicate diverse perspectives in all CES roles and scholarship.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 3: Self-assess areas for growth			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates awareness of personal and professional strengths and challenges for engaging as a CES student.	Demonstrates awareness of strengths and challenges and develops plans for personal and professional development in the CES field.	Demonstrates awareness of personal and professional strengths and challenges, engages in ongoing learning opportunities for development in the CES field, and has clear goals for continued growth.
AY 25-26 % of students scoring "meets"	91% (Above 80% AQI threshold)		
PPC 4: Takes responsibility for learning			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates time management to complete coursework by due dates, regularly engages and is accountable in the learning environment, and has proactive communication with course instructors and program advisors.	Demonstrates consistent engagement and accountability in the learning environment, motivation, and responsibility for seeking independently driven learning opportunities for the upcoming comprehensive exam, internship, and dissertation.	Demonstrates consistent engagement and accountability in the learning environment, as well as motivation and responsibility for seeking independently driven learning opportunities during internship and dissertation.
AY 25-26 % of students scoring "meets"	91% (Above 80% AQI threshold)		

PPC 5: Awareness of one's own impact on others			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	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 others and **frequent** self-reflection of their influence on the learning environment as a teacher or supervisor and in the counseling relationship.	Demonstrates **consistent** and accurate recognition of how their words and actions impact or influence others and **regular** self-reflection of this influence on the learning environment and all five domains of CES.
AY 25-26 % of students scoring "meets"	83% (Above 80% AQI threshold)		
PPC 6: Collaborative relationships			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates seeking opportunities to collaborate with peers and faculty, can navigate conflict with mutual respect, and initiates repair work when necessary.	Demonstrates mutual respect in all interactions, contributes to productive outcomes in collaborative activities, and is accountable for initiating repair work when necessary.	Demonstrates mutual respect in all interactions, contributes to productive outcomes in collaborative activities, can facilitate collaborative learning environments, and is accountable for initiating repair work when necessary.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 7: Reflexivity and integration of feedback			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates **frequent** reflective practice on self as a CES and **frequently** utilizes feedback for academic improvement and personal/professional growth.	Demonstrates **consistent** reflective practice on self as a CES, **consistent** integration of feedback for academic improvement and personal/ professional growth, and engagement in supervisory relationships for CES practice.	Demonstrates **consistent** reflective practice on self as a CES and engagement in productive supervisory and advisory relationships for ongoing growth and learning.
AY 25-26 % of students	100% (Above 80% AQI threshold)		

scoring "meets"			
PPC 8: Cultural humility and responsiveness			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates respect for the fundamental rights, dignity, and worth of all people, is open to learning about one's personal cultural identity and that of others, and awareness of multicultural social justice competencies in counseling.	Demonstrates an ability to engage in cultural humility through self-awareness of personal cultural identity, its impact on interpersonal interactions, the ability to analyze the five domains of CES through a systemic sociopolitical lens critically, and the willingness to broach racial, ethnic, and cultural concerns as a counselor, teacher, and supervisor.	Demonstrates the practice of cultural humility in self-reflection and all interactions, applies a systemic sociopolitical lens within all five domains of CES practice, and applies skills in broaching racial, ethnic, and cultural concerns in multiple settings and in all five roles of CES.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 9: Cognitive flexibility and acceptance of ambiguity			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates **frequent** cognitive flexibility and willingness to adapt ideas, materials, or plans based on nuance and contextual information.	Demonstrates **consistent** cognitive flexibility and skills at adapting ideas, materials, plans, or CES practice based on nuance and contextual information.	Demonstrates **consistent** cognitive flexibility and skills at adapting ideas, materials, plans, or CES practice based on nuance and contextual information and supports counselors-in-training in developing similar skills.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 10: Critical thinking and use of professional literature			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates skills in critical thinking and awareness of the need to support CES practice with professional literature.	Demonstrates skills in critical thinking to synthesize and analyze professional literature to support CES practice and writing.	Demonstrates advanced level skills in critical thinking to synthesize and analyze professional literature to support CES practice and dissertation.

AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 11: Emotional regulation and self-expression			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates ability to articulate the full 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 and **consistently** 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 considers the impact on the learning environment.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 12: Attention to professional, ethical, and legal considerations			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates an awareness of counseling as a legally regulated profession, the importance of professional identity, and the ability to behave ethically and legally.	Demonstrates counseling professional identity through clinical behaviors and practice consistent with state rules and laws, the ability to behave ethically, and support counselors-in-training ethical decision-making according to the student's state of residence.	Demonstrates ethical professional identity in all five domains of CES, conducts counseling and supervisory practice consistent with their state rules and laws, and supports counselors-in-training professional identity development and ethical decision-making according to the student's state of residence.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 13: Academic Performance			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating 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 and research using APA style and ethical use of	Demonstrates **consistent** ability to summarize and synthesize information for effective communication using APA style and ethical use of professional literature to support research and

		professional literature to support coursework.	generation of new knowledge in the dissertation.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 14: Development of a theory-based COUNSELING professional identity			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates a foundational understanding of theory to inform counseling practice.	Demonstrates use of theory in counseling practice, use of seminal scholarship and contemporary research to support theoretically oriented practice, and understanding of multiple theoretical orientations.	Demonstrates use of theory in counseling practice, use of seminal scholarship and contemporary research to support theoretically oriented practice, and ability to teach, supervise, and support CIT in developing their counseling theoretical orientations.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 15: Development of a theory-based TEACHING professional identity			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates an awareness of the need for theory-based TEACHING professional identity.	Demonstrates an emerging theory-based TEACHING professional identity.	Demonstrates a comprehensive and integrated theory-based TEACHING professional identity.
AY 25-26 % of students scoring "meets"	100% (Above 80% AQI threshold)		
PPC 16: Development of a theory-based SUPERVISION professional identity			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates an awareness of the need for theory-based SUPERVISION professional identity.	Demonstrates an emerging theory-based SUPERVISION professional identity.	Demonstrates a comprehensive and integrated theory-based SUPERVISION professional identity.
AY 25-26 % of students scoring "meets"	92% (Above 80% AQI threshold)		
PPC 17: Development of a theory-based LEADERSHIP AND ADVOCACY professional identity			

Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates an awareness of the need for theory-based LEADERSHIP AND PROFESSIONAL ADVOCACY professional identity.	Demonstrates an emerging theory-based LEADERSHIP AND PROFESSIONAL ADVOCACY professional identity.	Demonstrates a comprehensive and integrated theory-based LEADERSHIP AND PROFESSIONAL ADVOCACY professional identity.
AY 25-26 % of students scoring "meets"	92% (Above 80% AQI threshold)		
PPC 18: Development of a theory-based RESEARCH professional identity			
Milestone	*Foundational Milestone*	*Practice Milestone*	*Culminating Milestone*
Description	Demonstrates an awareness of the need for theory-based RESEARCH professional identity.	Demonstrates an emerging theory-based RESEARCH professional identity.	Demonstrates a comprehensive and integrated theory-based RESEARCH professional identity.
AY 25-26 % of students scoring "meets"	92% (Above 80% AQI threshold)		

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

- Meeting Target Thresholds: Across the academic year, aggregate scores for all 12 assessed doctoral students met or exceeded the 80% competency threshold across the developmental continuum.
- System Efficacy and Alignment: Faculty concluded that the developmental benchmarks established for doctoral PPCs align with anticipated student progress and demonstrate that the program is preparing students well.
- Early Baseline Limitations: The initial data represents a broad starting snapshot pulled from the Canvas Learning Mastery Gradebook and was not yet broken down by individual developmental milestone. Because this systematic assessment cycle is relatively new following significant CACREP alignment updates, faculty noted the current structure is strong, thorough, and requires continuous implementation to collect longitudinal data.

2. Plan for Addressing Unmet Minimum Thresholds

- No Unmet Aggregate Thresholds: Because aggregate doctoral PPC scores did not fall below the 80% benchmark, widespread corrective overhauls were not required.
- Focus on Ongoing Implementation: The primary faculty plan is to maintain the current assessment structure without making major changes, allowing the newly implemented process to run consistently and accumulate milestone-specific data over time.
- Differentiating Student Support from Curricular Design: In line with the program's general assessment philosophy, faculty affirmed that if individual developmental deficits emerge, they will be addressed through targeted student advising and individualized remediation rather than artificially redesigning courses when systemic design flaws are absent.

3. Explanation for How Data Will Be Used for Curriculum and Program Improvement
   - Transitioning from Advising Shell to Scheduled Courses: PPC evaluations were migrated out of the non-credit CES advising shell and into credit-bearing scheduled courses so Canvas can systematically extract and map competency data into PowerBI.
   - Master's Review Structure as a Template: Faculty are utilizing the established, high-functioning Master's student review process as a structural template to refine and formalize the doctoral review system.
   - Milestone-Level Disaggregation: Moving forward, faculty will use the system to track students across specific milestones to identify trends across the developmental continuum and determine readiness for advanced clinical and academic responsibilities.

4. Subsequent Curriculum Modifications Informed by Previous Program Evaluation
   - Alignment of Curriculum to Support PPC Development: Scheduled curriculum revisions will be reviewed through the lens of supporting student holistic development. Examples include exampling opportunities for students to translate theory into practice in teaching and supervision throughout the coursework.

5. Other Significant Program Changes
   - Doctoral Student Review Shifted to Post-Comps: Faculty voted to shift the doctoral review from a pre-comps gatekeeper (approval to take comps) to post-comps at the end of the semester as part of the formal transition to candidacy, allowing comprehensive examination performance to inform the assessment accurately.
   - PPC Assessment Migration in Canvas: Assessment of doctoral Personal and Professional Competencies was moved out of the non-credit advising shell into credit-bearing, scheduled courses to ensure systematic data capture in the learning mastery gradebook.
   - Staggered Residency Learning Experiences (RLEs): The program transitioned from having students complete all four RLEs in their first two years to staggering them across developmental milestones, ensuring ongoing faculty observation during advanced internship.
   - Advising and Teaching Accountability: Faculty are establishing earlier advising check-ins to track RLE attendance and set clear expectations regarding workshop facilitation and teaching roles.

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 and faculty recorded in June 2026, the following key recommendations have been identified for the PhD in Counselor Education and Supervision (CES) program:

Curricular Improvements

- Statistics Course Revisions: The statistics course should be revised to be more relevant by incorporating more meaningful data that better connect to adult learning theory. There should be a stronger focus on data interpretation using discipline-relevant data sets.
- Enhance Supervision and Teaching Opportunities: The second supervision and teaching courses should continue to include more application to practice and experiential learning components.

Mentorship and Professional Orientation

- Foster MA-PhD Connections: There is a recommendation to create mentorship structures where doctoral students can support MA students, particularly as peer resources during clinical experiences.
- Improve Advising Support: Enhanced advising engagement is recommended to help doctoral students navigate the complexities of the CES field and their professional development.

Career and Programmatic Support

- Support Job Placement: To ensure doctoral graduates are successful after completing the program, it is recommended to develop an alumni database to assist with job placement and networking.
- Maintain Feedback Integration: The program should continue its practice of utilizing student feedback to inform ongoing curriculum modifications and program improvements.

Graduate Outcomes Data and Analysis

The survey of program graduates 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. OIR distributes the surveys to all recently graduated students. The OIR then provides the aggregate responses to the Counseling Department for inclusion in the annual report.

Graduation Data:
During the AY 2025-2026 there were 8 total graduates. The cohort completion rate was 85%.

Credentialing Examinations Pass Rates (reported by NBCC):
Data not collected for CES programs.

Job Placement Rates:
This data is based on a 50% response rate to the survey. 3 out of 6 students responded. 100% are employed in the Counselor Education and Supervision field.

Graduate Outcome Key Findings

1. Perfect Career & Employment Outcomes

- 100% Employment Rate: All responding doctoral graduates (100%) have successfully secured post-degree employment.
- Direct Field Alignment: Every graduate is working directly within the Counselor Education and Supervision field.

- Leadership Roles: Graduates report moving into significant professional roles, including teaching positions at counselor education programs and leadership positions with state counseling associations

2. Exceptional Satisfaction Ratings (5.0 / 5.0)
Graduates rated their satisfaction at a perfect Mean of 5.0 (out of 5.0) with zero standard deviation across every program component:

- Faculty & Instruction: High praise for faculty instruction, as well as the level of mentoring and support provided.
- Program Integrity: Perfect ratings for the overall quality of the program and the university's commitment to Humanistic values.
- Competency Gained: Perfect scores for both the knowledge of the counseling field gained and the specific skills acquired as a counselor educator and supervisor.

3. Flawless Confidence in Learning Objectives
Graduates expressed complete confidence (Mean 5.0, SD 0.0) in their preparation across all core CACREP program learning objectives:

- Clinical Excellence: Strong confidence in advanced counseling skills, building effective therapeutic alliances, and integrating counseling theories into practice.
- Advocacy & Social Justice: Advanced readiness to lead, advocate for communities, and understand how systemic power, privilege, and marginalization affect diverse populations.
- Educator & Supervisor Prep: Complete preparation in applying, critiquing, and synthesizing theory into models of both teaching and clinical supervision.
- Scholarship: Strong confidence in utilizing professional literature, research designs, and methodologies to produce original research.

4. Standout Program Strengths

- The Dissertation Transition: Graduates highlighted the faculty's exceptional collaboration and investment during the transition into the dissertation phase, noting that this supportive mentorship fosters scholarly growth and confidence.
- Bridging Rigor with Support: Feedback emphasized that the program successfully balances high academic rigor with the university's core humanistic values, providing a supportive environment that aligns with CACREP standards.
- Identity Shift: The curriculum effectively helps students navigate the profound professional shift from working as a clinician to functioning as an educator, supervisor, and researcher.

5. Identified Opportunities for Growth
While overall feedback was highly positive, graduates identified a few specific areas for enhancement:

- Financial Support: A request for more financial support options for doctoral students.
- Showcasing Faculty Accomplishments: Graduates suggested actively publicizing faculty achievements (such as research, credentials, leadership roles, and publications) to bolster the program's visibility, elevate its academic reputation, and attract prospective students.
- Iterative Adjustments: Continuing to actively collect and integrate feedback from both students and educators to optimize the program's structure.

Overall Findings

The annual assessment of the PhD in Counselor Education and Supervision (CES) program reveals strong overall student development alongside reporting challenges inherent to small cohort sizes. Because doctoral course sections seat small groups, percentage-based reporting proved highly volatile, with a single student missing a benchmark disproportionately lowering aggregate percentages and complicating generalizable programmatic conclusions. Furthermore, as an initial pilot for Canvas-to-PowerBI integration, only raw percentages in multi-point courses rather than specific student headcounts were available for data, prompting ongoing collaboration with backend assessment staff to establish more granular reporting. Across academic outcomes, the majority of Program Learning Outcomes (PLOs) and Key Performance Indicators (KPIs) achieved the target benchmark. Meanwhile, Personal and Professional Competencies (PPCs) demonstrated comprehensive strength, with all PPC domains reaching the 80% threshold for students meeting the developmental benchmark.

External evaluations and graduate outcomes provided strong validation of program quality and career preparation. Recent alumni surveys reported a 100% employment rate directly within the counselor education and supervision field, accompanied by perfect 5.0 out of 5.0 satisfaction ratings across faculty instruction, mentoring, humanistic program values, and core CACREP learning objectives. Graduates commended the faculty's collaborative mentorship during the dissertation transition and the successful balance of academic rigor with supportive values, while identifying opportunities to expand doctoral financial support and showcase faculty achievements. To drive continuous quality improvement based on assessment and advisory feedback, the program implemented key structural and curricular enhancements: expanding credit requirements from 54 to 60 credit hours to mandate applied coursework in teaching and supervision; shifting the formal doctoral student review to post-comps as part of the transition to candidacy; migrating PPC tracking into credit-bearing scheduled courses; staggering Residency Learning Experiences (RLEs) across developmental milestones with earlier advising expectations; front-loading research question formulation in qualitative and quantitative courses; and initiating revisions in the statistics curriculum to incorporate discipline-relevant counselor education datasets

Administration Dates: 06/23/2026 to 08/19/2026

(n = 4)

The CACREP PhD Student Survey was administered via Qualtrics . The results of this topline are based on 3 responses yielding an 50.0% response rate. Due to rounding, each column may not sum to 100.0%. Tables report frequency and percentages of those responding to questions; open-ended questions are reported verbatim and include all typos.

Q2 - Semester in which you completed your degree

Field	Choice Count	
Fall	67%	2
Spring	33%	1
Summer	0%	0
Total		3

Q3 - Year in which you completed your degree

Field	Choice Count	
2021	0%	0
2022	0%	0
2023	0%	0
2024	33%	1
2025	67%	2
Total		3

Q4 - Have you secured post-degree employment?

Field	Choice Count	
Yes	100%	3
No	0%	0
Total		3

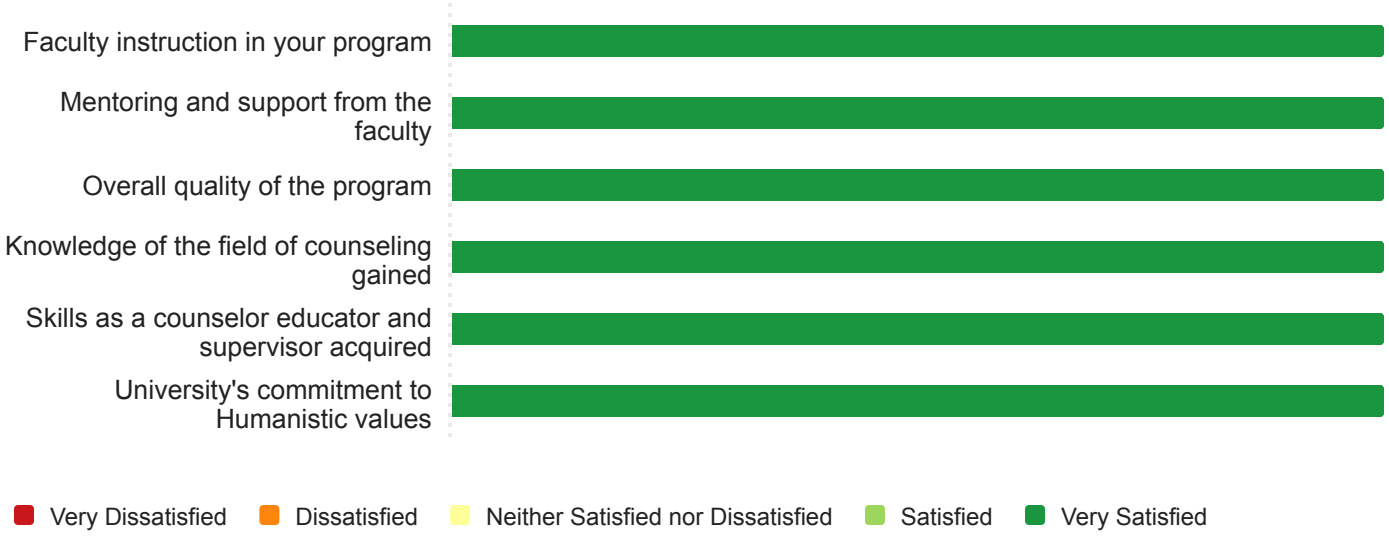
Q5 - Is that employment in the Counselor Education and Supervision field?

3 Responses



Q8 - Please indicate your level of satisfaction with the following statements related to your experience with the PhD Counselor Education and Supervision program at Saybrook.

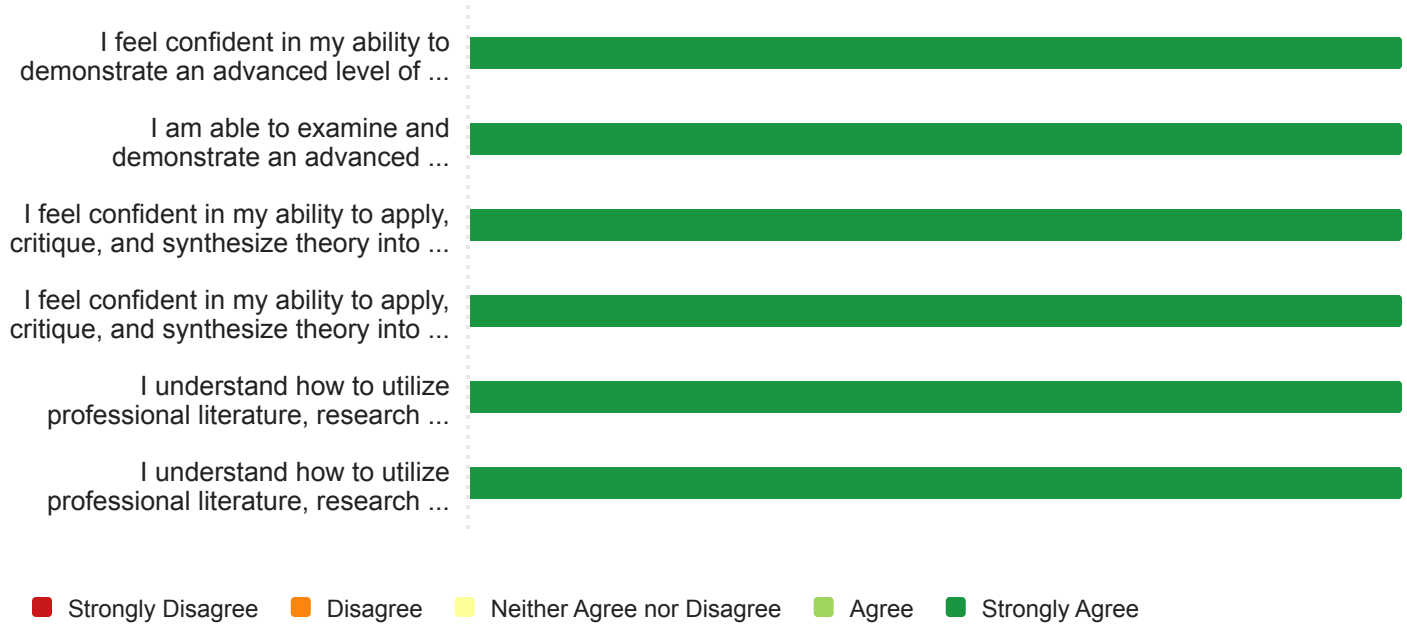
Field	Mean	Standard Deviation	Responses
Faculty instruction in your program	5.0	0.0	3
Mentoring and support from the faculty	5.0	0.0	3
Overall quality of the program	5.0	0.0	3
Knowledge of the field of counseling gained	5.0	0.0	3
Skills as a counselor educator and supervisor acquired	5.0	0.0	3
University's commitment to Humanistic values	5.0	0.0	3



Q9 Please indicate your level of agreement concerning your preparation in the PhD Counselor Education and Supervision program for the following program learning objectives.

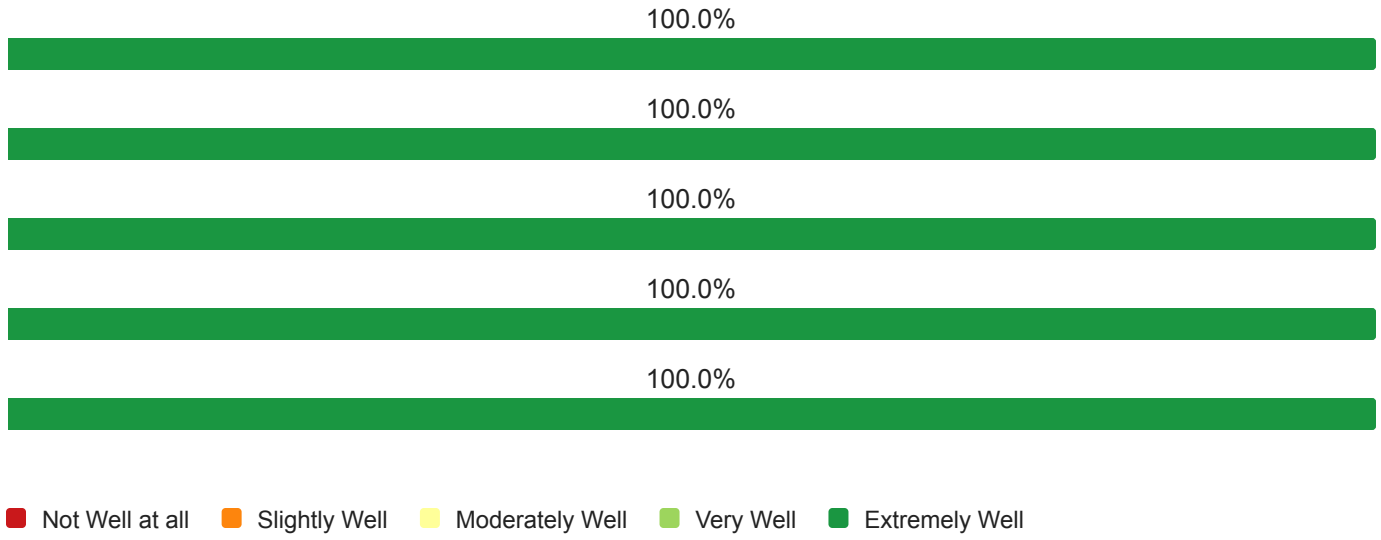
Field	Mean	Standard Deviation	Responses
I feel confident in my ability to demonstrate an advanced level of counseling skills, including an effective therapeutic alliance and the integration of a counseling theory (or theories) into a counseling practice.	5.0	0.0	3
I am able to examine and demonstrate an advanced understanding of advocacy and leadership within and on behalf of communities. This includes demonstrating an understanding of diverse experiences and how privilege, marginalization, and aspects of power impact community experiences.	5.0	0.0	3
I feel confident in my ability to apply, critique, and synthesize theory into models of teaching and learning.	5.0	0.0	3
I feel confident in my ability to apply, critique, and synthesize theory into models of supervision.	5.0	0.0	3
I understand how to utilize professional literature, research design and methodology, and best practices to generate original research to support counselor development and preparation.	5.0	0.0	3

3 Responses



Q10 - Please indicate the extent to which the PhD Counselor Education and Supervision program developed your knowledge and skills in the following areas.

Field	Mean	SD	Responses
Counseling	5.00	0.00	3
Supervision	5.00	0.00	3
Teaching	5.00	0.00	3
Leadership and Advocacy	5.00	0.00	3
Research	5.00	0.00	3



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

What are the program's areas of strength?

Solid, supportive, and academically strong.
The program aligns with the university's humanistic nature while providing the needed academic rigor and making sure that you are supported in your needs and learning to come out of it and find success in your skills with research, education, counseling, and supervision in line with CACREP standards. Also creating a deeper understanding of the separation and a deeper understanding coming from being a counselor and a student to being an educator, supervisor, and researcher.
One of the greatest strengths of the PhD program is the exceptional collaboration and support provided by the faculty as students transition into the dissertation phase. Faculty members are highly invested in helping students integrate the knowledge and skills developed throughout the program and apply them to the culminating dissertation experience. This guidance fosters confidence, scholarly growth, and successful completion of the doctoral journey.

Q12 - In what areas can the program improve?

In what areas can the program improve?

More financial support for students.

Just continue taking in feedback and learning from the educator's own experiences and the students to continue growing and optimizing the program to be the best fit it can be for all who go through it.

One opportunity for continued growth is to further strengthen the program's visibility by more prominently highlighting the accomplishments and expertise of its faculty. Showcasing faculty credentials, academic titles, research, publications, leadership roles, and professional achievements can reinforce the program's academic excellence, enhance its reputation, and help prospective students better appreciate the depth of mentorship and scholarship available throughout the doctoral experience.

Q13 - Please use this box to share anything else with us. Press submit at the bottom of the screen to submit your responses.

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

Great program! I'm pleased that I chose this doctoral program.

This program and its educators helped me grow my passion for being an educator, supervisor, and researcher. Since my graduation, I have seen what a powerful experience it has given me as I have come into my roles with more confidence and awareness that I could have expected to, and I have grown over the last two years working for both [redacted] university in these roles with a deep excitment to watch the rest of my career in this profession as I continue to learn and grow.

The PhD program provided an outstanding foundation for my professional growth and leadership. Beyond strengthening my knowledge as a counselor educator and clinician, it equipped me with the research, critical thinking, leadership, and advocacy skills necessary to serve the counseling profession at a broader level. I credit the program with preparing me for leadership roles such as my current position as [redacted], as well as opportunities to contribute to counselor education, professional advocacy, national conference presentations, scholarly publication, and the advancement of telemental health competencies. I am deeply grateful for the education, mentorship, and confidence the program instilled in me.