**Graduate Program in Counseling**
**Department of Education and Counseling**
**Villanova University**

**Clinical Mental Health Counseling**
**School Counseling**

**2024-2025 Program Evaluation Report**

The following report is written in accordance with CACREP Standard 4.D which states that counseling faculty: "*disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes.*"

This report is located on the main webpage for Villanova University's Graduate Program in Counseling. Stakeholders, including program faculty, institutional administrators, and personnel in cooperating agencies were notified that the report is available on December 9th, 2025.

Over 2022 and 2023 the Graduate Program in Counseling conducted a self-study to seek reaccreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health Counseling and School Counseling graduate programs. This process resulted in many changes to the program's evaluation strategies and measures of student learning. Signature Assignments have now been replaced with assessments of Key Performance Indicators (KPIs). These KPIs are based on CACREP core curricular and specialty area standards and are evaluated using multiple assessments given at different time points. Evaluation results (including KPI data) are organized by four Program Objectives. Modifications based on these findings are presented later in the report. During the 2022-2023 academic year, data collection and program evaluation efforts continued and led to slight changes in the KPI assessment process.

CACREP, a specialized body recognized by the Council for Higher Education Accreditation, granted accreditation to both the School Counseling and Clinical Mental Health programs in Villanova's Department of Education and Counseling through October 31, 2032.

<div align="center">**Summary of Program Evaluation Results**</div>

Three **Program Objectives** provide a framework for our assessment efforts:

1. ***Graduates will demonstrate knowledge and skills required for ethical and effective professional counseling with a diversity of clientele.***

   Measures used to evaluate Program Objective 2:
   - I. Practicum and Internship Site Supervisor Evaluation item that confirms that students led or co-led a counseling or psychoeducational group.
       - A. *Did the student lead or co-lead a counseling or psychoeducational group?*
   - II. Practicum and Internship Weekly Activity Reports
       - A. Number of hours of group counseling report by students
   - III. Site Supervisor Training and Professional Development Module completion rate.
   - IV. Student Evaluations of Practicum and Internship Sites.
   - V. Student Exit Survey:
       - A. Section 1 item: *Based on your experience in Villanova's Counseling program, please indicate the extent to which the program prepared you in each of the Key Performance Indicators.*
       - B. Section 2 item: *Rate each of the following factors of your academic experience in terms of the quality of the University's performance*.
   - VI. Key Performance Indicator assessments
   - VII. Counselor Education Comprehensive Examination (CECE)
   - VIII. Program Survey of Alumni, Site Supervisors, & Employers
       - A. Alumni Survey
           - a. Part 2, Section 2: Counseling Knowledge and Skills
           - b. Part 3: School Counseling; Part 4: Mental Health Counseling
           - c. Part 5: Program feedback according to student's experience
       - B. Site Supervisor Survey
           - a. Part 2, Section 2: Counseling Knowledge and Skills
           - b. Part 3: Program feedback to site supervisor's experience
       - C. Employer Survey
           - a. Section 2: Counseling Knowledge and Skills
           - b. Section 3: Program feedback to employer's experience

Summary of Results:

I. Practicum and Internship Site Supervisor Evaluation item and Weekly Activity Reports confirm that students led or co-led a counseling or psychoeducational group.
   a. Of the students who graduated in May 2025, 100% (20/20) of students led or co-led a counseling or psychoeducational group during either practicum or internship.
   b. In the spring 2025 Practicum, 79% (30/38) of students led or co-led a counseling or psychoeducational group. Students and site supervisors are aware of the group counseling requirement and plan to complete this requirement during the 2025-2026 internship. Data will be collected during the future internship semesters to ensure students co-lead/lead a group.

II. Site Supervisor Training and Professional Development Module completion rates:
   a. CMHC Practicum: 100% of the site supervisors for 22 students completed the module
   b. CMHC Internship: 100% of the site supervisors for 20 students completed the module.
   c. SC Practicum: 100% of the site supervisors for 16 students completed the module.
   d. SC Internship: 100% of the site supervisors for 9 students completed the module.

III. Student Evaluations of Practicum and Internship Sites.
   a. Student evaluations were collected by internship and practicum faculty and reviewed by the Program Coordinator and Program Director.

IV. Student Exit Survey:
   a. Section 1 item: *Based on your experience in Villanova's Counseling program, please indicate the extent to which the program prepared you in each of the Key Performance Indicators (KPI).* The table below includes the average score for each KPI in Clinical Mental Health Counseling and School Counseling (SC). Students rate each item on a scale of 1 (Not Prepared) to 4 (Well Prepared).

| KPI | CMHC Average Score | SC Average Score |
|---|---|---|
| Understand and apply ethical standards and key legal issues in counseling. | 3.7 | 3.6 |
| Demonstrate skills in applying multicultural counseling competencies. | 3.1 | 3.6 |
| Apply theories of human development to better understand counseling-related issues. | 3.4 | 3.6 |
| Understand theories and models of career development, counseling, and decision making. | 3.1 | 3.6 |
| Understand and apply theories and models of counseling. | 3.6 | 3.6 |
| Understand the dynamics associated with group process and development. | 3.6 | 3.6 |

| | | |
|---|---|---|
| Apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results | 3.0 | 3.4 |
| Apply knowledge of evidence-based counseling practices. | 3.3 | 3.5 |
| CMHC only: Apply techniques and interventions for prevention and treatment of a broad range of mental health issues. | 3.1 | N/A |
| SC Only: Understand models of school counseling programs. | N/A | 3.6 |

b. Section 2 item: *Rate each of the following factors of your academic experience in terms of the quality of the University's performance*. The table below includes the average score for each factor in Clinical Mental Health Counseling (CMHC) and School Counseling (SC). Students rate each item on a scale of 1 (Very Inadequate) to 5 (Very Adequate).

| Factors | CMHC Average Score | SC Average Score |
|---|---|---|
| Academic advising | 3.9 | 4.3 |
| Course registration process | 4.0 | 4.1 |
| Class times | 3.5 | 4.1 |
| Condition of classrooms | 2.9 | 3.7 |
| Access to library | 4.2 | 4.3 |
| University computer support systems | 3.6 | 4.2 |
| On-campus lounges and study spaces | 3.8 | 4.1 |
| Availability of funding | 3.0 | 3.3 |
| New student orientation | 3.6 | 4.0 |
| Learning Support Services | 4.1 | 4.1 |
| Practicum and Internship placement process | 3.4 | 4.3 |

V.    Key Performance Indicator assessments

| KPI | Indicator | Assessment | Semester | Course | Standard | Target | Target Met? |
|---|---|---|---|---|---|---|---|
| 1a *Graduates will understand ethical standards and key legal issues in counseling* | Knowledge | Final Exam | Fall 2024 | CHR 8883 | Students will achieve a B or higher on this exam | At least 80% of students meet standard. | Yes |
| 1b *Graduates will apply ethical standards and key legal issues in counseling.* | Skills | Final Site Supervisor Evaluation Section I: Ethical Awareness & Conduct | Spring 2025 | CHR 8677 CHR 8682 CHR 8694 CHR 8851 | Students will achieve an average rating of 3 (Acceptable) or higher on the items in this section of the Site Supervisor Evaluation. | 100% of students meet standard each semester. | Yes |
| 2a *Graduates will demonstrate skills in applying multicultural counseling competencies* | Skills | Reflection | Spring 2025 (CMHC) or Summer 2025 (SC) | CHR 8860 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |
| | Skills | Final Site Supervisor Evaluation | Spring 2025 | CHR 8851 CHR 8694 | Students will achieve an average rating of 3 (Acceptable) or higher on the six items related to Multicultural Counseling Competencies in the Site Supervisor Evaluation | At least 80% of students meet standard. | Yes |
| 3a *Graduates will apply theories of human development to better understand counseling-related issues.* | Skills | Client Conceptualization Paper | Fall 2024 (CMHC) or Spring 2025 (SC) | CHR 8884 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |

| | Skills | Case Presentation | Spring 2025 | CHR 8851 CHR 8694 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |
|---|---|---|---|---|---|---|---|
| 4a *Graduates will understand theories and models of career development, counseling, and decision making.* | Knowledge | Final Exam | Summer 2025 | CHR 8685 | Students will achieve a B or higher on this exam. | At least 80% of students meet standard. | Yes |
| | Knowledge | Professional Counselor Development for CMHC students; School Counseling Portfolio and Mock Interview for SC students | Spring 2025 | CHR 8851 CHR 8694 | Students will achieve a B or higher on this assignment | At least 80% of students meet standard. | Yes |
| 5a *Graduates will understand theories and models of counseling.* | Knowledge | Final Exam | Fall 2024 | CHR 8687 | Students will achieve a B or higher on this exam. | At least 80% of students meet standard. | Yes |
| 5b *Graduates will apply theories and models of counseling.* | Skills | Case Presentation | Spring 2025 | CHR 8677 CHR 8682 CHR 8694 CHR 8851 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |
| 6a *Graduates will understand the dynamics associated with group process and development.* | Knowledge | Final Exam | Spring 2025 | CHR 8655 | Students will achieve a B or higher on this exam. | At least 80% of students meet standard. | Yes |
| | Knowledge | Counseling Group Reflection for SC students; Mutual Aid Group Paper for CMHC students | Spring 2025 | CHR 8873 CHR 8694 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |

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| 7a *Graduates will apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.* | Skills | Assessment Prospectus Paper | Fall 2024 (CMHC) or Spring 2025 (SC) | CHR 8855 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |
| | Skills | Final Site Supervisor Evaluation | Spring 2025 | CHR 8851 CHR 8694 | Students will achieve an average rating of 3 (Acceptable) or higher on the items in Section 6: Assessment in Counseling | At least 80% of students meet standard. | Yes |
| 8a *Graduates will apply knowledge of evidence-based counseling practices* | Skills | Evidence-Based Practice Application Paper (CMHC students); Classroom Lesson (SC students) | Spring 2025 (SC); Summer 2025(CMHC) | CHR 8694 CHR 8874 | Students will achieve a B or higher on this assignment | At least 80% of students meet standard. | Yes |
| | Skills | Case Presentation | Spring 2025 | CHR 8677 CHR 8682 CHR 8851 CHR 8694 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |
| 9a *Graduates of the CMHC program will apply techniques and interventions for prevention and treatment of a broad range of mental health issues.* | Skills | Case Presentation | Spring 2025 | CHR 8682 CHR 8851 | Students will achieve a B or higher on this assignment. | At least 80% of students meet standard | Yes |
| | Skills | Final Site Supervisor Evaluation | Spring 2025 | CHR 8682 CHR 8851 | Students will achieve an average rating of 3 (Acceptable) or higher on the items in Section 5: Counseling Skills and Section 7: CMHC Specific Skills of the Site | At least 80% of students meet standard | Yes |

| | | | | | Supervisor Evaluation | | |
|---|---|---|---|---|---|---|---|
| *10.a Graduates of the SC Program will understand models of school counseling programs.* | Knowledge | Brochure Assignment | Fall 2024 | CHR 8680 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |
| | Knowledge | Portfolio | Spring 2025 | CHR 8694 | Students will achieve a B or higher on this paper. | At least 80% of students meet standard. | Yes |

VI. Counselor Education Comprehensive Examination (CECE)
   a. The passing score for the CECE is determined by the faculty. In 2024-2025, 30 students took the CECE, and 29 students passed on the initial attempt. The student who did not pass the CECE successfully completed a retest exam.

VII. Program Survey of Alumni, Site Supervisors, & Employers. These surveys are conducted every three years. Below are the results from Spring 2024. The next surveys will be distributed in Spring 2027.
   a. Alumni Survey
      i. Part 2, Section 2: Counseling Knowledge and Skills: 80% or more of respondents (n = 52) provided a rating of "Adequately Prepared" (3) or "Well Prepared" (4) on questions that assessed Counseling Knowledge and Skills.
      ii. Part 3: School Counseling: 83.33% or above of respondents (n = 29-31) provided a rating of "Adequately Prepared" (3) or "Well Prepared" (4) on questions that assessed school counseling-specific areas, except for "Ability to conduct research to improve the school counseling program in which you work" (76.67%).
      iii. Part 4: Mental Health Counseling: 85.29% or above of respondents (n = 32-34) provided a rating of "Adequately Prepared" (3) or "Well Prepared" (4) on questions that assessed clinical mental health counseling-specific areas.
      iv. Part 5: Program feedback according to student's experience:
      v. Program Strengths themes included High quality instruction, supportive student experience, exceptional faculty, funding opportunities, and collaboration.
      vi. Suggestions for improvement themes included: site placement process, additional skills training (PK-12 setting-specific), and licensure preparation support.
   b. Site Supervisor Survey
      i. Part 2, Section 2: Counseling Knowledge and Skills: Overall, the mean scores for these items ranged from 4 or 3.30 indicating that on average site supervisors believed that students were 'adequately' to 'well prepared' in knowledge and skills for ethical and effective counseling.
      ii. Part 3: Program feedback to site supervisor's experience:
         1. Site Supervisors answered the question, "What can be done to strengthen the counseling program?" Themes from responses included: additional skills training, additional skills training (PK-12 setting-specific), practicum and internship preparation, access to faculty, need for digital forms, transparency about admissions process, and additional peer support for students.
         2. Site Supervisors provided additional comments. Themes from responses included: well-prepared students, quality incentives for site supervisors, and requirements for returning site supervisors.
   c. Employer Survey
      i. Section 2: Counseling Knowledge and Skills: 100% of respondents (n = 4) provided a rating of "Adequately Prepared" (3) or "Well Prepared" (4) in knowledge and skills for ethical and effective counseling.
      ii. Section 3: Program feedback to employer's experience
         1. Employers answered the question: "What can be done to strengthen the counseling program?" These responses included: Increase diversity.

2. Employers were asked to provide any additional comments. No responses were provided.

### 2. *Graduates will be prepared for professional licensure or certification, and employment as Clinical Mental Health or School Counselors.*

Measures that assess Program Objective 2:
   I.   National Counselor Examination scores of all students.
   II.  Praxis test scores of School Counseling students.
   III. Annual survey of recent graduates: Job Placement Rates.
   IV.  Site Supervisor Evaluation item: *Do you recommend that this student advance onto the next level of their professional training?*

Summary of Results:

   I.   National Counselor Examination results:
        a.  CMHC: 95% Pass Rate (18/19)
        b.  SC: 100% Pass Rate (3/3)
        c.  National Pass Rate: 87% (Spring 2025)

   II.  Praxis 5422 School Counselor Exam results:
        a.  100% Pass Rate (9/9)

   III. Job Placement Rates:
        a.  The following percentage represents the employment and doctoral admissions rates of May 2025 graduates who were actively seeking employment.
             i.   CMHC: Nineteen of the twenty graduates responded to requests for employment information. Of these 19 students, 100% were employed in the counseling field or in a doctoral program.
             ii.  School Counseling: 100% (9/9)

   IV.  Results of Site Supervisor Evaluation endorsement item:
        a.  CMHC and SC Practicum Students: 97.43% (38/39) students were endorsed to advance to the next level of training.
        b.  CMHC and SC Internship I Students: 100% (29/29) students were endorsed to advance to the next level of training.
        c.  CMHC and SC Internship II Students: 100% (29/29) students were endorsed to advance to the next level of training.

### 3. *Graduates will demonstrate the dispositions, professional behaviors, and professional involvement required for ethical and effective professional counselors.*

Measures that assess Program Objective 3:
   I.   Professional Performance Review Policy student ratings.
        a.  Collected in Lab in Counseling Skills, Practicum in SC/CMHC, Internship I in SC/CMHC, and Internship II in CMHC.
   II.  Student Exit Survey Section 1:

      *a. Based on your experience in Villanova's Counseling program, please indicate the extent to which the program prepared you for your role as a professional counselor.*

III. Program Survey of Alumni, Site Supervisors, & Employers
   a. Alumni Survey:
      i. Part 2, Section 1: Professional Dispositions, Behaviors, and Involvement
      ii. Part 5: Program feedback according to student's experience
   b. Site Supervisor Survey
      i. Part 2, Section 1: Professional Dispositions, Behaviors, and Involvement
      ii. Part 3: Program feedback to site supervisor's experience
   c. Employer Survey
      i. Section 1: Professional Dispositions, Behaviors, and Involvement
      ii. Section 3: Program feedback to employer's experience

Summary of Results:
I. Professional Performance Review (PPR) Policy student ratings.
   a. Collected in Lab in Counseling Skills, Practicum in SC/CMHC, Internship I in SC/CMHC, and Internship II in CMHC. The following ratings are used: 1 (below expectations), 2 (meets expectations), 3 (exceeds expectations).
      i. 95% of SC and CMHC students (38/40) scored a 2 or higher (meets or exceeds expectations) on all PPR dispositions and behaviors in Lab in Counseling Skills in fall 2024. Students receiving lower scores were discussed in a program meeting with all counseling faculty present; ongoing observation practices were in place.
      ii. 100% of SC and CMHC students (24/24) scored a 2 or higher (meets or exceeds expectations) on all PPR dispositions and behaviors in Practicum in spring 2025.
      iii. 90% of SC and CMHC students (27/30) scored a 2 or higher (meets or exceeds expectations) on all PPR dispositions and behaviors during Internship I in fall 2024. Students receiving lower scores were discussed in a program meeting with all counseling faculty present; ongoing observation practices were in place.
      iv. 100% of SC and CMHC students (8/8) scored a 2 or higher (meets or exceeds expectations) on all PPR dispositions and behaviors during Internship II in spring 2025.

II. Student Exit Survey Section 1:
   d. *Based on your experience in Villanova's Counseling program, please indicate the extent to which the program prepared you for your role as a professional counselor.* The table below includes the average score for each role in Clinical Mental Health Counseling (CMHC) and School Counseling (SC). Students rate each item on a scale of 1 (Not Prepared) to 4 (Well Prepared).

| Role | CMHC Average Score | SC Average Score |
|---|---|---|
| Commitment to personal and professional growth. | 3.7 | 3.8 |
| Commitment to the profession. | 3.8 | 3.9 |
| Commitment to high ethical standards. | 3.8 | 3.8 |
| Active engagement with professional organizations and activities pertinent to the profession | 3.2 | 3.6 |

III. Program Survey of Alumni, Site Supervisors, & Employers. These surveys are conducted every three years. Below are the results from Spring 2024. The next surveys will be distributed in Spring 2027.
  a. Alumni Survey:
      i. Part 2, Section 1: Professional Dispositions, Behaviors, and Involvement. 100% of respondents (n = 52) provided a rating of "Adequately Prepared" (3) or "Well Prepared" (4) on questions that assessed Professional Dispositions, Behaviors, and Involvement.
      ii. Part 5: Program feedback according to student's experience
          1. Program Strengths themes included High quality instruction, supportive student experience, exceptional faculty, funding opportunities, and collaboration.
          2. Suggestions for improvement themes included: site placement process, additional skills training (PK-12 setting-specific), and licensure preparation support.

  b. Site Supervisor Survey:
      i. Part 2, Section 1: Professional Dispositions, Behaviors, and Involvement. 100% of respondents (n = 33) provided a rating of "Adequately Prepared" (3) or "Well Prepared" (4) on questions that assessed Professional Dispositions, Behaviors, and Involvement.
      ii. Part 3: Program feedback to site supervisor's experience
          1. Site Supervisors answered the question, "What can be done to strengthen the counseling program?" Themes from responses included: additional skills training, additional skills training (PK-12 setting-specific), practicum and internship preparation, access to faculty, need for digital forms, transparency about admissions process, and additional peer support for students.
          2. Site Supervisors provided additional comments. Themes from responses included: well-prepared students, Quality incentives for site supervisors, and requirements for returning site supervisors.
  c. Employer Survey
      i. Section 1: Professional Dispositions, Behaviors, and Involvement: 100% of respondents (n = 4) provided a rating of "Well Prepared" (4) on questions that assessed Professional Dispositions, Behaviors, and Involvement.
      ii. Section 3: Program feedback to employer's experience
          I. Employers answered the question: "What can be done to strengthen the counseling program?" These responses included: Increase diversity.
          II. Employers were asked to provide any additional comments. No responses were provided.

**Program Modifications for 2024-2025:**

**1. Enhancing the Practicum and Internship Placement Process.**

Although placement outcomes are strong and site supervisor feedback is generally positive, only **31%** of students rated the placement process as Adequate or Very Adequate. This discrepancy suggests that students experience challenges or uncertainty during the placement search, even when final placements are successful. Given this finding, the program will explore targeted revisions to both communication and support structures. In addition, beginning in Spring 2026, we plan to add two brief questions to the new Exit Survey:

- *What is a strength of the site placement process?*
- *What could be improved in the site placement process?*

These items will help us gather more precise information about student needs and inform program decisions in subsequent years.

**2. Strengthening Dispositions Assessment and Data Collection.**

As noted in the Professional Performance Review (PPR) results, the transition to collecting dispositions **twice per semester** began in Spring 2025. However, not all instructors completed both mid-semester and end-of-semester assessments, resulting in incomplete data. Ensuring consistent use of the revised 1–3 PPR scale across all instructors will be a priority for 2025–2026. This will provide cleaner longitudinal data and support more proactive student support and gatekeeping practices.

**3. Continued Integration of Supervision Assist.**

The program's second year using Supervision Assist has significantly strengthened documentation, site supervisor training, and faculty oversight of required clinical hours. As student and faculty familiarity with the system grows, we anticipate continued gains in accuracy, transparency, and timely site approval.

**4. Exit Survey Revision and Standardization.**

To improve consistency across assessment points, the program will transition the Exit Survey to the same **1–3 rating scale** used in the PPR. This adjustment increases alignment across assessments, reflects the developmental framework of the revised Retention and Remediation policy, and supports more coherent interpretation of student feedback moving forward.

**5. Ongoing Monitoring of Program Evaluation Indicators.**

Given the recent changes to federal guidelines around the use of diversity considerations in recruitment and retention, the program will continue to monitor how these shifts may affect admissions patterns, student support needs, and our evaluation framework. Although Program Objective #1 was removed to maintain compliance, the program remains committed to fostering an inclusive, supportive learning environment.

Together, these modifications reflect the program's commitment to continuous improvement, responsiveness to stakeholder feedback, and alignment with CACREP standards. The coming year will focus on strengthening data collection processes, refining student support mechanisms, and deepening our understanding of the student experience through enhanced survey and evaluation tools.