NIAGARA UNIVERSITY

College of Education

Clinical Mental Health Counseling

Annual Report

2025 – 2026

Drs. Lee-Chong, Beebe, Augustyniak, & Professor Cownie

Aligned to the 2024 CACREP Standards

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Description of the Program

The Clinical Mental Health Counseling (CMHC) program at Niagara University is offered through the College of Education, which is committed to quality assurance and continuous improvement in all of its programs. The program is aligned to the 2024 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), including the foundational content areas in Section 3 (3.A–3.H) and the specialty area standards for Clinical Mental Health Counseling (5.C.1–5.C.9). Program outcomes are organized into nine program objectives, each with a designated key performance indicator (KPI) (see Program Mission and Objectives).

Candidates move through a sequenced curriculum with a signature assessment at each stage:

- **Year 1:** Mid-Point Assessment (mock counseling session) in EDU 658 Advanced Counseling Techniques, required to progress to practicum.
- **Year 2:** Research Project in EDU 595 (fall) and Practicum (fall); Diversity Project in EDU 652 and Internship I (spring). The Research Project is required to progress to Internship.
- **Year 3:** Internship II (fall) and Internship III (spring), including the Therapeutic Impact Project (reported here under EDU 687; the program objectives document lists EDU 686); the Counselor Preparation Comprehensive Examination (CPCE); and an Oral Defense in the final semester.

Results are reviewed each year by the program faculty and shared with program stakeholders, including applicants, candidates, alumni, clinical supervisors, and faculty. Further information about Niagara University and the College of Education can be found on the University website.

The Assessment Process

The goal of the assessment process in the CMHC program is to support quality assurance and continuous improvement by identifying candidate learning outcomes, evaluating the preparation of candidates and graduates, and directing program modifications that build on program strengths while addressing areas for growth.

The process draws on multiple measures aligned to the 2024 CACREP Standards (Standard 2.C.1.c–d): each program objective is evaluated with multiple measures at multiple points in time, including at least one during fieldwork. Measures include a national examination (CPCE); key program-based assessments (Midpoint Assessment, Research Project, Diversity Project, Practicum and Internship evaluations by site supervisors, Therapeutic Impact Project, and Oral Defense); a graduate survey; and employment follow-up. Data are collected in the Anthology e-portfolio system and from CPCE score reports. Status determinants for each measure define strengths and areas for improvement. Results are also disaggregated by race/ethnicity and gender; when a group mean falls more than one standard deviation below the comparison group for two cycles, the rubric is reviewed for possible bias.

Modifications to the program are made through:

- Program-wide faculty review of aggregated data each year
- Meetings of core faculty with adjunct faculty who teach key assessed courses to align content, review scoring consistency, and conduct inter-rater reliability checks
- Feedback from field placement supervisors and the program advisory council

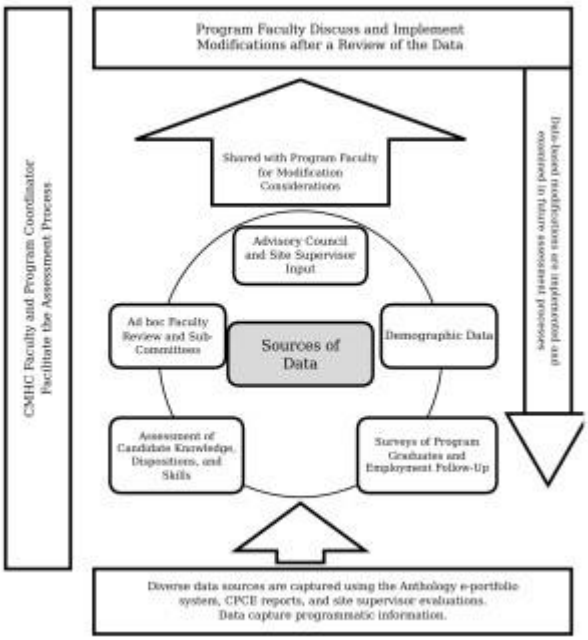

Figure 1. The CMHC assessment cycle

Program Mission and Objectives

Counseling and Applied Psychology Mission Statement

Purpose: To develop skilled, ethical professionals who advocate for positive change by learning, leading, and serving individuals, families, schools, agencies and communities; especially those who are disadvantaged or marginalized.

Guiding Values:

1. **Vincentian tradition of Niagara University.** We are inspired to serve all members of society, especially those living in poverty and oppression, in local communities and in the larger world.
2. **Constructivist practice.** We consider the experiences, values, and multiple identities of those we serve as the foundation from which to facilitate learning, development, and wellness.
3. **Evidence-based best practice.** We implement practices and strategies drawn from the best available research and data on the profession.
4. **Reflective practice.** We promote self-assessment, peer-assessment, and critical examination of the efficacy of one's own practice as essential for continuous improvement.
5. **Professional Commitment and Responsibility.** We demonstrate dedication and accountability to our vocation through professional, passionate, lawful and ethical behaviors.
6. **Professional Relationships.** We maintain high expectations for ourselves, our colleagues, and those we serve, while respecting diversities of background, experience, opinion and perspective; and working collaboratively to support one another.

Goals of the Counseling Program at Niagara University

The program evaluates candidate learning through nine program objectives aligned to the 2024 CACREP Standards. Each objective has a designated KPI, a minimum performance expectation, and measurement points in the mid-program curriculum and in fieldwork (EDU 685/686), satisfying the multiple-measures, multiple-points-in-time requirement of 2024 Standard 2.C.1.c–d. By graduation, all candidates will demonstrate competence in:

1. **Professional Identity, Ethics, & Advocacy.** Ethics, professional identity, legal standards, and advocacy.
2. **Multicultural Responsiveness & Social Justice.** Multicultural counseling competence and social justice advocacy.
3. **Human Growth, Development, & Wellness.** Application of developmental, wellness, and trauma-informed theory across the lifespan.
4. **Career Development.** Integration of career development theory and culturally responsive career assessment.
5. **Counseling Skills & Helping Relationships.** Evidence-based, culturally sustaining counseling skills, including crisis response and suicide prevention.
6. **Group Counseling.** Designing and leading or co-leading counseling or psychoeducational groups.
7. **Assessment & Diagnosis.** Culturally sustaining assessment, differential diagnosis (DSM-5-TR), and psychopharmacological knowledge.

8. **Research & Program Evaluation.** Research and program evaluation, including ethical and culturally sustaining inquiry.
9. **CMHC Specialized Practice.** Specialized CMHC knowledge and skills: diagnosis and treatment, service delivery systems and continuum of care, and advocacy for persons with mental health conditions.

Program Objectives, Designated KPIs, and 2024 CACREP Standards

#	Objective	Designated KPI	Minimum Expectation	2024 CACREP Standards
1	**Professional Identity, Ethics, & Advocacy**	Ethics and professional identity assessment (EDU 673) paired with the site supervisor ethical-practice rating	≥85% course-based; Proficient or higher in fieldwork	3.A.1–12; 3.E.6; 3.F.9; 5.C.3; 5.C.8
2	**Multicultural Responsiveness & Social Justice**	Diversity Project (EDU 652) paired with the site supervisor culturally-responsive practice rating	≥85% course-based; Proficient or higher in fieldwork	3.B.1–11; 3.E.1, 7, 11; 3.G.5, 7; 3.H.9, 11; 5.C.8
3	**Human Growth, Development, & Wellness**	Developmental case conceptualization (EDU 655) paired with the site supervisor developmental-application rating	≥85% course-based; Proficient or higher in fieldwork	3.C.1–13; 3.E.1, 11, 13, 20; 3.G.14, 16
4	**Career Development**	Career counseling portfolio (EDU 664) paired with the site supervisor career conceptualization rating	≥85% course-based; Proficient or higher in fieldwork	3.D.1–12; 3.E.2, 13; 3.G.8; 3.H.8
5	**Counseling Skills & Helping Relationships**	Mid-point clinical skills assessment (EDU 658) paired with the site supervisor counseling-skills rating	Proficient or higher on ≥90% of skills items; ≥85% course based; Proficient or higher in fieldwork	3.E.1–21; 3.G.13; 5.C.1, 4–9
6	**Group Counseling**	Group facilitation assignment (EDU 669) paired with documented group leadership and supervisor rating	≥85% course-based; group requirement completed; Proficient or higher in fieldwork	3.F.1–10; 3.E.9, 10; 4.E
7	**Assessment & Diagnosis**	DSM-5-TR diagnostic case study (EDU 666) paired with the site supervisor assessment/diagnosis rating	≥85% course-based; Proficient or higher in fieldwork	3.G.1–17; 3.E.18, 19; 5.C.1, 4, 5
8	**Research & Program Evaluation**	Research methods assessment (EDU 595) paired with the Therapeutic Impact Project (EDU 686)	≥85% course-based; Proficient or higher on the applied project	3.H.1–11; 3.E.15
9	**CMHC Specialized Practice (new)**	Oral Comprehensive Examination (EDU 687) paired with CMHC-specific site supervisor competency ratings	≥85% course-based; Proficient or higher on the examination and in fieldwork	5.C.1–9

Measurement points for every objective: a mid-program course-based measure plus a fieldwork-based site supervisor evaluation during internship (EDU 685/686/687).

Student Demographic Data

Overall Program Demographics

Fall 2025 program enrollment (N = 95)

Fall 2025 Enrollment	n (%)
Race	
American Indian or Alaska Native	0 (0.0%)
Asian	4 (4.2%)
Black or African American	10 (10.5%)
Native Hawaiian or Other Pacific Islander	0 (0.0%)
White	68 (71.6%)
More than one race selected	4 (4.2%)
Did not report	9 (9.5%)
Ethnicity	
Hispanic or Latino	6 (6.3%)
Not Hispanic or Latino	68 (71.6%)
Gender	
Female	76 (80%)
Male	19 (20%)
Non-binary	0 (0.0%)

Ethnicity was not reported for 21 candidates (22.1%).

Candidates Included in 2025 2026 Assessment Data

Assessment	N	BIPOC	White	Female	Male	Non-binary	Int. Student
Mid-Point Assessment (presentation)	11	1	10	6	5	0	
Research Project (EDU 595)	48	14	39	33	13	—	
Diversity Project (EDU 652)	6	2	4	6	0	0	
Practicum	21	4	15*	15	6	0	
Internship I	18	3	13**	13	5	0	
Internship II	12	0	10***	11	1	0	3

Internship III	10	0	10	10	0	0	3
Therapeutic Impact Project	8	0	8	8	0	0	3
Oral Defense	9	0	9	9	0	0	3

, **, * 2 unknowns (race/ethnicity not reported). Research Project subgroup counts are as reported and do not sum to N. The N shown in each results table later in this report is the number of candidates with scores reported for that assessment, so it may differ from the counts above.*

Summary of the Program Evaluation Results

The following section summarizes the 2025–2026 results for the CMHC program. The data referenced are presented later in the report. Cohorts are small (Internship II and III N = 10; Therapeutic Impact N = 6; Oral Defense N = 5), therefore, the results should be read as descriptive.

Results by Program Objective

#	Objective	2025–2026 Evidence Available	Status and Data Needed
1	**Professional Identity, Ethics, & Advocacy**	Internship I professional identity 4.26 and Internship III professionalism/boundaries 4.50 (five-point scale); Oral Defense professional practice ethical vignette 2.60 (lowest item, N = 5).	Fieldwork evidence supports the expectation. *In process*
2	**Multicultural Responsiveness & Social Justice**	Diversity Project (N = 4): lowest criterion treatment goals and objectives, 2.25. Practicum respect for diverse clients 3.67. Internship I culturally responsive group facilitation: 12% Approaching Standard.	*In process*
3	**Human Growth, Development, & Wellness**	No 2025–2026 data in the source report.	*In process*
4	**Career Development**	Career & Planning Competence was the lowest Internship I domain (3.39); integrating career theories was lowest in Internship III (3.29).	*In process*
5	**Counseling Skills & Helping Relationships**	Mid-Point: video criteria rest on N = 2; closing the session 2.50. Practicum mean 3.45 (four-point); Internship I 3.88 and III 3.96 (five-point), no Below Standard ratings. Internship II crisis management 2.83 (among lowest items).	Partly met. Crisis response is a recurring lower-rated skill. *In process*
6	**Group Counseling**	Internship I culturally responsive group facilitation: 12% Approaching Standard (most frequent in that form).	*In process*
7	**Assessment & Diagnosis**	Practicum knowledge base for CMHC duties 3.18 (lowest); Internship I DSM-5-TR use 3.47.	Area for improvement. *In process*
8	**Research & Program Evaluation**	Research Project (N = 46): mean 2.82 of 3.00, no score of 1. Therapeutic Impact Project (N = 6): evaluation of impact 2.00 (lowest).	Research Project strong; evaluation of impact is an area for improvement. *In process*
9	**CMHC Specialized Practice (new)**	Oral Defense (N = 5): formative experiences 4.00, theoretical orientation 3.60, eliminating barriers 3.40, ethical vignette 3.00, professional practice vignette 2.60.	Baseline year. *In process*

Course-based KPI scores (EDU 673, 655, 664, 669, 657/666, 595) and objective-specific fieldwork ratings under the 2024 framework were not in the source report. Existing 2025–2026 instruments were mapped to objectives by core-area correspondence; faculty should confirm the mapping.

Student Demographics

In Fall 2025, the program enrolled 95 candidates: 71.6% White, 10.5% Black or African American, 4.2% Asian, and 4.2% more than one race (9.5% did not report race); 6.3% were Hispanic or Latino, and 80% were female. Across the 2025–2026 assessments, most candidates were White and female (see Candidates Included in 2025–2026 Assessment Data). BIPOC candidates ranged from 0 to 14 per assessment and male candidates from 0 to 13. No assessment included non-binary candidates, and three international students were included in Internship II, Internship III, the Therapeutic Impact Project, and the Oral Defense. Because subgroups are very small, comparisons using the program's one-standard-deviation guideline are in process and will be monitored over two cycles.

Counseling Skills

- Counseling skills are evaluated at practicum and internship by site supervisors. Candidates performed at or above the proficient level on average across all items assessed. Internship II used the prior 55-item four-point form, so its means are not directly comparable with Internships I and III (revised five-point form).
- **Practicum (N = 18):** the overall mean was 3.45 on the four-point scale and no item was rated Unacceptable. The lowest means were for knowledge base for CMHC duties (3.18), stress management and coping (3.22), and articulating a theoretical orientation (3.24). One candidate (6–7%) was rated Emerging on each of seven items.
- **Internship I (N = 19):** the overall item mean was 3.88 on the five-point scale and no ratings fell Below Standard. The lowest-rated domain was Career & Planning Competence (3.39), including career assessment tools (3.30), integrating career theories (3.40), and DSM-5-TR use (3.47). The highest were professional identity, confidentiality and client rights, and use of supervisor feedback (4.26 each). Approaching Standard ratings were most frequent for culturally responsive group facilitation (12%) and risk assessment (11%).
- **Internship II (N = 10, prior form):** the overall mean was 3.17 on the four-point scale with no Unacceptable ratings. The lowest means were for responding to resistant behaviors (2.78), using silence (2.80), and managing crisis situations (2.83). Eighteen of 55 items had at least one Emerging rating.
- **Internship III (N = 10):** the overall item mean was 3.96 on the five-point scale with no Below Standard ratings. The highest means were professionalism and boundaries (4.50), confidentiality and client rights (4.40), and communicating crisis and safety concerns to the site (4.40). The lowest were integrating career development theories (3.29), evaluating treatment effectiveness (3.50), and supporting client vocational and life-role needs (3.57).
- **Program-based assessments:** on the Mid-Point Assessment, candidates were strongest on case analysis and treatment planning (75–100% at the strong level) and lower on closing the session (2.50) and discussing session strengths (2.60); video criteria rest on N = 2. On the Research Project (N = 46), the mean across criteria was 2.82 of 3.00 and no candidate scored 1 on any criterion; the lowest criteria were research for stakeholders (2.46), professional standards (2.48), and the needs assessment (2.54). On the Diversity Project (N = 4), treatment goals and objectives were lowest (2.25). On the Therapeutic Impact

Project (N = 6), candidates scored 3.00 on describing the presenting problem and on assessment, and lowest on evaluating their impact on clients (2.00).

Counseling Dispositions

- Dispositions are assessed through items on the practicum and internship evaluations rather than a standalone instrument. In the practicum, the highest means were for accepting constructive criticism, maintaining confidentiality, and respect for diverse clients (3.67 each); stress management and coping was lowest (3.22).
- The Self-Reflection, Integration of Feedback, & Professional Dispositions domain was a strength in Internship I (4.17) and Internship III (4.17). Self-care strategies had the lowest mean within that domain in both (4.05 and 4.00).

Counseling Knowledge

- **CPCE 2025 2026:** We did not administer the CPCE for this academic year.
- **CPCE 2024 2025 Results (N = 25):** total mean 91.6 (SD 8.5) vs. national exit mean 94.7 (SD 13.3), 3.1 points (0.23 SD) below; below the national mean in all eight content areas.
- **Oral Defense (N = 5):** candidates were strongest in explaining their most formative experiences (4.00) and applying theoretical orientation to practice (3.60), both above the 3.5 strength threshold. The professional practice ethical vignette was lowest (2.60), with one of five candidates rated Unsatisfactory.

Graduate Survey

- The May 2026 graduate survey had four respondents. All four rated preparation in ethical issues, social and cultural diversity, individual counseling, and attitude toward supervision at 4 or 5 (exceeds expectations or outstanding). Assessment, evidence-based therapies, and self-care had the lowest ratings (half rated 4–5, half rated 3). One graduate rated each of crisis counseling skills, career counseling, practicum preparation for internship, and usefulness of technology a 2. Three of four rated the program's overall preparatory experiences 4 or 5.

Modifications Made Due To Program Evaluation

As a result of the 2025–2026 assessment process, the following modifications were made by the counseling faculty.

Program Modifications

- The program revised its internship site supervisor evaluation (Clinical Mental Health Counseling Internship 1, revised 2/26).
    - **Modification 1:** Internship I was evaluated in Spring 2026 with a 37-item form organized into ten domains and rated on a five-point scale (Below Standard to Well Above Standard).
    - **Modification 2:** Internship III in Spring 2026 was evaluated with the same revised form, replacing the 55-item four-point form.
- The program realigned its assessment framework to the 2024 CACREP Standards and adopted nine program objectives with designated KPIs, including new Objective 9 (CMHC Specialized Practice).
- EDU 652 (Multicultural Counseling) transitioned to in-person instruction in response to findings on social and cultural diversity.
- A Common Course Assessment was added to EDU 664 (Career Counseling); revision of EDU 657 is in progress.
- Faculty increased role-play in EDU 658 to strengthen session opening, management, closure, and self-reflection; clinical documentation assignments were added across EDU 658, 679, 685, 686, and 687.
- The Oral Defense rubric was revised in March 2025 (evidence-based practice question removed).

Proposed Actions for Faculty Review

- **Career development:** review how career theories and assessment tools are used in internships, since career items were lowest in Internships I and III.
- **Outcome evaluation:** add structured practice measuring client progress before Internship III, since evaluating impact on clients was the lowest Therapeutic Impact criterion (2.00).
- **Ethics:** continue case-based ethical vignette practice, since the professional practice vignette was lowest on the Oral Defense (2.60).
- **Mid-Point Assessment:** continue role-play on closing a session and on identifying session strengths.
- **Research Project:** strengthen guidance on stakeholder collaboration, APA and academic integrity expectations, and needs assessment.
- **2024 alignment:** enter course-based KPI results for Objectives 1–9, add objective-specific supervisor items (including group leadership and CMHC competencies), and reconcile the EDU 686/687 course numbering for the Therapeutic Impact Project.
- **Data quality:** move Internship II to the revised form, add inter-rater reliability for the Therapeutic Impact Project.

Substantial Program Changes

Personnel Changes

The program had two personnel updates in 2025–2026: a new faculty hire and a change in program leadership. No faculty left the program this year.

Faculty Changes

Dr. Emily Lee-Chong joined the Clinical Mental Health Counseling (CMHC) faculty as a tenure-track Assistant Professor and teaches on campus. No other faculty were added or departed.

Leadership Changes

Dr. Jennifer Beebe, previously a professor in the program, has been named Program Chair. All other leadership roles, including coordinator, field placement, and CACREP liaison, stayed the same.

Other Program Changes

The internship site supervisor evaluation was revised (2/26) and implemented for Internships I and III in Spring 2026 (see Modifications). The Oral Defense used the rubric revised in March 2025. The program transitioned its assessment plan from the 2016 to the 2024 CACREP Standards and added Objective 9 (CMHC Specialized Practice).

Aggregate Student Assessment Data

Assessments Used in this Report

The assessments below are used each year to evaluate candidate knowledge, skills, and dispositions. Site supervisors complete evaluations at the end of each placement. The "Program Obj." column in the tables that follow shows the program objective (1–9) each item supports, mapped from the original core-area tag by correspondence to the 2024 foundational areas (3.A–3.H) and CMHC specialty standards (5.C).

Assessment	Description	Timing
Counselor Preparation Comprehensive Examination (CPCE)	National exam (NBCC/CCE) aligned to the eight CACREP foundational content areas (3.A–3.H).	Year 3
Mid-Point Assessment: Mock Counseling Session (EDU 658)	Video of a mock session and case presentation scored with a standardized rubric. Required to proceed to practicum.	End of Year 1
Research Project (EDU 595)	Research proposal evaluating an intervention, informed by a needs assessment. Required to proceed to internship.	Fall, Year 2
Diversity Project (EDU 652)	Written analysis of a film or media source, with eco-web, identity development, and intervention plan.	Spring, Year 2
Practicum Evaluation (EDU 679)	Site supervisor final evaluation of knowledge, skills, and dispositions (20 items, four-point scale).	Fall, Year 2
Internship Evaluations (I III)	Site supervisor final evaluation. Internships I and III: revised 37-item form (five-point scale). Internship II: prior 55-item form (four-point scale).	Spring Y2, Fall Y3, Spring Y3
Therapeutic Impact Project (EDU 687)	Client needs assessment, treatment, and review of progress, scored by the university supervisor with a standard rubric.	Internship III
Comprehensive Examination: Oral Defense	PowerPoint defense scored by the faculty advisor and one additional full-time faculty member.	Final semester
Course-based KPI assessments	Ethics (EDU 673), developmental case conceptualization (EDU 655), career portfolio (EDU 664), group facilitation (EDU 669), DSM-5-TR case study (EDU 666), research methods (EDU 595), as designated in the program objectives.	Mid-program
Graduate Survey	NU CMHC Program Graduates Survey of perceived preparation and program experiences.	May
Employment Statistics	Annual employment follow-up beginning one year after graduation.	Annually

Practicum Site Supervisor Final Evaluation

2025 2026, N = 18

Skill or Ability	M	SD	% Unacceptable	% Emerging	% Proficient	% Advanced
A1. Invests time and energy in becoming a counselor	3.56	0.50	0	0	44	56
A2. Accepts and uses constructive criticism	3.67	0.47	0	0	33	67
A3. Open, comfortable, clear communication with peers and supervisors	3.50	0.50	0	0	50	50
A4. Recognizes own competencies and skills	3.33	0.47	0	7	53	40
A5. Recognizes own deficiencies and works to overcome them	3.39	0.49	0	0	61	39
A6. Completes case reports and records punctually	3.33	0.60	0	7	53	40
A7. Maintains client confidentiality	3.67	0.47	0	0	33	67
A8. Knowledge of the ACA Code of Ethics	3.41	0.49	0	0	59	41
A9. Commitment to professional development	3.44	0.50	0	0	56	44
A10. Articulates theoretical orientation	3.24	0.55	0	6	65	29
A11. Awareness of personal values, attitudes, and beliefs	3.39	0.49	0	0	61	39
A12. Awareness of diversity and culture at the site	3.44	0.50	0	0	56	44
A13. Respect for clients and others from diverse backgrounds	3.67	0.47	0	0	33	67
A14. Knowledge base for CMHC duties	3.18	0.51	0	6	71	24
A15. Appropriate records and documentation	3.53	0.62	0	7	33	60
A16. Stress management and coping skills	3.22	0.53	0	6	67	28
A17. Advocates for and protects client rights	3.38	0.48	0	0	63	38
A18. Seeks consultation, collaboration, and advice	3.61	0.49	0	0	39	61
S19. Understands site policies and procedures	3.50	0.50	0	0	50	50
S20. Competency with site technologies	3.50	0.60	0	6	39	56

Scale: 1 = Unacceptable, 2 = Emerging, 3 = Proficient, 4 = Advanced. Items A1 A18 are general supervision items; S19 S20 are site competencies. Not Observable ratings are excluded.

CMHC Internship I and III Site Supervisor Final Evaluation

Spring 2026; Internship I N = 19, Internship III N = 10

Skill or Ability	Internship I			Internship III		
	M	SD	% At or Above Standard	M	SD	% At or Above Standard
1. Professional Identity, Ethics, and Advocacy	**4.15**			**4.22**		
1. Professional counselor identity and role clarity	4.26	0.64	100	4.10	0.70	100
2. Applies ethical codes and legal standards	4.00	0.73	99	4.20	0.75	100
3. Protects confidentiality and client rights	4.26	0.64	100	4.40	0.66	100
4. Engages in client advocacy	4.00	0.77	99	3.90	0.70	100
5. Professionalism, reliability, and boundaries	4.21	0.61	100	4.50	0.67	100
2. Social and Cultural Diversity	**3.86**			**3.94**		
6. Culturally responsive, anti-oppressive practice	3.89	0.72	100	4.10	0.70	100
7. Awareness of personal biases and assumptions	3.95	0.69	100	4.10	0.70	100
8. Adapts conceptualization to client's cultural context	3.78	0.71	100	3.90	0.70	100
9. Advocates for clients impacted by inequitable systems	3.82	0.71	100	3.67	0.82	100
3. Human Growth, Development, and Wellness	**4.00**			**3.93**		
10. Applies human development theories	4.00	0.73	99	4.00	0.77	100
11. Incorporates wellness, identity, and systemic factors	4.00	0.79	100	3.80	0.87	90
12. Reflective capacity and insight into developmental needs	4.00	0.86	95	4.00	0.63	100
4. Career and Planning Competence	**3.39**			**3.49**		
13. Integrates career development theories	3.40	0.71	93	3.29	0.88	85
14. Uses career assessment or exploration tools	3.30	0.46	100	3.60	0.80	100
15. Supports client vocational, academic, and life-role needs	3.47	0.78	94	3.57	0.73	100
5. Individual Counseling Skills and Clinical Practice	**3.92**			**4.12**		
16. Rapport and effective interviewing skills	3.94	0.78	100	4.20	0.75	100

17. Uses evidence-based interventions	3.89	0.85	100	3.78	0.63	100
18. Collaborative goal-setting and action planning	4.05	0.76	100	4.11	0.57	100
19. Accurate and timely clinical documentation	3.68	0.80	100	4.33	0.67	99
20. Flexibility in counseling approaches	4.05	0.76	100	4.20	0.75	100
6. Group Counseling Competence	**3.81**			**3.95**		
21. Understands group process and interventions	3.83	0.76	100	4.00	0.82	99
22. Culturally responsive group facilitation	3.71	0.96	88	3.86	0.64	100
23. Ethical and professional standards in group leadership	3.88	0.90	93	4.00	0.82	99
7. Assessment, Diagnosis, and Clinical Decision-Making	**3.69**			**3.78**		
24. Selects and interprets assessment tools	3.69	0.68	100	3.90	0.83	90
25. Uses DSM-5-TR or other diagnostic frameworks	3.47	0.62	100	3.63	0.70	100
26. Uses assessment data to guide treatment planning	3.82	0.78	100	3.70	0.90	90
27. Culturally responsive case conceptualizations	3.78	0.79	99	3.90	0.70	100
8. Research Literacy and Outcome Evaluation	**3.82**			**3.69**		
28. Uses outcome data or client feedback	3.75	0.56	100	3.67	0.67	99
29. Evaluates treatment effectiveness	3.82	0.78	100	3.50	0.81	90
Skill or Ability	**Internship I**			**Internship III**		
	M	**SD**	**% At or Above Standard**	**M**	**SD**	**% At or Above Standard**
30. Applies evidence-based practice in decisions	3.89	0.81	94	3.90	0.70	100
9. Crisis, Safety, and Professional Readiness	**3.81**			**4.00**		
31. Recognizes and assesses risk (suicidality, harm, abuse)	3.67	0.94	88	3.90	0.83	100
32. Crisis intervention and trauma-informed responses	3.64	0.81	93	3.70	0.78	100
33. Communicates crisis and safety concerns to site	4.13	0.78	100	4.40	0.66	100
10. Self-Reflection, Integration of Feedback, and Professional Dispositions	**4.17**			**4.17**		
34. Consistent self-reflection on strengths, challenges, and biases	4.16	0.59	100	4.10	0.70	100
35. Solicits and integrates supervisor feedback	4.26	0.71	100	4.30	0.64	100
36. Professional dispositions	4.21	0.69	100	4.30	0.78	100
37. Self-care and burnout prevention	4.05	0.76	100	4.00	0.77	100

Scale: 1 = Below Standard, 2 = Approaching Standard, 3 = At Standard, 4 = Above Standard, 5 = Well Above Standard. Shaded rows

CMHC Internship II Site Supervisor Final Evaluation

2025 2026, N = 10 (prior 55-item form)

Domain	Items	M	Range of item means	Emerging
A. General supervision comments	18	3.36	3.00–3.67	4 of 18
B. The counseling process	26	3.05	2.78–3.63	10 of 26
C. Knowledge, skills, and site competencies	11	3.16	2.83–3.50	4 of 11
All items	**55**	**3.17**	**2.78 3.67**	**18 of 55**

Selected items	M	SD	% Emerging	% Proficient	% Advanced
Six lowest-rated items					
B27. Recognizes and responds to resistant behaviors	2.78	0.42	22	78	0
B31. Uses silence effectively	2.80	0.40	20	80	0
C45. Manages crisis situations	2.83	0.37	17	83	0
C46. Focuses on specific behaviors and consequences	2.89	0.31	11	89	0
C47. Pursues discrepancies in client information	2.89	0.31	11	89	0
B30. Demonstrates flexibility in the session	2.90	0.30	10	90	0
Four highest-rated items					
A7. Maintains client confidentiality	3.67	0.47	0	33	67
B20. Keeps appointments on time	3.63	0.48	0	38	63
A1. Invests time and energy in becoming a counselor	3.60	0.49	0	40	60
A9. Commitment to professional development	3.60	0.49	0	40	60

Prior form scale: 1 = Unacceptable, 2 = Emerging, 3 = Proficient, 4 = Advanced. No item received an Unacceptable rating. Item-level results for all 55 items are retained in program records.

Mid-Point Assessment: Mock Counseling Session

Spring 2026

Section	Criterion	Program Obj.	M	SD	% Unsat.	% Weak Sat.	% Sat.	% Strong Sat.
Video (N = 2)	Introduction	5	3.00	0.00	0	0	100	0
	Blending	5	3.50	0.50	0	0	50	50
	Closing	5	2.50	0.50	0	50	50	0
Presentation (N = 9)	Handouts	5	3.00	0.00	0	0	100	0
	Seeking Supervision	5	3.80	0.42	0	0	22	78
	Briefing on therapeutic intent	5	3.00	0.00	0	0	100	0
Critique (N = 10)	Explanation of how/why techniques were used	5	4.00	0.00	0	0	0	100
	Discussion of session strengths	1	2.60	0.66	10	20	70	0
	Discussion of session weaknesses	1	3.00	0.00	0	0	100	0

Scale: 1 = Unsatisfactory, 2 = Weak Satisfactory, 3 = Satisfactory, 4 = Strong Satisfactory.

Case Analysis & Treatment Plan (N = 8)	Program Obj.	M	SD	% Unsat.	% Sat.	% Strong Sat.
Presenting Problem	7	2.00	0.00	0	0	100
Client's Readiness to change	7	2.00	0.00	0	0	100
Theoretical Orientation	5	2.00	0.00	0	0	100
Treatment Objectives	5	2.00	0.00	0	0	100
Assessment of Progress	5	1.90	0.33	0	13	88
Anticipated Progress	7	1.90	0.33	0	13	88
Anticipated Ethical Issues	9	1.80	0.43	0	25	75
Plan for Case Closure	5	1.90	0.33	0	13	88
Written format	—	2.00	0.00	0	0	100
References	5	2.00	0.00	0	0	100

Scale: 0 = Unsatisfactory, 1 = Satisfactory, 2 = Strong Satisfactory. Program goal: 70% or more of candidates at Strong Satisfactory in each area.

Research Project (EDU 595)

2025 2026, N = 46

Criterion	Program Obj.	M	SD	% Unsat. (1)	% Sat. (2)	% Target (3)
Formal Needs Assessment	8	2.54	0.50	0	46	54
Research Question	8	2.93	0.25	0	7	93
Quality Research for target population	8	2.89	0.31	0	11	89
Quality Research for stakeholders	8	2.46	0.50	0	54	46
Intervention Plan	8	2.80	0.40	0	20	80
Research Methodologies	8	2.93	0.25	0	7	93
Data Literacy	8	3.00	0.00	0	0	100
Research Conclusions	8	3.00	0.00	0	0	100
Methods and Procedures	8	2.93	0.25	0	7	93
Hypothetical Results	8	2.57	0.50	0	43	57
Recommendations for Practice	8	2.91	0.28	0	9	91
Strengths and Limitations	8	2.91	0.28	0	9	91
Professional Standards	8, 9	2.48	0.50	0	52	48
Technologies for Professional Learning	1	2.91	0.28	0	9	91
Leading Professional Development	8, 9	2.89	0.31	0	11	89
Technologies for Communication and Collaboration	1, 8, 9	2.91	0.28	0	9	91

Scale: 1 = Unsatisfactory, 2 = Satisfactory, 3 = Target. Program strength: more than 70% at Target; area for improvement: two or more candidates below Satisfactory.

Diversity Project (EDU 652)

2025 2026, N = 4

Criterion	Program Obj.	M	SD	% Unsatisfactory	% Satisfactory	% Excellent
Presenting Problem(s)	5, 9	3.00	0.00	0	0	100
Ecosystems Perspective	2, 9	2.75	0.43	0	25	75
Cultural Identity Development	2, 9	3.00	0.00	0	0	100
Treatment Planning: Counseling Theory(ies)	2, 9	2.75	0.43	0	25	75
Treatment Planning: Goals and Objectives	2, 9	2.25	0.43	0	75	25
Treatment Planning: Advocacy Competencies	1	3.00	0.00	0	0	100
Writing and Clarity of Ideas	—	3.00	0.00	0	0	100

Scale: 1 = Unsatisfactory, 2 = Satisfactory, 3 = Excellent.

Therapeutic Impact Project (EDU 687)

Spring 2026, N = 6

Criterion	M	SD	% 1	% 2	% 3
1. Effectively identify, detail, and describe the nature of a presenting problem	3.00	0.00	0	0	100
2. Select and conduct assessments contingent upon the nature of a client's needs and document the methods and settings under which their findings were obtained	3.00	0.00	0	0	100
3. Conduct an effective treatment/intervention program	2.33	0.47	0	67	33
4. Evaluate their impact on clients	2.00	0.00	0	100	0
5. Reflect on their own practice and review progress with clients and appropriate stakeholders and develop new plans based on results	2.83	0.37	0	17	83

Scale: 1 = Unsatisfactory, 2 = Satisfactory, 3 = Target. Strength: mean of 2.80 or higher; area for improvement: mean of 2.25 or lower.

Counselor Preparation Comprehensive Examination (CPCE)

Fall 2024 & Spring 2025

CACREP 2024	Content Area	Niagara University (N = 25)				National Exit	
		Min	Max	M	SD	M	SD
3.A	C1: Professional Counseling Orientation and Ethical Practice	9	16	11.7	1.9	12.1	2.1
3.B	C2: Social & Cultural Diversity	6	14	10.2	1.7	10.7	2.2
3.C	C3: Human Growth and Development	6	15	11.5	2.1	11.6	2.4
3.D	C4: Career Development	9	16	11.9	1.9	12.6	2.3
3.E	C5: Counseling and Helping Relationships	7	14	10.8	1.6	11.1	2.1
3.F	C6: Group Counseling and Group Work	7	15	12.4	2.1	12.7	2.4
3.G	C7: Assessment and Testing	8	15	11.2	2.2	11.6	2.4
3.H	C8: Research and Program Evaluation	6	16	11.9	2.3	12.3	2.6
	TOTAL	**72**	**107**	**91.6**	**8.5**	**94.7**	**13.3**

Program goal: program means equal to or higher than the national mean on each content area.

Comprehensive Examination: Oral Defense

Spring 2026, N = 5

Question	Program Obj.	M	SD	% 1	% 2	% 3	% 4
Explain your theoretical orientation(s) to actual practice	5, 9	3.60	0.49	0	0	40	60
Discuss strategies for identifying and eliminating barriers, prejudices, and oppression and discrimination	2, 9	3.40	0.49	0	0	60	40
Explain the most formative experience(s) in your development as a Counselor-in-Training	—	4.00	0.00	0	0	0	100
Scoring of the ethical vignette	1, 9	3.00	0.89	0	40	20	40
Scoring of the professional practice ethical vignette	1, 9	2.60	1.02	20	20	40	20

Scale: 1 = Unsatisfactory, 2 = Average, 3 = Above Average, 4 = Superior. Strength: mean of 3.5 or higher; area for improvement: mean of 2.5 or lower.

Systematic Follow-Up Studies

Graduate Survey

May 2026, N = 4

Graduates rated their experiences on a five-point scale (1 = unsatisfactory, 2 = below expectations, 3 = met expectations, 4 = exceeds expectations, 5 = outstanding).

Obj.	Item	% 4 5	% 3	% 1 2
Program and course experiences				
	Course availability	75	25	0
	Content courses prepared me for practicum and internship	100	0	0
	Practicum prepared me for internship	75	0	25
	Internship effectiveness in developing professional autonomy	75	25	0
	Availability of core faculty	75	25	0
	Advising and mentorship	75	25	0
	Smaller class sizes	75	25	0
	Usefulness of technology	50	25	25
	Library meets academic needs	50	50	0
	Overall preparatory experiences of the CMHC program	75	25	0
Preparation in knowledge, skills, and practice				
1	Understanding of ethical issues	100	0	0
5	Treatment planning	75	25	0
—	Clinical documentation	75	25	0
2	Social and cultural diversity	100	0	0
5	Individual counseling	100	0	0
3	Effect of crises and trauma on client behavior	75	25	0
3	Promoting resilience and client wellness	75	25	0
6	Group counseling	75	25	0
7	Assessment (standardized testing, statistics)	50	50	0
5	Case conceptualization	75	25	0
5	Family and couples counseling	75	25	0

5	Crisis counseling	50	25	25
5	Evidence-based therapies (children, adolescents, adults)	50	50	0
8	Research and program evaluation	75	25	0
4	Career counseling	75	0	25
1	Attitude toward supervision and consultation	100	0	0
1	Self-care strategies	50	50	0

Percentages are of four respondents, so each respondent equals 25%. Program strength: more than 90% rating 4 or 5; area for improvement: three or more ratings of 1 or 2 on a single item over two or more years.

Employment Statistics

The program coordinator contacts alumni every year, starting one year after graduation, to track where they are working. In the 2025–2026 follow-up, all 26 graduates from the 2025 completion year reported being hired, a 100% employment rate.

Completion year	Follow-up period	Graduates contacted	Graduates employed	Employment rate
2025	2025–2026	26	26	100%
2026	2026 (initial)	10	10	100%

The 2026 completion year (N = 10) reflects initial employment status: all ten graduates reported employment in counseling positions. The one-year follow-up for this cohort will be conducted in 2026 2027.