



**FAIRLEIGH
DICKINSON
UNIVERSITY**

College of Psychology and Counseling

2024-2025 Clinical Mental Health Counseling (MS)- Annual Program Evaluation Report

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Introduction

The Fairleigh Dickinson University (FDU) Clinical Mental Health Counseling (CMHC) program is committed to maintaining the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Towards that end, the FDU CMHC performs yearly programmatic evaluations. This programmatic evaluation covers the 2024-2025 academic year and provides an analysis of all data collected to determine how well the program is accomplishing the Program Objectives and any changes that should be made. The program evaluation first provides information about substantial program changes and student data and demographics. Then, a summary of data findings and program modifications based on the data is provided. Finally, the assessment process is described, and the data is presented, which, this year, includes key performance indicators (KPI) and national counseling test scores. Survey data is collected every three years and will be included again for the 2025-2026 program evaluation.

Description of the Program

The CMHC program at FDU is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). It is a primarily full-time program that uses a cohort model to support student growth and learning. The curriculum was developed over many years by faculty in the CMHC program. The mission of the Fairleigh Dickinson University (FDU) Clinical Mental Health Counseling (CMHC) Program is to prepare counselors who integrate developmental, cultural, wellness, and diagnostic knowledge with clinical skills in order to enhance the lives of a diverse clientele. To accomplish this mission, the FDU CMHC program established Program Objectives and Student Learning Outcomes (SLOs) to measure success in those objectives, which are detailed below.

Program Objectives

Graduates of the FDU CMHC program will demonstrate:

1. Knowledge of the core curriculum areas required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the state of New Jersey Professional Counselor Examiners Committee.

2. Developmentally appropriate counseling skills.
3. Professional dispositions consistent with those necessary for professional counseling.
4. Awareness of inequities that affect clients, along with the ability to advocate for social justice and engage in social justice interventions.
5. A professional counselor identity while working in the continuum of care alongside other behavioral health professionals.

Student Learning Outcomes

Based on CACREP Standards

Students in the FDU CMHC program will be able to demonstrate the knowledge and/or skills necessary to do the following in each category:

- **Professional Counseling Orientation and Ethical Practice:** Apply self-care strategies appropriate to the counselor role. (CACREP Standard 2.F.1.i)
- **Social and Cultural Diversity:** Understand and apply multicultural counseling competencies. (CACREP Standard 2.F.2.c)
- **Human Growth and Development:** Understand and apply theories of normal and abnormal personality development. (CACREP Standard 2.F.3.c)
- **Career Development:** Understand and implement approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (CACREP Standard 2.F.4.b)
- **Counseling and Helping Relationships:** Understand and conduct the essential interviewing, counseling, and case conceptualization skills. (CACREP Standard 2.F.5.g)
- **Group Counseling and Group Work:** Understand and apply the dynamics associated with group process and development. (CACREP Standard 2.F.6.b)
- **Assessment and Testing:** Understand and demonstrate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. (CACREP Standard 2.F.7.c)

- **Research and Program Evaluation:** Understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (CACREP Standard 2.F.8.a)
- **Clinical Mental Health Counseling:** Demonstrate techniques and interventions for the prevention and treatment of a broad range of mental health issues. (CACREP CMHC Standard 5.C.3.b)

Substantial Program Changes Since 2023-2024

Programmatic Change

There were no significant programmatic changes during this period.

Faculty Changes

Dr. Yuqing Qiu joined the faculty as an Assistant Professor in the Fall of 2024.

Course Changes

Following more significant changes last year including hiring a new faculty member and revising the SLOs and KPIs, the only significant change was Dr. Qiu joining the faculty and taking over the consistent teaching of specific courses. There was also a small change in the Addiction course. In the course material was added and class topics were renamed to align with requirements for NJ Licensed Clinical Alcohol and Drug Counselors (LCADC).

Student Assessment Changes

There were no significant student assessment changes after those of the previous year.

Student Demographic Data

As part of evaluating the program, the demographics of the student body are evaluated. Towards that end, the student numbers, race and ethnicity, and gender are documented. In the Fall 2024 semester, 27 students entered the program. 19 students continued in their second year of the program, and 21 students moved into their final semester of the program. In addition, one student returned to retake a required course. In the 2024-2025 academic year, 20 students graduated from the FDU CMHC program following completion of their last semester in the program in the Fall of 2024. All students were full-time except for the one

mentioned. Of the 19 second year students, one student who had previously been attending part-time moved to full time in the second year. Of the 46 students in the first and second year of the CMHC program. Following the Spring 2025 semester, one student took a leave with the intention of returning in the Fall 2025 semester, two students were dismissed from the program, and one left with the intention of returning to retake a course the next year. Following the Fall 2025 semester, two students switched to a nonclinical degree program, and one returned from a leave.

Demographics of the program

	Fall 2024
Race/Ethnicity	
Black	2.9% (N = 2)
Asian	2.9% (N = 2)
Hispanic	14.7% (N = 10)
White	66.2% (N = 45)
Multi-Ethnicity	7.4% (N = 5)
Unknown	5.9% (N = 4)
Gender	
Male	19.1% (N = 13)
Female	79.4% (N = 54)
Non-Binary/Other	1.5% (N = 1)
First Generation	
First Generation	10.3% (N = 7)
Not First Generation	45.6% (N = 31)
Unknown/Not Reported	45.6% (N = 31)
International Student	
International Student	1.5% (N = 1)

Demographics of Fall 2024 Applicants and Admitted Students

There were 108 applicants for the Class of 2026. Of those, 27 full-time students started the program. The table below shows the Race/Ethnicity and Gender for those who applied and those who were admitted and enrolled.

	Applicants	Class of 2026
Race/Ethnicity		
Black	6.5% (N = 7)	0% (N = 0)
Asian	7.4% (N = 8)	3.7% (N = 1)
Hispanic/Latino	18.5% (N = 20)	14.8% (N = 4)
White	55.6% (N = 60)	74.1% (N = 20)
Multi-Ethnicity	3.7% (N = 4)	7.4% (N = 2)
American Indian/Pacific Islander/Alaskan Native	0% (N = 0)	0% (N = 0)
Unknown	5.6% (N = 6)	0% (N = 0)
Gender		
Male	16.7% (N = 18)	18.5% (N = 5)
Female	81.5% (N = 88)	77.8% (N = 21)
Non-Binary/Other	2.8% (N = 3)	3.7% (N = 1)
International Student		
International Student	7.4% (N = 8)	0% (N = 0)
First Generation		
Unknown	84.3% (N = 91)	85.2% (N = 23)
No	11	2
Yes	6	2

Comparison of the Demographic Information

The overall graduate student (n = 874) make-up of the FDU-Florham campus is 46.9% White, 13.2% Hispanic/Latino, 6.8% Black/African American, 11.6% Asian, 1.4% Two or more races/ethnicities, 0.2% American Indian or Alaskan Native, 0.1% Native Hawaiian or other Pacific Islanders, and 20% unknown. The Race/Ethnicity of the Class of 2026 is interesting to view in relation to the Race/Ethnicity of the student body in the Fall 2024 and Spring 2025 semesters. The demographic details that differ most from other graduate programs is that the new cohort has no Black/African American students, a larger Multi-Ethnicity proportion, and larger percentage of White students. The genders of students on the Florham campus are 33.6% male and 66.2% female, which is less disparate than in the FDU CMHC program. It is common for females to far outnumber males in Clinical Mental Health Counseling programs, and it is a positive development that the percentage of males in the program continued to increase this year.

The admitted compared to enrolled percentage data provides more details to evaluate the process.

Here is the Fall 2024 Applicant and Enrolled Student numbers and percentages by race/ethnicity, gender, and international status:

Demographics	Number of Applicants	Number of Accepted Applicants	Number of Applicants who Enrolled	Accepted Rate	Enrolled Rate of Accepted Applicants
Asian	8	2	1	25.0%	50.0%
Black or African-American	7	2	0	28.6%	0.0%
Hispanic/Latino	20	Missing Data	4	Missing Data	Missing Data
Multi-Ethnicity	4	3	2	75.0%	66.7%
International	11	4	0	36.4%	0.0%
Unknown	6	3	0	50.0%	0.0%
White	60	35	20	58.3%	57.1%
Female	88	42	23	47.7%	54.8%
Male	18	7	4	38.9%	57.1%
Non-binary/gender fluid	3	0	0	0.0%	0.0%

This information clarifies details related to applicants, acceptances, and enrollments. What stands out is that the Black or African-American and Asian applicants were accepted at a notably lower rate compared to other race/ethnicities, though the few applicants, makes it hard to assess the statistical significance of those lower rates. It is also notable that the highest percentage acceptance and enrollment was for multi-ethnicity applicants, though as with all applicant race/ethnicities other than White, the number of applicants is small. Based on the small numbers of applicants, this data should be monitored over time to identify trends that may not be apparent based on too few applicants for statistical conclusions. An initial conclusion is that more attempts to recruit a diverse cohort is advisable.

Summary of Program Evaluation Results

The program evaluation results provide evidence of both strengths and areas for growth in the CMHC program. An initial observation based on student data is that the Racial/Ethnic diversity in the CMHC program is less than the university for the Fall 2024 semester. The percentage of females in the CMHC program is far higher than males in the program, though the incoming cohort indicates a positive shift towards more males. Based on the incoming cohort, continued efforts to ensure diversity in both gender and racial/ethnic identity in the future is recommended.

The results for the CPCE for the Class of 2024 were delivered in the Fall of 2024. For the CPCE, there was a 100% pass rate. The results show that CMHC students performed well above the national mean overall and on all eight sections of the CPCE. This performance indicates that the program is preparing students well across all content areas

The class of 2024 took the NCE in their last semester in the counseling program. The pass rate was 100%, with our CMHC students at or above the national mean overall and in all content areas except Career, though that was only 0.1 points below the national average.

Finally, analyzing the KPI data in relation to the CPCE and NCE shows that our students are successfully moving through the program. There are a few students who did not meet the standard for specific KPIs in the introduction stage but all succeeded in the reinforcement and mastery stages of KPI assessment. This

finding is consistent with the national testing showing our students are well prepared across all areas.

Program Modifications Based on Program Evaluation

As a result of the data captured and analyzed in the 2024-2025 program evaluation process, it appears that students are performing well and there are no significant modifications needed at this time. However, there is advising, monitoring, and planning needed to assure ongoing improvement.

Since this was the second year using newly developed SLOs and KPIs, the program will continue to monitor the ability of those KPIs to track student performance in meeting the Program Objectives and SLOs. It will be important to assure that students reach mastery, and the program will monitor if there are any changes that need to be addressed to assure all students succeed in the introductory SLO stage.

The 2024-2025 academic year was one of significant change with the addition of a new faculty member. That addition will allow courses to have the same instructor over multiple years, allowing for greater consistency in course content and monitoring of student performance, though it will take several years to fully assess the significance of the change for student preparation and program planning.

For recruitment of new CMHC students, the CMHC program will review current strategies and formulate additional approaches for increasing racial/ethnic diversity and increasing the number of male and non-binary/other gendered students in the program. A strategy for recruiting a more diverse student body should be developed.

Assessment Process

The FDU CMHC program uses data from multiple sources in its assessment process. The process begins with collecting the data, which involves compiling scores from KPIs, collecting CPCE and NCE testing data, and, every three years, administering surveys to alumni, sites that host our interns, and organizations that hire our graduates. Once the data is gathered, it is organized into tables showing passing rates for testing scores related to national averages, KPIs and survey results. Then, the data is examined by the core faculty in the CMHC

program. When examining the data, the faculty are looking for evidence of strengths and weaknesses in the program along with how well the assessment process is generating data that is useful for program evaluation. Following a faculty review of the data, they generate the final list of program modifications based on the results of the program evaluation.

Student Assessment Data

The goal of the assessment process is to collect data on the performance of students, the curriculum, and the program. The process seeks to identify assignments and evaluations that are particularly indicative of students' progress in learning. Therefore, this section will be divided into the following sections, 1. Student Learning Outcomes and Key Performance Indicators, 2. Counselor Preparation Comprehensive Exam, and 3. National Counselor Exam.

Student Learning Outcomes and Key Performance Indicators

The FDU CMHC program identified nine Student Learning Outcomes (SLOs) that were linked with Key Performance Indicators (KPIs) gathered at multiple points of time during the program. Target scores were set for each KPI based on requirements in the CMHC program. For the course assignments, passing scores were set at 80% or above based on the passing score for courses in the CMHC program and scores on the supervisor evaluations are set at 2 or above, corresponding with a satisfactory or better rating. For the CPCE exam, the passing score for our program is at or above one standard deviation below the mean (z-score of -1). For the NCE, the passing score is set by the National Board of Certified Counselors (NBCC) who create the test and deliver the scores. Below are KPI passing rates Introduction, Reinforcement, and Mastery of an SLO followed by the scores on the CPCE and NCE.

2024-2025 Key Performance Indicators

Below is information on the percent of students who met the standard for each KPI at the stages of Introduction, Reinforcement, and Mastery. The students all met the requirement for mastery, though there were several students rated below the expected level at introduction. The performance of students in the introduction stage showed that a few performed worse than their peers, though it

is expected that as with previous cohorts, they will improve and reach success in the mastery of the content area.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Introduction	Reinforcement	Mastery
100%	100%	100%

2. SOCIAL AND CULTURAL DIVERSITY

Introduction	Reinforcement	Mastery
100%	100%	100%

3. HUMAN GROWTH AND DEVELOPMENT

Introduction	Reinforcement	Mastery
100%	100%	100%

4. CAREER DEVELOPMENT

Introduction	Reinforcement	Mastery
100%	100%	100%

5. COUNSELING AND HELPING RELATIONSHIPS

Introduction	Reinforcement	Mastery
96%	100%	100%

6. GROUP COUNSELING AND GROUP WORK

Introduction	Reinforcement	Mastery
100%	100%	100%

7. ASSESSMENT AND TESTING

Introduction	Reinforcement	Mastery
100%	100%	100%

8. RESEARCH AND PROGRAM EVALUATION

Introduction	Reinforcement	Mastery
96%	100%	100%

9. CLINICAL MENTAL HEALTH COUNSELING

Introduction	Reinforcement	Mastery
85%	100%	100%

Counselor Preparation Comprehensive Exam

The Counselor Preparation Comprehensive Exam (CPCE) serves as the comprehensive exam for the program and is taken in the summer semester after students' second year and before their final semester in the program. Since it is a national exam designed by the National Board of Certified Counselors (NBCC), Center for Credentialing & Education (CCE), it is a good measure of how students compare with the national average for those taking the exam. The results are provided below for the 2024 graduating class in total and for each of the eight sections, 1. Professional Counseling Orientation and Ethical Practice, 2. Social and Cultural Diversity, 3. Human Growth and Development, 4. Career Development, 5. Counseling and Helping Relationships, 6. Group Counseling and Group Work, 7. Assessment and Testing, 8. Research and Program Evaluation. For each of those categories, the scores have been converted into a z-Score, such that the score of 0 is equivalent to the National Average and 1 point is indicative of one standard deviation. The CMHC mean scores were above the national mean overall and in all eight subcategories.

Counselor Preparation Comprehensive Exam	Graduates in 2024
CPCE Total	0.42
CPCE Section 1: Professional Counseling Orientation and Ethical Practice	0.29
CPCE Section 2: Social and Cultural Diversity	0.18
CPCE Section 3: Human Growth and Development	0.26
CPCE Section 4: Career Development	0.30
CPCE Section 5: Counseling and Helping Relationships	0.19
CPCE Section 6: Group Counseling and Group Work	0.07
CPCE Section 7: Assessment and Testing	0.33
CPCE Section 8: Research and Program Evaluation	0.74

National Counselor Exam

The NCE score report for Fall 2024 (of Graduates of 2024) shows that 19 students from the Counseling Program were tested and pass rate was 100%. The CMHC mean scores were above the national average overall and at or above in all 14 subcategories except for Career Development which was 0.1 below the national average.

CACREP Content Areas				
National Counselor Exam	CMHC		National	
	Mean	Standard Deviation	Mean	Standard Deviation
Professional Counseling Orientation and Ethical Practice	7.3	1.3	7.3	1.9
Social and Cultural Diversity	6.7	1.8	6.5	1.9
Human Growth and Development	10.6	2.0	10.4	2.5
Career Development	7.2	2.3	7.3	2.8
Counseling and Helping Relationships	43.3	5.2	40.3	7.7
Group Counseling and Group Work	12.5	2.6	12.4	3.1
Assessment and Testing	23.1	3.2	21.8	4.4
Research and Program Evaluation	3.2	1.2	2.3	1.2
TOTAL SCORE	113.8	9.0	108.4	17.2

Work Behaviors and Domains				
National Counselor Exam	CMHC		National	
	Mean	Standard Deviation	Mean	Standard Deviation
Professional Practice and Ethics	12.5	2.2	11.5	3.1
Intake, Assessment and Diagnosis	14.0	2.6	13.3	2.8
Areas of Clinical Focus	34.7	3.8	33.3	5.4
Treatment Planning	10.1	1.7	10.1	2
Counseling Skills and Interventions	32.3	3.4	30.8	5.9
Core Counseling Attributes	10.3	1.6	9.4	2.1
TOTAL	113.8	9	108.4	17.2