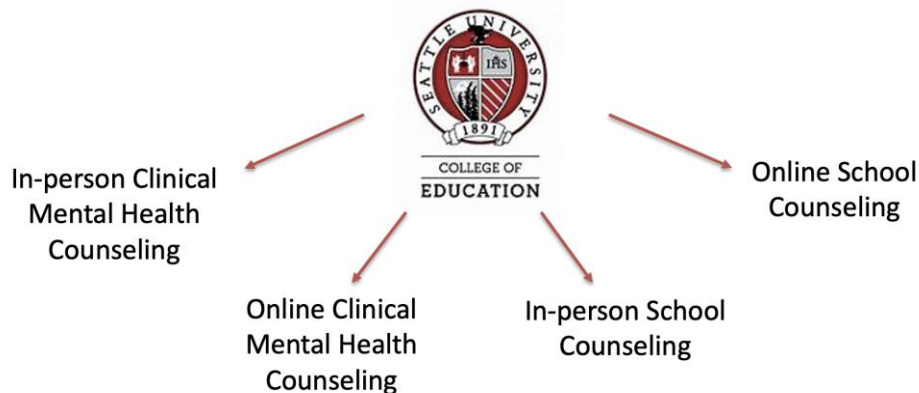




2025 Annual Report Counseling Department | College of Education

Introduction

As part of our continual efforts to provide excellent training for school and clinical mental health counselors, Seattle University's Counseling Department is providing this report of counseling department data gathered in AY 2024-2025 and assessed in the fall of 2025. Additionally included are subsequent actions and program improvements made based on the data. This report highlights the recent activities, changes, and initiatives that affect the two program tracks with two program delivery types within Seattle University's Counseling Department.



Counseling Program Mission Statement

The Seattle University Counseling Department is committed to preparing ethical, self-aware counselors devoted to social justice, equity, and anti-racism. We develop students' multicultural and social justice competence to ensure an understanding of systemic oppression that will help them advocate with and for marginalized communities. Our graduates are change agents that promote justice and foster individual and collective wellbeing through their integrity, reflective practice, and sustained efforts addressing inequities in their counseling.

Program Objectives

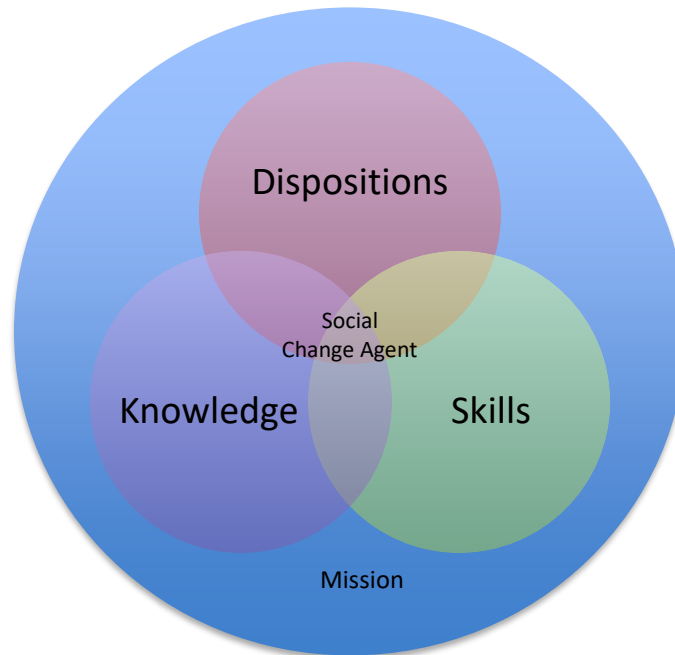
We strive to prepare counselors who:

1. Integrate critical knowledge essential for professional counselors in a diverse society.
2. Demonstrate foundational skills with self-awareness in practice settings.
3. Organize strategies for social justice within and beyond practice settings.
4. Engage in relationships which demonstrate our professional dispositions.

Counseling Assessment System

To ensure that students meet the program objectives, students are assessed on *knowledge*, *skills*, and *dispositions* throughout the program. To assess student progress in these three areas the Counseling Program uses an assessment system, referred to as the Counseling Assessment System (CAS), to evaluate student's ability to meet Academic Standards (i.e., knowledge and skills) and demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors and social change agents (See Figure 1).

Figure 1: Counseling Assessment System



Academic Quality Indicators

Academic Standards include earning a B or higher in the required courses and earning the minimum threshold or higher as identified on all Key Performance Indicator (KPI) assignments using the following scale:

- 5 = Exceptional
- 4 = Proficient
- 3 = Average
- 2 = Developing
- 1 = Inadequate
- 0 = Harmful

Key Performance Indicators (KPIs) are assessed at two points throughout the program. KPIs are as follows:

1. Students will use technology to demonstrate professional conduct, knowledge of ethical decision-making models, and familiarity with the ACA Code of Ethics and legal statutes.

2. Students will explore the relevance of multicultural and social justice issues impacting culturally diverse individuals.
3. Students will apply their understanding of human growth and development theories in culturally appropriate ways to improve client understanding, well-being, and enhance resiliency from a multicultural and social justice framework.
4. Students will apply knowledge of career development theories in culturally appropriate ways to help clients make informed career decisions.
5. Students will be introduced to/demonstrate/apply culturally appropriate counseling skills to work with diverse populations.
6. Students will apply knowledge of group counseling theories and techniques in culturally appropriate ways to facilitate groups.
7. Students will use their understanding of assessment in culturally appropriate ways to help clients understand their abilities, aptitudes, achievements, and interests.
8. Students will utilize knowledge of research to evaluate services and make research based professional judgments.
9. Students will develop foundational knowledge of working in a clinical mental health agency.
10. Students will develop foundational knowledge of working in a K-12 school.

Table 1: Department KPI Assignment Average Ratings for AY24-25

Key Performance Indicator	Assessment Point 1	Assessment Point 2	Assessment Point 3 (where applicable)
Students will use technology to demonstrate professional conduct, knowledge of ethical decision-making models, and familiarity with the <i>ACA Code of Ethics</i> and legal statutes.	Ethical Decision-Making Model Minimum: 3 CMHC: 4 OSC: 4.45 OCMHC: 4.2 SCOUN: 3.95 Dept: 4.15	Case Presentation Minimum: 4 CMHC: 4 OSC: n/a OCMHC: 4.74 SCOUN: 3.96 Dept: 4.23	
Students will explore the relevance of multicultural and social justice issues impacting culturally diverse individuals.	Cultural Humility-Building Experience Minimum: 2 CMHC: 4 OSC: 4.94 OCMHC: 3.08 SCOUN: 4 Dept: 4	Advocacy Project Minimum: 4 CMHC: 4 OSC: N/A OCMHC: 4.95 SCOUN: 5 Dept: 4.65	
Students will apply their understanding of human growth and development theories in culturally appropriate ways to improve client understanding, well-being, and enhance resiliency from a	Lifespan Autobiography Minimum: 3 CMHC: 4	Case Presentation Minimum: 4 CMHC: 4	

multicultural and social justice framework.	OSC: 4.39 OCMHC: 3.62 SCOUN: 3.93 Dept: 3.86	OSC: n/a OCMHC: 4.74 SCOUN: 3.96 Dept: 4.23	
Students will apply knowledge of career development theories in culturally appropriate ways to help clients make informed career decisions.	Career Autobiography Minimum: 3 CMHC: 4.84 OSC: 3.20 OCMHC: 4.25 SCOUN: 3.54 Dept: 3.86	Career Dev. Case Study Minimum: 3 CMHC: N/A OSC: N/A OCMHC: 4.02 SCOUN: 3 Dept: 3.51	
Students will <i>be introduced to/demonstrate/apply</i> culturally appropriate counseling skills to work with diverse populations.	Counselor Competency Assessment I Minimum: 2 CMHC: 3 OSC: 3.6 OCMHC: 3 SCOUN: 4 Dept: 3	Counselor Competency Assessment II Minimum: 2 CMHC: 2.87 OSC: 4 OCMHC: 3 SCOUN: 3 Dept: 3.42	
Students will apply knowledge of group counseling theories and techniques in culturally appropriate ways to facilitate groups.	Group Reflection Minimum: 3 CMHC: 4.85 OSC: 3.21 OCMHC: 4.25 SCOUN: 3.54 Dept: 3.96	CCA IV Minimum: 4 CMHC: 5 OCMHC: 4 SCOUN: 5 OSC: N/A Dept: 4.67	
Students will use their understanding of assessment in culturally appropriate ways to help clients understand their abilities, aptitudes, achievements, and interests.	Test Results and Communication Video Minimum: 2 CMHC: 5 OCMHC: 4.52 OSC: 3.03 SCOUN: 4.46 Dept: 4.25	Case Presentation Minimum: 4 CMHC: 4 OSC: n/a OCMHC: 4.74 SCOUN: 3.96 Dept: 4.23	
Students will utilize knowledge of research to evaluate services and make research based professional judgments.	Research Design Minimum: 2 CMHC: 5	Advocacy Project Minimum: 4 CMHC: 5	

	OCMHC: 3.79 OSC: 4.26 SCOUN: 5 Dept: 4.084	OCMHC: 4.95 SCOUN: 5 OSC: N/A Dept: 4.98	
Students will develop foundational knowledge of working in a clinical mental health agency.	CMHC Observation & Interview Minimum: 2 CMHC: 4.8 OCMHC: 3.75 Dept: 4.27	CCA III Minimum: 3 CMHC: 3.77 OCMHC: 3.98 Dept: 3.87	CCA IV Minimum: 4 CMHC: 5 OCMHC: 4 Dept: 4.5
Students will develop foundational knowledge of working in a K-12 school.	School Counselor Interview Paper Minimum: 3 OSC: 3.78 SCOUN: 2.95 Dept: 3.46	Case Video Presentation and Evaluation Minimum: 3 SCOUN: 4.26 OSC: N/A Dept: 4.26	Advocacy Project Minimum: 4 SCOUN: 5 OSC: N/A Dept: 5

Professional dispositions in the Counseling Program include the following and are assessed at four different points throughout the three-year program duration. Students are expected to obtain the minimum threshold identified for each assessment point or higher. The four transition points and their minimum thresholds are as follows:

- | | |
|---|----------------------|
| 1. Formative: Fall Quarter of Year 1 | Minimum Threshold: 2 |
| 2. Candidacy: Fall Quarter of Year 2 | Minimum Threshold: 2 |
| 3. Field Placement: Spring Quarter of Year 2 | Minimum Threshold: 3 |
| 4. Internship Advancement: Fall Quarter of Year 3 | Minimum Threshold: 3 |

Listed below are the program's professional dispositions and their minimum thresholds at each assessment point:

1. *Self-Expression*: Expresses self effectively and appropriately
2. *Listening*: Listens to others
3. *Cooperativeness*: Cooperates with others
4. *Feedback*: Able to receive and integrate feedback
5. *Respect*: Demonstrates respect for others in a non-judgmental way.
6. *Self-awareness*: Awareness of own impact on others
7. *Conflict*: Appropriately handles conflict with others
8. *Personal responsibility*: Takes personal responsibility
9. *Professional*: attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. *Motivation*: Takes initiative to complete tasks
11. *Multiculturalism*: Accepting of social and cultural diversity
12. *Social Justice*: Attitudes and behaviors promote a just world

During the four transition points, academic standards and professional dispositions are reviewed. The following data is a summary of the Counseling Assessment System data for the Counseling Department during the 24-25 academic year:

Table 2: Department Professional Disposition Average Ratings for AY24-25

Disposition	Assessment Pt. 1	Assessment Pt. 2	Assessment Pt. 3	Assessment Pt. 4
Minimum Threshold	2	2	3	3
Self-Expression	3.0525	3.735	3.4625	3.80333
Listening	3.0575	3.76	3.435	3.84
Cooperativeness	3.0625	3.815	3.685	3.9
Feedback	3.0025	3.7775	3.43	3.83333
Respect	3.07	3.7975	3.435	3.93
Self-Awareness	3	3.775	3.43	3.81
Conflict	3.045	3.7225	3.435	3.80333
Personal Responsibility	3.05	3.8375	3.7025	3.91333
Professional	3.0325	3.775	3.45	3.86667
Motivation	3.0475	3.755	3.4525	3.91
Multiculturalism	3.0975	3.7575	3.465	3.84667
Social Justice	3.1075	3.7675	3.4525	3.83

Table 3: On-ground CMHC Professional Disposition Average Ratings for AY24-25

Disposition	Assessment Pt. 1	Assessment Pt. 2	Assessment Pt. 3	Assessment Pt. 4
Minimum Threshold	2	2	3	3
Self-Expression	2.8	2.92	3	3.18
Listening	2.8	3	3	3.25
Cooperativeness	2.84	3.3	4	3.43
Feedback	2.8	3.15	3	3.27
Respect	2.76	3.15	3	3.47
Self-Awareness	2.76	3.15	3	3.2
Conflict	2.76	2.92	3	3.18
Personal Responsibility	2.8	3.3	4	3.47
Professional	2.76	3.07	3	3.31
Motivation	2.76	3.07	3	3.43
Multiculturalism	2.84	2.92	3	3.27
Social Justice	2.88	3	3	3.22

Table 4: On-ground SCOUN Professional Disposition Average Ratings for AY24-25

Disposition	Assessment Pt. 1	Assessment Pt. 2	Assessment Pt. 3	Assessment Pt. 4
Minimum Threshold	2	2	3	3
Self-Expression	3	4.66	4	4
Listening	3	4.66	4	4
Cooperativeness	3	4.66	4	4
Feedback	3	4.66	4	4
Respect	3	4.66	4	4
Self-Awareness	3	4.66	4	4
Conflict	3	4.66	4	4
Personal Responsibility	3	4.66	4	4
Professional	3	4.66	4	4
Motivation	3	4.66	4	4
Multiculturalism	3	4.66	4	4
Social Justice	3	4.66	4	4

Table 5: Online CMHC Professional Disposition Average Ratings for AY24-25

Disposition	Assessment Pt. 1	Assessment Pt. 2	Assessment Pt. 3	Assessment Pt. 4
Minimum Threshold	2	2	3	3
Self-Expression	2.96	3.25	2.96	4.23
Listening	2.95	3.27	2.96	4.27
Cooperativeness	2.99	3.23	2.96	4.27
Feedback	2.94	3.23	2.96	4.23
Respect	2.97	3.27	2.96	4.32
Self-Awareness	2.94	3.22	2.96	4.23
Conflict	2.97	3.27	2.96	4.23
Personal Responsibility	2.96	3.25	2.97	4.27
Professional	2.98	3.23	2.96	4.29
Motivation	2.98	3.22	2.97	4.3
Multiculturalism	2.97	3.27	2.97	4.27
Social Justice	2.97	3.27	2.97	4.27

Table 6: Online SCOUN Professional Disposition Average Ratings for AY24-25
(No 3rd year students for Assessment 4)

Disposition	Assessment Pt. 1	Assessment Pt. 2	Assessment Pt. 3	Assessment Pt. 4
Minimum Threshold	2	2	3	
Self-Expression	3.45	4.11	3.89	
Listening	3.48	4.11	3.78	
Cooperativeness	3.42	4.07	3.78	
Feedback	3.27	4.07	3.76	
Respect	3.55	4.11	3.78	
Self-Awareness	3.30	4.07	3.76	
Conflict	3.45	4.04	3.78	
Personal Responsibility	3.44	4.14	3.84	
Professional	3.39	4.14	3.84	
Motivation	3.45	4.07	3.84	
Multiculturalism	3.58	4.18	3.89	
Social Justice	3.58	4.14	3.84	

Student Statistics

A total of **535** applicants were admitted into the Counseling Program. Of these, **140** were admitted into the CMHC program track (**30** on-ground and **110** online), and **67** were admitted into the School Counseling program track (**23** on-ground and **44** online). Please refer to Tables 7 through 12 for the student data for each specialty area and modality available during Fall 2024. Please note that ethnic group and sex categories are based on university category designations. Sex categories do not accurately represent students' current gender identities

A total of **120** students graduated from the Counseling Program during the 2024–2025 academic year. Of these graduates, **92** completed the Clinical Mental Health Counseling (CMHC) program track, with **49** graduating from the on-ground CMHC modality and 44 graduating from OCMHC. Additionally, **27** students graduated from the School Counseling program track, all of whom completed the on-ground School Counseling modality. The online School Counseling program did not have a graduating cohort during this academic year. Please refer to Tables 13 through 16 for the student data for each specialty area and modality available during Fall 2024. Please note that ethnic group and sex categories are based on university category designations. Sex categories do not accurately represent students' current gender identities

Of the **373** students, **109** were enrolled in the in-person, synchronous clinical mental health counseling track, 263 students were enrolled in the online, asynchronous clinical mental health counseling track, 82 students were enrolled in the in-person, synchronous school counseling track, and 80 students were enrolled in the online, asynchronous school counseling track. Please refer to Tables 17 through 22 for the student data for each specialty area and modality available during Fall 2024. Please note that ethnic group and sex categories

are based on university category designations. Sex categories do not accurately represent students' current gender identities:

Table 7: Clinical Mental Health Counseling Students Fall AY24-25

Program modality	Applications	Enrolled – New	Enrolled – Total	Graduated
On-Ground	175	30	109	49
Online	256	110	263	44
Total	431	140	373	92

Table 8: Applicant Demographics

Ethnic Group	Sex - Female	Sex - Male	Unknown	Total
White	346	77	1	424
Asian	57	12	1	70
Black	21	10	0	31
Native	13	2	0	15
Two or more races / Unknown combined*	15	5	35	55

Table 9: On-ground CMHC Applicant Demographics

Ethnic Group	Sex - Female	Sex - Male	Unknown	Total
White	93	23	0	116
Asian	25	10	1	36
Black	10	2	0	12
Native	3	1	0	4
Unknown / Other	4	3	0	7

Table 10: On-ground School Counseling Applicant Demographics

Ethnic Group	Sex - Female	Sex - Male	Unknown	Total
White	84	17	0	101
Asian	15	1	0	16
Black	3	5	0	8
Native	1	0	0	1
Unknown / Other	5	1	1	7

Table 11: OCMHC Applicant Demographics

Ethnic Group	Sex - Female	Sex - Male	Unknown	Total
White	169	37	1	207
Asian	17	1	0	18
Black	8	3	0	11
Native	9	1	0	10
Unknown / Other	6	1	2	9

Table 12: OSC Applicant Demographics

Ethnic Group	Sex - Female	Sex - Male	Unknown	Total
White	52	12	0	64
Asian	6	0	0	6
Black	3	4	0	7
Native	1	0	0	1

Unknown / Other	4	1	1	6
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Table 13: Degree Completion Demographics

Ethnic Group	Sex - Female	Sex - Male	Total
Asian	8	2	10
Black	4	0	4
Hispanic	13	3	16
Native	1	0	1
Non-Resident	1	1	2
Two or more races	11	2	13
White	63	8	71

Table 14: Degree Completion – On-Ground CMHC

Ethnic Group	Sex - Female	Sex - Male	Total
Asian	3	0	3
Hispanic	4	0	4
Non-Resident	0	1	1
Two or more races	6	0	6
White	26	7	33

Table 15: Degree Completion – OCMHC

Ethnic Group	Sex - Female	Sex - Male	Total
Asian	4	1	5
Black	3	0	3
Hispanic	4	1	5
Non-Resident	1	0	1
Two or more races	3	1	4
White	25	0	25

Table 16: Degree Completion – On-Ground SCOUN

Ethnic Group	Sex - Female	Sex - Male	Total
Asian	1	1	2
Black	1	0	1
Hispanic	5	2	7
Native	1	0	1
Two or more races	2	1	3
White	12	1	13

Table 17: On-ground CMHC Demographics AY24-25

Ethnic Group	Sex - Female	Sex - Male	Total
White	52	18	70
Two or more races	10	0	10
Hispanic	9	4	13
Asian	8	0	8
Non-Resident	1	1	2
Unknown/Other	0	1	6

Table 18: Online CMHC Demographics AY24-25

Ethnic Group	Sex - Female	Sex - Male	Total
White	144	23	167
Hispanic	24	5	29
Asian	23	3	26
Two or more races	14	6	20
Black	10	1	11
Native	3	1	4
Islander	2	0	2
Unknown	2	0	2
Non-Resident	1	0	1

Table 19: School Counseling Students Fall AY24-25

Program modality	Applications	Enrolled – New	Enrolled – Total	Graduated
On-Ground	49	23	82	27
Online	84	44	80	N/A
Total	133	67	162	27

Table 20: On-ground SCOUN Demographics AY24-25

Ethnic Group	Sex - Female	Sex - Male	Total
White	33	8	41
Hispanic	11	2	13
Asian	10	2	12
Two or more races	7	2	9
Black	4	1	5
Native	1	0	1
Non-Resident	1	0	1
White	33	8	41
Hispanic	11	2	13

Table 21: Online SCOUN Demographics AY24-25

Ethnic Group	Sex - Female	Sex - Male	Total
White	39	7	46
Hispanic	12	3	15
Two or more races	7	1	8
Asian	7	0	7
Native	1	0	1
Islander	1	0	1
Unknown	1	0	1
Black	0	1	1

Table 22: Demographics Across Programs AY24-25

Ethnic Group	Sex - Female	Sex - Male	Total
White	268	56	324
Hispanic	68	14	82
Asian	48	5	53
Two or more races	38	9	47
Black	14	3	17
Native	6	2	8
Islander	4	0	4
Non-Resident	4	1	5
Unknown/Other	3	1	4

Table 23: Demographics Comparison: Fall 2023 vs. Fall 2024

Ethnic Group	Sex - Female	Sex - Male	Total
White	58.82%	59.56%	+0.74%
Hispanic	14.95%	15.07%	+0.12%
Asian	10.78%	9.74%	-1.04%
Two or more races	8.09%	8.64%	+0.55%
Black	3.68%	3.13%	-0.55%
Native	0.74%	1.47%	+0.74%
Islander / Native Hawaiian	0.49%	0.74%	+0.25%
Non-Resident	1.72%	0.92%	-0.80%
Unknown / Other	0.74%	0.74%	0.00%

The department defines diversity as representation across historically underrepresented racial and ethnic groups as well as gender, given that counseling is a historically female-dominated profession. Between Fall 2023 and Fall 2024, total enrollment increased substantially by 33.3% (from 408 to 544 students). The proportion of students from historically underrepresented racial and ethnic groups increased modestly from 38.24% in Fall 2023 to 38.79% in Fall 2024, representing a 0.55 percentage-point increase, which did not meet the department's established minimum threshold of a 3% increase. Although the number of students from historically underrepresented backgrounds increased numerically (from 156 to 211 students), proportional growth did not keep pace with overall enrollment expansion.

Gender representation remained relatively stable across both years. Male students comprised 16.9% of total enrollment in Fall 2023 and 16.7% in Fall 2024, indicating no significant proportional increase in male representation despite numeric growth (from 69 to 91 male students). Among students from historically underrepresented racial and ethnic groups, the number of male students increased numerically (from 33 to 41 students), but their proportion declined from 21.2% to 19.4%.

Overall, while the department demonstrated success in increasing access through substantial enrollment growth, the combined diversity indicators of race/ethnicity and gender did not increase at a rate sufficient to meet the department's diversity benchmark.

Table 24: States Represented Across Programs AY24-25

State	OG-CMHC	OCMHC	OG - SCOUN	OSC	Total
AZ	0	2	0	0	2
CA	4	3	2	0	9
CO	1	1	0	1	3
FL	1	0	0	0	1
GA	1	1	0	0	2
HI	1	3	0	2	6
IA	0	1	0	0	1
ID	0	1	0	0	1
IL	0	2	0	0	2
International	0	2	0	0	4
MA	0	1	0	0	1
MD	1	0	0	0	1
ME	1	0	0	0	1
MI	0	0	1	0	1
MO	0	1	0	0	1
NJ	0	0	1	0	1
NM	0	0	1	0	1
NV	1	2	0	0	3
OR	3	2	0	0	5
PA	1	0	0	0	1
SD	0	1	0	0	1
TN	1	1	0	0	2
UT	0	1	0	0	1
VA	0	1	0	0	1
WA	88	236	77	77	476
WI	0	1	0	0	1

Faculty Demographics

Please see Table 14 for the demographics of the counseling department faculty during the 2024-2025 academic year:

Table 25: Faculty Demographics AY24-25

Ethnic Group	Male	Female	Non-binary; gender fluid
Asian	2	2	0
Black	3	9	0
Hispanic	0	1	0
White	1	13	1
International	0	2	0
With a Disability	0	7	0

Professional Practice in Clinical Training Experience

School counseling students participate in a practicum during the winter quarter of their second year and an internship during the fall, winter, and spring quarters of their third year. Clinical mental health counseling students participate in a practicum during the fall quarter of their third year and an internship during the winter, spring, and summer quarters of their third year. Students must acquire 100 hours during the practicum (40 direct hours) and 600 hours during the internship (240 direct hours).

Placement rates

Students indicate their interest and intent to participate in the PPCT experience at least one quarter prior to the start of their anticipated practicum experience. For the on-ground CMHC and online CMHC (OCMHC) programs, students typically express their intent and readiness during the Spring and Summer quarters prior to their fall practicum start. On-ground SCOUN provides their intent during the fall quarter, prior to the start of their winter practicum, and during the spring for their fall quarter internship start. Online SCOUN (OSC) provides their intent during the fall quarter, prior to the start of their spring quarter practicum, and in the spring for their fall quarter internship start. The Counseling Department's minimum threshold for placement rates is as follows:

- Spring Quarter – On-ground School Counseling Practicum Placement – Minimum Threshold: **90%**
- Winter Quarter – Online School Counseling Practicum Placement – Minimum Threshold: **90%**
- Fall Quarter – School Counseling Internship Placement – Minimum Threshold: **90%**
- Fall Quarter – Clinical Mental Health Counseling Practicum Placement – Minimum Threshold: **90%**
- Winter Quarter – Clinical Mental Health Counseling Internship Placement (if needed): Minimum Threshold: **90%**

Each program specialty area and modality has achieved over the minimum thresholds. Please see Table 15 for the PPCT placement rates for AY24-25:

Table 26: PPCT Placement rates

Program	Placed	Percentage
On-ground CMHC	55	100%
On-ground SCOUN	45	100%

Online CMHC	27	100%
Online School (practicum only)	31	100%

A total of 151 site supervisors worked with the **2024-2025 PPCT** counseling students. Site supervisors completed a survey to share their input on program/student strengths, as well as provide feedback for improvements. Below is a summary of the qualitative results.

Common themes from site supervisor feedback on program and student strengths:

- Students have interpersonal strengths
 - Feedback mentions compassion, authenticity, maturity, empathy, and excellent use of humor and reflective listening to deepen client connection.
- Students demonstrate strong clinical competence
 - Feedback mentions advanced case conceptualization, thoughtful therapeutic responses, strong paraphrasing and formulation skills, and sound judgment in crisis intervention and boundary-setting.
- Students possess positive professional qualities
 - Feedback identifies students as organized, resourceful, and collaborative, with consistent preparation and follow-through on documentation and treatment planning.
- Students show openness to learning and growth
 - Feedback notes that interns are self-reflective, receptive to feedback, and eager to enhance their skills. They demonstrate maturity, motivation, and a genuine desire to provide the best possible care for their clients.
- Students display great leadership and teamwork
 - Feedback mentions that students are skilled in consultation and team collaboration, with emerging confidence to act autonomously while knowing when to seek supervision.

Site supervisor feedback on program improvements:

- Address students perceived declines in program quality
 - One comment note that interns feel the graduate program has “suffered in recent years,” leading to learning that is perceived as less than ideal.
- Clarify expectations and communication
 - Feedback suggests the program could be clearer about practicum/internship hours and expectations and improve communication among students, supervisors, and faculty. Feedback also mentions that lower ratings on some scale items (e.g., research methods, testing) reflect the nature of the placement rather than deficiencies in the program, highlighting a need for clarity on how competencies relate to varied clinical settings.
- Align requirements with site realities
 - One supervisor states that the requirement to conduct group therapy is unrealistic in a private practice setting and recommends removing or revising this expectation, while affirming that interns are otherwise very well prepared for private practice.
- Many respondents report no concerns
 - Feedback notes that several supervisors have no insight into needed improvements, report no observed gaps in students’ education, and indicate no complaints from interns about the program. Some also express appreciation for the program’s support of students and proactive, hands-on communication with site supervisors.

Graduation Outcomes

The graduating class of 2025 began with 155 students across the Counseling Department. 127 of these students progressed to the Professional Practice in Clinical Training experience. 120 of these students graduated in **2025**. Please see Table 16 for track-specific data:

Table 27: Graduation Data

	# Entered program	#Entered PPCT in 3 rd year	# Graduated	Percentage Graduated
CMHC	60	55	49	81%
OCMHC	60	45	44	73%
SCOUN	35	27	27	77%
OSC*				
TOTAL	155	127	120	77%

*OSC did not have a class of students entering in 2022 or a graduating class in 2025.

The department did not meet its minimum threshold of 90% for graduation outcomes. This is due to each program having students on alternate plans or finishing internship hours in the AY25-26 quarter that will result in a later degree conferral. Additionally, a small number of students either left the program within their first year (particularly in the OCMHC program) or took a leave of absence from the program.

CPCE

Students take the Counselor Preparation Comprehensive Exam (CPCE) during their third year of the program. Students must receive a passing score to graduate from the program. In AY 24-25, the average overall score on the CPCE for Seattle University students was 96.62. The average national minimum passing score on the CPCE was 89.85. The minimum threshold for each CPCE content area is at or above the national average. The Counseling Program has **exceeded the established minimum threshold** on all content areas and total scores. The top three content areas for Seattle University students are Group Counseling and Group Work, Human Growth and Development, and Professional Counseling Orientation and Ethical Practice. Below is a table comparing the average scores of Seattle University students in each content area to the national average score.

Table 28: Counselor Preparation Comprehensive Exam (CPCE) average scores for the class of 2025

CPCE Scores AY24-25		
Content Area	Seattle U Avg Score	National Avg Score
C1: Professional Counseling Orientation and Ethical Practice	12.51153846	11.99615385
C2: Social and Cultural Diversity	11.77692308	10.52307692
C3: Human Growth and Development	12.62692308	11.70384615
C4: Career Development	12.00769231	11.28846154
C5: Counseling and Helping Relationships	11.71923077	11.05
C6: Group Counseling and Group Work	13.40384615	12.66923077
C7: Assessment and Testing	11.19230769	10.36153846
C8: Research and Program Evaluation	11.45384615	10.26538462

Average SU Overall Score	96.62
Average Minimum Passing Score	89.85

NCE

Clinical mental health counseling and school counseling (if desired) students take the National Counselor Examination (NCE) during their third year of the program. The NCE is a requirement for licensure as a counselor in various states. It is not a requirement for students to graduate. The national pass rate on the NCE is 87% for the spring 2025 examination period. The CMHC programs' pass rate is 96% for the spring 2025 examination period. The School Counseling program pass rate is 100% for the spring 2025 examination period. The counseling department's average pass rate is 98%. The department's minimum threshold of 90% has been met for each program and the counseling department as a whole.

Below are the clinical mental health counseling graduating class of 2025 average scores during the spring 2025 examination cycle:

Table 29: NCE Work Behaviors and Domains – CMHC

Work Behaviors and Domains			
	Items	University Mean	National Mean
Professional Practice and Ethics	19	13.3	11.8
Intake, Assessment and Diagnosis	19	15.3	13.6
Areas of Clinical Focus	47	37.5	34
Treatment Planning	14	11.2	10.2
Counseling Skills and Interventions	48	34.5	31.4
Core Counseling Attributes	13	11	9.7
	160	122.7	110.8

Table 30: NCE Work Behaviors and Domains – School Counseling

Work Behaviors and Domains			
	Items	University Mean	National Mean
Professional Practice and Ethics	19	12.2	11.8
Intake, Assessment and Diagnosis	19	13.8	13.6
Areas of Clinical Focus	47	35.7	34
Treatment Planning	14	10	10.2
Counseling Skills and Interventions	48	32.3	31.4
Core Counseling Attributes	13	8.7	9.7
Score	160	112.7	110.8

Table 31: NCE CACREP Content Areas – CMHC

CACREP Content Areas		
	University Mean	National Mean
Professional Counseling Orientation and Ethical Practice	7.9	7.2
Social and Cultural Diversity	7.9	6.7
Human Growth and Development	12.2	10.5
Career Development	8	7.4
Counseling and Helping Relationships	45.5	41.4
Group Counseling and Group Work	13.2	12.6
Assessment and Testing	25.1	22.4
Research and Program Evaluation	3.0	2.5
Score	122.7	110.8

Table 32: NCE Work Behaviors and Domains – School Counseling

CACREP Content Areas		
	University Mean	National Mean
Professional Counseling Orientation and Ethical Practice	7.8	7.2
Social and Cultural Diversity	6.7	6.7
Human Growth and Development	11.5	10.5
Career Development	8.3	7.4
Counseling and Helping Relationships	40.8	41.4
Group Counseling and Group Work	12.5	12.6
Assessment and Testing	22.5	22.4
Research and Program Evaluation	2.5	2.5
Score	112.7	110.8

Graduate Follow-up

During follow-up, graduate surveys are provided to determine the graduates' attainment of program knowledge, skills, and dispositions. An exit survey is provided to all students during their final quarter of the program in their Internship III course. A follow-up Alumni survey is distributed to students after graduation during the fall and winter quarters. This timing allows graduates sufficient time to seek employment and provides more accurate data following the exit survey. The following tables summarize the graduate survey data from both surveys:

Table 33: Graduate Survey Overview

Category	School Counseling – Graduates	CMHC – Graduates
Full Time Employed	80%	86%
Employment Setting	K-12	Private Practice Group Practice Community Mental Health State Agency
Doctoral Admissions	0	2

Of the **79** respondents, **58%** were graduates of the clinical mental health counseling program, and **41%** were graduates of the school counseling program. **83%** of those who completed the survey were employed. Graduates were also invited to share input on program strengths and feedback for program improvements. Below are the qualitative results.

Graduate feedback on program strengths:

- Practicum and Internship Experiences
 - Students consistently cited PPCT as the most impactful component for skill development and confidence building.
 - Graduates noted they appreciated the hands-on experience, and site supervisors were crucial for growth and employment readiness.
- Faculty Mentorship
 - Multiple faculty members named as significant supports (e.g., Dr. Joseph, Dr. Brewer, Dr. Bodie, Dr. Dockery, Dr. Driscoll, Dr. Maza, Dr. Gess, Dr. Zhao).
 - Mentorship provided guidance, encouragement, and career support (including PhD applications).
- Coursework - Graduates highlighted specific courses highlighted:
 - Human Sexuality Counseling
 - Multicultural Counseling
 - Ethics, Theory, Lifespan, Career Counseling were also mentioned once
 - Skills-based courses and role-play labs
- Graduates mentioned that the emphasis on social justice and cultural competence was highly valued.
- Residency and Group Experiences
 - Students reported residency provided meaningful in-person connections and learning.
 - Group counseling courses and consultation experiences were noted as valuable.
- Peer and Cohort Support
 - Graduates identified relationships with classmates and collaborative learning were significant contributors.
- Additional Supports
 - Graduates appreciated the placement faculty coordinators' assistance for securing sites.
 - Graduates enjoyed the synchronous demonstrations and interactive learning opportunities.

Graduate feedback on program improvements:

- For improvements, students most often call for better organization and communication, citing leadership and advisor turnover, unclear expectations, inconsistent syllabi and instructions, and adjuncts starting classes without adequate preparation.
- Many recommend streamlining and better aligning coursework, reducing redundant or overly long assignments, strengthening organization of specific classes (e.g., child/adolescent, case management, consultation), and providing more realistic, practice-oriented projects.

- Students strongly desire more practical training in theory and skills, including additional opportunities in year 2 for applied interventions, faculty demonstrations (live or recorded), structured role plays, and earlier preparation for group work and internship realities.
- Several responses urge clearer and more supportive practicum/internship structures, including ensuring sites can provide required hours, more accountability when sites fall short, and clearer guidance on CPCE, NCE, licensure requirements, and internship expectations—particularly for working students in the online program.
- Some students express concern about the extent of online/asynchronous coursework and heavy reliance on adjuncts in an on-ground counseling program, recommending more synchronous engagement and stable core faculty presence across the program.
- A few notes that residency and program milestones could better support confidence and celebration (e.g., more encouraging feedback during residency, aligning commencement timing with internship completion, and building in more opportunities for cohort connection and alumni/3rd year panels).