Department of Counseling
2025 Annual CACREP Report

Includes Fall 2024 Spring 2025, Summer 2025

The Counseling Department, consistent with the mission of Xavier University, seeks to prepare individuals to serve as professional, multiculturally-competent and ethical school and clinical counselors in diverse practice environments. Our CACREP accredited programs emphasize service- learning, social justice, theory and evidence-based practice in both course work and practical experience. These programs include:

Master of Arts in Clinical Mental Health Counseling
Master of Arts in School Counseling

Program	Graduates	Pass Rates	Estimated Completion Rate	Estimated Job Placement Rate
Clinical Mental Health Counseling	68	91%	100%	100%
School Counseling	14	100%	100%	100%

Core Faculty

Dr. Rhonda Norman |Chair, Associate Professor
Dr. Michelle Hall | Professor
Dr. Kimberly Farley | Assistant Professor
Dr. Brent Richardson | Professor
Dr. Brian Russ | Assistant Professor
Dr. Norm Townsel | Clinical Coordinator, Teaching Professor

Full-Time Non-Core Faculty

Dr. Erica Ogletree | Assistant Professor
Kristen Toole | Visiting Professor

Student Enrollment

Fall 2024 Enrollment by Program
Census Day Data

Clinical Mental Health Counseling (CMHC)
Fall 2024
Census Day

Race/Ethnicity	Female	Male	Total
Asian	4	1	5
Black or African-American	12	3	15
Hispanic	3	1	4
More than 1 race	0	0	0
Non-resident alien	1	0	1
Unknown	1	0	1
White	91	16	107
Total	**112**	**21**	**133**

School Counseling (SCON)
Fall 2024
Census Day

Race/Ethnicity	Female	Male	Total
American Indian or Alaskan Native	0	0	0
Black or African-American	0	1	1
Hispanic	1	0	1
More than 1 race	2	0	2
Unknown	0	0	0
White	17	3	20
Total	**20**	**4**	**24**

Clinical Mental Health Counseling (CMHC)

Spring 2025

Census Day

Race/Ethnicity	Female	Male	Total
Asian	4	1	5
Black or African-American	14	3	17
Hispanic	3	1	4
More than 1 race	0	0	0
Non-resident alien	1	0	1
Unknown	1	0	1
White	94	18	112
Total	**117**	**23**	**140**

School Counseling (SCON)

Spring 2025

Census Day

Race/Ethnicity	Female	Male	Total
American Indian or Alaskan Native	0	0	0
Black or African-American	0	0	0
Hispanic	1	0	1
More than 1 race	2	0	2
Unknown	0	0	0
White	15	4	19
Grand Total	**18**	**4**	**22**

Clinical Mental Health Counseling (CMHC)
Summer 2025
Census Day

Race/Ethnicity	Female	Male	Total
Asian	4	1	5
Black or African-American	15	4	19
Hispanic	3	0	3
More than 1 race	0	0	0
Non-resident alien	1	0	1
Unknown	2	0	2
White	94	19	113
Total	**119**	**24**	**143**

Clinical Mental Health Counseling (CMDT)
Summer 2025
Census Day

Race/Ethnicity	Female	Male	Total
Asian	0	0	0
Black or African-American	0	1	1
Non-resident alien	0	0	0
Unknown	1	0	1
White	1	1	2

School Counseling (SCON)
Summer 2025
Census Day

Race/Ethnicity	Female	Male	Total
Hispanic	1	0	1
More than 1 race	1	0	1
Non-resident alien	0	0	0
Unknown	1	0	1
White	12	2	14
Total	**15**	**2**	**17**

Multidimensional Evaluation

Key Performance Indicators	
KPI-1	Students will identify with the counseling profession in general and actively participate in appropriate professional groups and professional development activities associated with the field.
KPI-2	Students will understand and demonstrate ethical behaviors in all domains with their counseling activities. These ethical behaviors include, but are not limited to: confidentiality, assessment, group work, and consultation.
KPI-3	Students will be able to identify their own personal attitudes and values that might interfere with effective counseling of individuals who are racially and/or culturally different from themselves. Students will demonstrate understandings of competencies and ethical considerations necessary for a culturally skilled counselor.
KPI-4	Students will understand the nature of the helping relationship and illustrate competencies in counseling and consultation activities. Understanding of evidence-based theoretical approaches and techniques will be satisfactorily demonstrated.
KPI-5	Students will understand the nature of Human Growth and Development and the needs of the individuals at all developmental levels. Students will also be able to design and deliver services appropriate o the developmental stages of their clientele.
KPI-6	Students will demonstrate understanding, through academic and experiential activities, the purpose of groups and their development and dynamics. Group work approaches, including various group theories and techniques, will be satisfactorily demonstrated.
KPI-7	Students will understand the nature of career development and related life factors and satisfactorily demonstrate strategies in assisting individuals to address these issues.

KPI-8	Students will understand individual and group approaches to assessment, testing, and evaluation and demonstrate ethical, sensitive, accurate, and client centered use of assessment and evaluation techniques.
KPI-9	Students will demonstrate understanding of research methodology, statistical analysis, needs assessment and program evaluation.
CMH-KPI-10	Clinical Mental Health counseling students will demonstrate knowledge and appropriate assessments using the current edition of the Diagnostic and Statistical Manual and other clinical assessment inventories and strategies.
SC-KPI-11	School counseling students will understand the roles and responsibilities of the professional school counselor as described by the American School Counselor Association (ASCA) and will demonstrate knowledge in constructing a comprehensive developmental school counseling program in K-12 settings.

Evaluation Methods of Key Performance Indicators for Department of Counseling

Annual Report 2025

Below are the eleven Key Performance Indicators (KPIs) and descriptions of the assignment and student learning outcome where the KPI is being assessed. There are nine core key performance indicators, one for CMHC and one for SC. For each assignment, faculty will use a rubric to assess whether a student Meets (3), Partially Meets (2), or Does Not Meet (1) the learning objective. Student averages are calculated to assess student progress and inform program evaluation and improvement.

Point of Evaluation	1	2	3	4	5	6	7	8	9	10	11
	M= 3.0	M=2.87	M=2.95	M=2.96	M=2.94	M=2.9	M=2.93	M=2.89	M=2.75	M=2.92	M=3.0
533 Developmental Plan	3										
537 Resource Binder	3										
630 Advocacy Group	3										
671 Case Presentation	3										
631 Autobiography/Issue Paper		2.87									
533 Needs/Pitfalls Essay			2.97								
533 Values Difference Essay			2.97								
638 Cross Cultural Interactions Plans			2.95								
533 Theories Critique Essay				3.0							
640 Family Genogram				2.98							
642 Consultation Team Report				3.0							
669 – Communication Habits Assessment=				3.0							

669Triad Experiences=				2.99							
764 – Synthesis Paper=				2.99							
764 – Synthesis Paper=				2.99							
773 – 5 Session Recordings				2.92							
775 – Crisis Counseling Video/Assessment=				2.92							
670 – Case Presentation				3.0							
671 – Case Presentation				3.0							
501 – Lifespan Dev. Interview Paper					2.94						
536 – Group Proposal=						2.9					
669 – Triad Groups=						2.9					
636 – Three Session Career Counseling and Assessment Project							2.93				
636 – Three Session Career Counseling and Assessment Project							2.93				
579 – Test Critiques								2.9		2.78	
762 – **Comprehensive Diag. Assessment**								2.78		3.0	
763 – Clinical Case Study / Presentation								3.0		3.0	
671 – Clinical Case Presentation										3.0	
766 – Evid.-based Practice Research Paper									2.91		
509 – Research Paper									2.6		
537 – School Counselor Interview Paper										3.0	
538 – Comprehensive Developmental School Counseling Program Presentation											3.0

Program Evaluations

Our survey of our graduates is intended to obtain specific feedback on the student's subjective experience of the classroom facilities and resources, the quality of instruction, the faculty's ability to teach counseling concepts and accommodate student needs. Graduates are also asked to consider how Xavier's program helped them to better understand and apply their knowledge that they learned in the program to their current employment setting.

Graduates were also asked to share their personal comments about their experience in the program. Analysis of these comments tell the story that students experience Xavier's program as highly valued and with a strong emphasis on preparation for the profession. Faculty were described as "truly committed to the development of competent and caring counselors", approachable and passionate for the profession through their teaching. This commitment was equated to the preparation of student's for their future careers. One student commented that Xavier's program far surpasses others with standards, classes, professors, and requirements. Please note a survey of graduates of the counseling program will be forthcoming in the 2025-2026 academic year.

Though Xavier's program ranked high in culturally diverse instruction in this survey and past surveys, culturally diverse instruction continues to be an expectation of alumni. Suggesting included having speakers or classes that focus specifically on trending cultural topics or ensuring that diversity is addressed more directly in some classes.

Program Modification and Other Substantial Program Changes

Program changes and updates
During 2020-2024, the department added two courses to the school counseling curriculum. The department was interested in providing more support for the school counseling students in preparation for licensure testing and to increase exposure to school climate and culture.

COUN 515 School Counselor License Prep Workshop course was added to the curriculum to support school counseling students to prepare for and pass the OAE School Counseling (040) state licensure exam. We are pleased to report that this course has had a positive impact on the exam pass rates for our students. It has also increased the satisfaction with the development of a comprehensive school counseling program. This course objectives include student development and learning on implementing a comprehensive school counseling program, guidance and curriculum, development and planning, foundations of counseling, human growth, leadership skills, roles and responsibilities, ethics and legal Issues, consultation and collaboration, diversity and equity, and student evaluation.

COUN 540 School Culture and Climate was added to introduce, expose, and provide skills in navigating school culture and climate to counselors-in-training including key factors of leadership, advocates and systems change agents in P-12 schools. It is also designed to equip counselors-in-training with sufficient skills and knowledge to design and implement effective comprehensive developmental school counseling programs that address the career, personal/social, and academic needs of students in grades K-12. Adding this course has decreased the elective hours for our school counseling students. This has positively impacted the satisfaction of our school counseling curriculum.

Curriculum changes
Recognizing frequent requests from students for practicum class to have a stronger emphasis on school counseling, the department integrated a principal school counseling faculty member in the class. The class is now co-taught by one principal clinical faculty member, one principal school faculty member and several adjunct clinical supervisors.

The co-teaching of the practicum course that included a school and clinical principal faculty was successful and increased the satisfaction and school counselor trainee knowledge and skills, but faculty attrition has impacted our ability to continue the recommended structure. We are in the process of hiring additional faculty and are hopeful to become fully staffed by Fall 2025.

Record keeping and outcome management
One recommendation from our advisory board meetings this year was to implement a comprehensive record keeping program for our practicum and internship field experiences. After consultation with the advisory board and software developers, the department selected Tevera. Beyond management of the various documents needed for these experiences, the department anticipates that Tevera will increase our success with assessing key assignment outcomes across our program to drive ongoing programmatic excellence while helping our students be successful. The department also believes Tevera will make it easier to centralize outcomes in one program to assist with CACREP accreditation.

Although Tevera has been a significant adjustment due to organizational issues with Tevera, we have implemented the Tevera system led by the Clinical Coordinator of the Counseling program. We have consistently utilized the Counseling Competencies Scale – Revised (CCSR), with greater focus on skills, therapeutic competencies and behavioral dispositions.

Student support
The department has always prided itself on the support of student success and early identification of challenges that students may be experiencing. Early challenges are immediately addressed with students and a corrective action plan is created in collaboration with the student. This process was changed slightly in how the action plan is documented, resulting in a new action form and process for adjunct faculty to communicate concerns to principal faculty course stewards.

The early identification of student challenges is now implemented with not only our adjunct faculty, but full-time faculty are utilizing the process and document. This has assisted with tracking and documentation of student success.

Faculty assisted students in setting up a chapter of Counselors for Social Justice (CSJ) and this group has organized and participated in ongoing activities throughout the academic year. Counselors for Social Justice is a national division of the American Counseling Association. CSJ works to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and their clients and to assist in the positive change in society through the professional development of counselors.

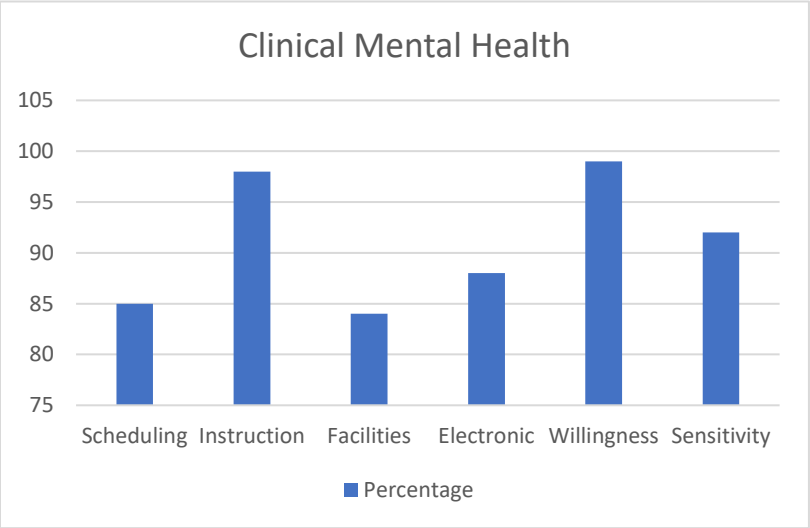
Again, due to faculty attrition, Xavier's CSJ chapter is inactive. We will be recruiting a faculty advisor and student leaders during the 2025-2026 academic year when we are fully staffed.

Program Evaluation Data
2020- 2024

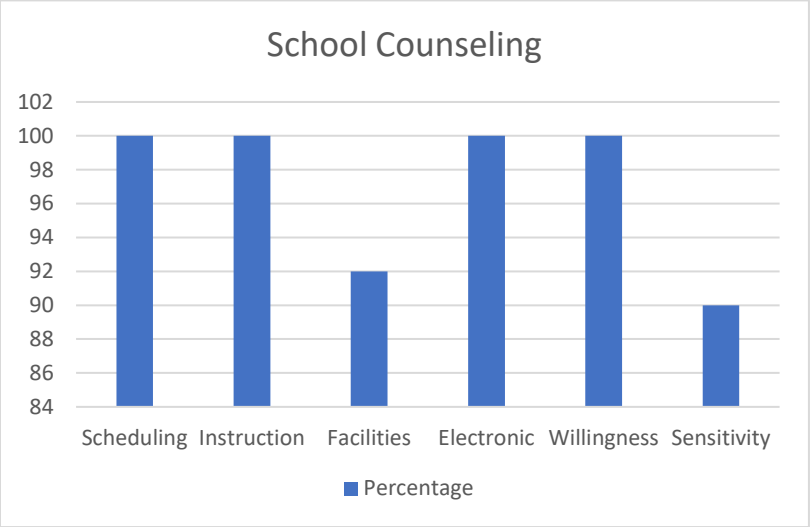
Student Experience

Students were asked the following questions in their program evaluations. Indicated in the graph below are the percentage of student responses of "Strongly Agree" and "Agree"

Scheduling classes was easy
The overall quality of instruction is good to excellent
The overall quality of classroom facilities is good to excellent.
The printed and electronic information provided to me helped me to understand and plan my program.
The overall willingness of the professors/ staff to accommodate student needs is good to excellent
There exists faculty sensitivity to graduate student ethnic, racial, gender diversity issues



Scheduling	85%
Instruction	98%
Facilities	84%
Electronics	88%
Willingness	99%
Sensitivity	96%

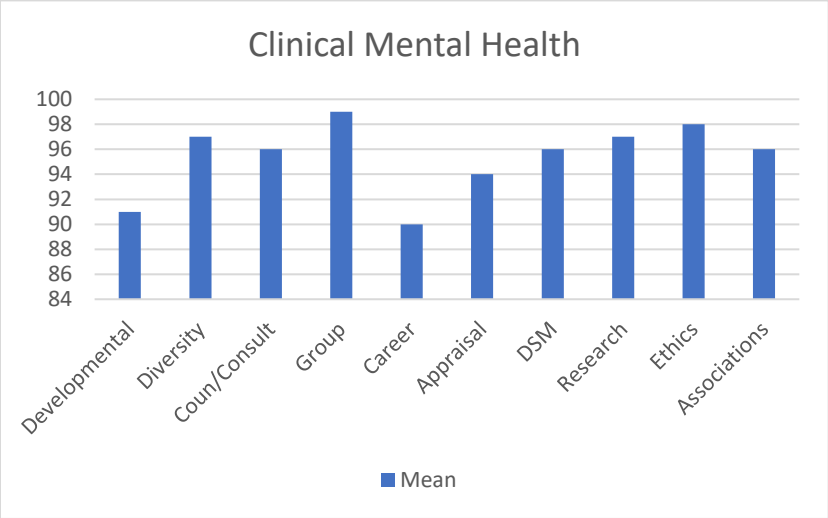


Scheduling	100%
Instruction	100%
Facilities	92%
Electronics	100%
Willingness	100%
Sensitivity	100%

Application of Knowledge

In their program evaluation, clinical counseling students were asked the following questions.

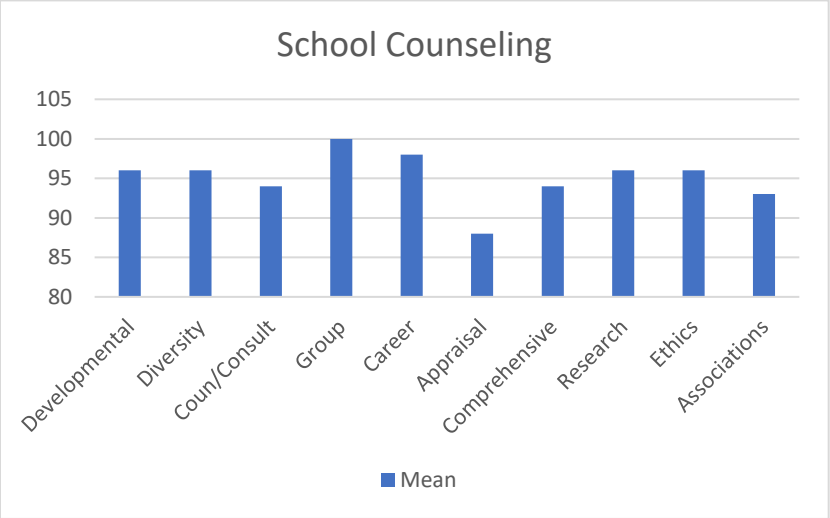
The nature and needs of individuals at all developmental levels
Issues and trends in a diverse society
Counseling and consultation processes
Group work approaches
Career development theories and career couns. process
Appraisal/testing and evaluation techniques
Appropriate assessments using DSM
Research methods
Ethical, legal, and professional issues
The counseling profession in general and professional groups and activities associated with the profession



Developmental	– 91%
Diversity	– 97%
Coun/Consult	– 96%
Group	– 99%
Career	– 90%
Appraisal/Testing	– 94%
DSM	– 96%
Research	– 97%
Ethics	– 98%
Associations	– 98%

In their program evaluation, school counseling students were asked the following questions.

The nature and needs of individuals at all developmental levels
Issues and trends in a diverse society
Counseling and consultation processes
Group work approaches
Career development theories and career couns. process
Appraisal/testing and evaluation techniques
Comprehensive and developmental school counseling programs
Research methods
Ethical, legal, and professional issues
The role of a professional school counselor and demonstrate knowledge in constructing a comprehensive developmental school counseling program in K-12 settings.



Developmental	– 96%
Diversity	– 96%
Coun/Consult	– 94%
Group	– 100%
Career	– 98%
Appraisal/Testing	– 88%
Comprehensive	– 94%
Research	– 96%
Ethics	– 96%
Associations	– 93%

Statements from our Students: 2020-2024

2023-2024

Courses and professors were excellent. In terms of improvement, I believe it would be helpful to have more time talking to counselors in the field so that the applied learning could be more understood. I am thankful for my internship as that experience was tremendously effective in that arena. However, more Q & A sessions with those in the field during class time would be extremely beneficial and further enrich the program.

I really appreciated the professors at Xavier University within the counseling department. They modeled empathy and care for all their students and I felt like they were always available for any questions I had. Another strength was class sizes. Having smaller classes made the environment feel more comfortable in most of the classes.

The faculty and course content is phenomenal. I have suggested the program to several people since entering it myself. Xavier Counseling program is top notch and I am proud to have been a student in it.
I think if there's anything lacking from the program, it was some practical skills for the profession of counseling. I went into internship without knowing how to write a treatment plan, or conceptualize progress notes--these are basic tasks that I wish faculty would have covered. I had to teach myself how to do these tasks in internship. I also wish that there was a way to go more deeply into theories and therapy techniques--perhaps a level II for the beginning Theories

class, or an in-depth look at CBT (as the most evidence-based treatment modality). Practicum and internship have been a bit like feeling in the dark for practical things to use in sessions.

Being in the program has been a tremendous blessing. I am so grateful for the professors I have had and my experiences within the program. I would recommend it over and over again!

The largest strength of Xavier's program is the professors. Their clinical experience is invaluable in helping teach us what the real world would be like and building actual skills. I am so glad I went to a program where the professors were or had actually practiced! They are also so kind and caring. I always felt like I could come to them with an issue or question and they would help me. Excellent program, excellent professors, excellent school!

Overall, I had a good experience and felt supported.

I thought the program was wonderful and gave a good foundation of what counseling is. At first, I was frustrated that we didn't really delve into techniques and more depth into how to apply the theories, however, further into the program and really into internship, I realized that the way the program is set up was to give me the foundation and then I get to explore and experiment with what works for me and helps me be authentic with my clients.

Overall, I had a good experience and felt supported.
The counseling program is helpful in providing knowledge, resources and instruction In applicable counseling areas. However, the organization of the program can leave students feeling overwhelmed and not as supported as they could be. Furthermore. While the program emphasizes self care, it does not leave time for students to actually practice this.

The program has also spent thousands on technology that helped through the pandemic, but is no longer being utilized. Virtual classes should be more available to help reduce burnout, use resources that money was spent on and reduce amount of classes students would miss for personal reasons.

Strengths include the consistent scheduling of classes- by keeping the classes in the same semesters and time slots each year was SO helpful with planning. The structure of practicum and internship classes is excellent, and I appreciate it serving as a consultation-style course. My internship instructor really helped me in gathering tools and interventions for my clients. Areas for improvement include more flexibility for hybrid/online classes and testing. It felt like each class approach to online class was entirely dependent on the instructors' feelings. This was really frustrating, particularly when we have to come in for a test that takes only 45 minutes, and then drive all the way home.

At one point, our professor didn't allow us to take an exam online, and required we be in person. The day of the exam, when we were all there, our professor did not even attend, but was on vacation. It was expected that we complete the exam in person, without a test Procter.

2020 -2022

Xavier's graduate program is amazing. The attention to detail and the care for each student is beyond the call and it creates an environment of growth and success of the students.

I appreciated the consideration of grad students work schedule when designing the time slots for classes. I also appreciated the support from faculty members throughout the entire 3-year journey to acquire my MA degree. In addition, I really liked the 1-semester hour elective courses to broaden my perspective regarding mindfulness and spirituality. ****** I'm glad that Xavier does not "teach to the test" regarding the licensure exam, however, I do feel like earlier exposure to the exam would be helpful to help manage the task of passing the exam.

I wish there was a greater emphasis on the school counseling program within our courses. Could it be possible to group the school counselors together when completing classes, even earlier within the program, to help tailor courses to the students working towards school counseling? In many classes, I have felt that the presentation of materials have been geared towards clinical students.

The faculty is overall welcoming and experienced. I felt there were ample opportunities for diverse workshops. The practicum/internship placement was smooth and easy. Students admitted to the program, overall, were warm, knowledgeable, accepting, open-minded and good peers. There was significant information of multicultural counseling, importance of acceptance of all identities/social justice info, etc.

The greatest strength of Xavier's program is the availability of the faculty and their overwhelming support for the students to succeed. As a non-traditional student, I appreciated the attention and care I genuinely felt during my studies in the program. I also applaud the emphasis the program places upon self-care and mindfulness. My suggestion for improvement is that there be some content for the care of children be added to the program. Now that I'm in practice, the number of children under the age of ten that I see daily is one of the most surprising aspects of my job. Despite this, I would still recommend Xavier's program highly.

-Professors were very helpful (especially for someone who had been out of school for 10 years)
-Professors took extra time to explain concepts after class
-The program handled going remote for Covid very seamlessly
-The program was very experiential and I feel as though I learned through practice and not solely through instruction
-It was amazing and helpful that all professors had actual counseling experience and not just PhDs
-Just a GREAT overall experience

Summary

Overall, Xavier Counseling students are satisfied with the CMHC and SC program. Again, students on multiple occasions from 2020-2024 reference the competency of the faculty, but also the care and empathy they received as well. The students cite the willingness to go above and beyond what is expected to assist students in being successful in their development. This is a consistent theme when reviewing the past four years of program evaluations. We will continue to hire competent, empathetic, culturally humble and committed faculty.

Even with the majority of the students performing as expected, and being highly satisfied, there were changes that were made to the curriculum for both programs. In summary, the SC program added two classes, one that addresses the School Culture and Climate, and an additional class for Licensure Preparation and support. The licensure preparation course has had a significant impact on improving the pass rates for the OEA exam. Pertaining to the clinical practice of both programs, an electronic practice management system was adopted, the Tevera system. The Tevera system also utilizes the Counseling Competencies Scale to assess behavioral dispositions and counseling skills. We have been able to ensure the timely submission of clinical onboarding and evaluation throughout the program.

As a department we are appreciative of student participation and feedback. We will continue to uphold the Jesuit values and traditions that align well with the counseling skills, competencies and behavioral dispositions. Directing our focus towards continuous improvement, we look forward to reviewing the use of technology that will benefit our graduate student population. We will continue to focus on the process of developing counseling interventions within a developmental counseling program. Xavier's Department of Counseling received reaffirmation of the CACREP accreditation Spring 2023. Our primary focus for 2025 – 2026 will be the alignment with the 2024 CACREP accreditation standards. We look forward to being able to utilize future assessment data to continue to develop competent, ethical, and multiculturally focused Counseling students.

Dr. Rhonda L. Norman
Department Chair