2025-2026 Program Outcome Report

Counselor Education Department

School of Education and Human Development

The Counselor Education Department is home to two programs, namely **M.A. in Clinical Mental Health Counseling (CMHC)** and **M.A. in School Counseling (SC)**.

The two programs are nationally accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)** through March 31, 2026, a coveted accreditation for Counselor Education programs nationally.

Applications & Enrollment (2025 - 2026)

	CMHC		SC	
Program Inquiries	Fall 2025	Spring 2026	Fall 2025	Spring 2026
	60	25	15	5
Program Applicants	Fall 2025	Spring 2026	Fall 2025	Spring 2026
	94	18	4	2
Program Admissions	Fall 2025	Spring 2026	Fall 2025	Spring 2026
	68		3	1
Deposits	Fall 2025	Spring 2026	Fall 2025	Spring 2026
	38	14	3	1
Program Enrollment	Fall 2025	Spring 2026	Fall 2025	Spring 2026
	32	13	2	1
Overall Program Enrollment - 119			**Overall Program Enrollment - 13**	
Program Degree Completion Rate (*T* =3 yrs)			**Program Degree Completion Rate (*T*= 3 yrs)**	
100%			**100%**	

Counselor Education Department

- Program Objectives
- Assessment Plan
- Outcomes

Counselor Education Department Objectives

#1 Graduates will identify as a professional or school counselor as indicated in their specialization and aligned with ethical and legal standards of practice.

#2 Graduates will demonstrate understanding of, sensitivity to, and advocacy for equity, diversity, and inclusion issues in counseling.

#3 Graduates will incorporate theories and models for optimal lifespan development to empower and promote resilience and wellness across the lifespan.

#4 Graduates will apply career theory and models to serve and advocate for career development of diverse clients' career, vocational, and educational needs across the lifespan.

#5 Graduates will apply theories, models, and principles in developing a therapeutic relationship and in providing assessment, case conceptualization, and intervention to promote client empowerment and change.

#6 Graduates will demonstrate use of group work theoretical foundational knowledge to achieve experiential efficacy of facilitating groups.

#7 Graduates will demonstrate ability to assess client/student issues for appropriate and effective delivery of services.

#8 Graduates will demonstrate the fundamental ability to conduct, access, and critique evidence-based research, to improve treatment and program outcome.

#9 Graduates will demonstrate skills and dispositions to effectively serve clients/students in their specialized setting.

#10 Graduates will demonstrate knowledge to effectively serve clients/students in their specialized setting.

Department Advisory Board Members

- Susan Unger, M.A.
- Patricia Morrissey, M.A., LPC
- Clinesha Johnson, Ph.D.
- JoAnn O'Connell, M.A.
- Lapde So, M.A., LPC
- Tim Sager, M.A., LPC
- Olivia Henderson (CMHC Student)
- Kaitlyn Ligouri (CMHC Student)
- Felicity Irizarry (SC Student)

- John Kiweewa, Ph.D., LCMHC (NY, MA)
- Dilani Perera, Ph.D.,
- Jocelyn Novella, Ph.D., LPC
- Chelsea Hilliard, Ph.D., LPC
- Sunder Singhani, Ph.D., LPC-A

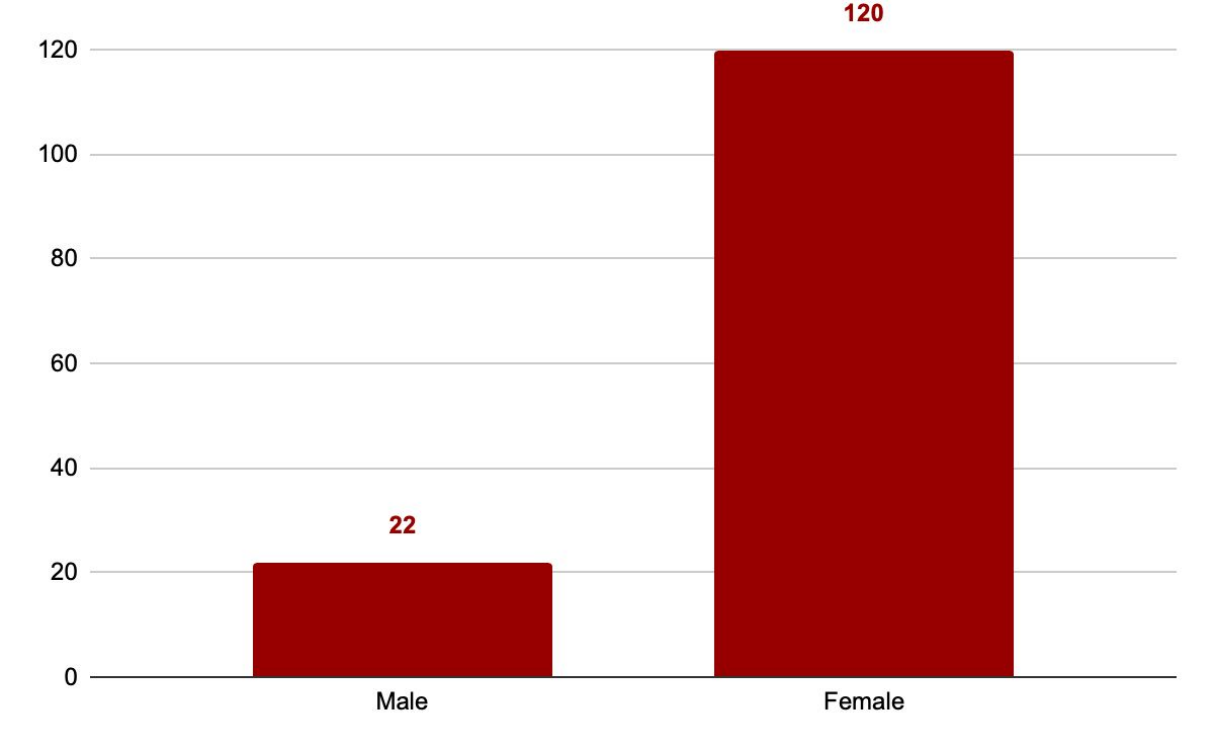
Program Objectives Are Measured Annually Through the Following Methods:

- Rubrics in Blackboard Ultra for Signature Assignments
- Rubrics and Surveys through ELC (formerly Tevera)
  - CCS-R
  - Site Supervisor Evaluation
- Completer Exit Surveys (through Qualtrics)
- CPCE/CECE for Comprehensive Exam
- Pass Rate on National Counseling Exam for CMHC (No such exam for SC)

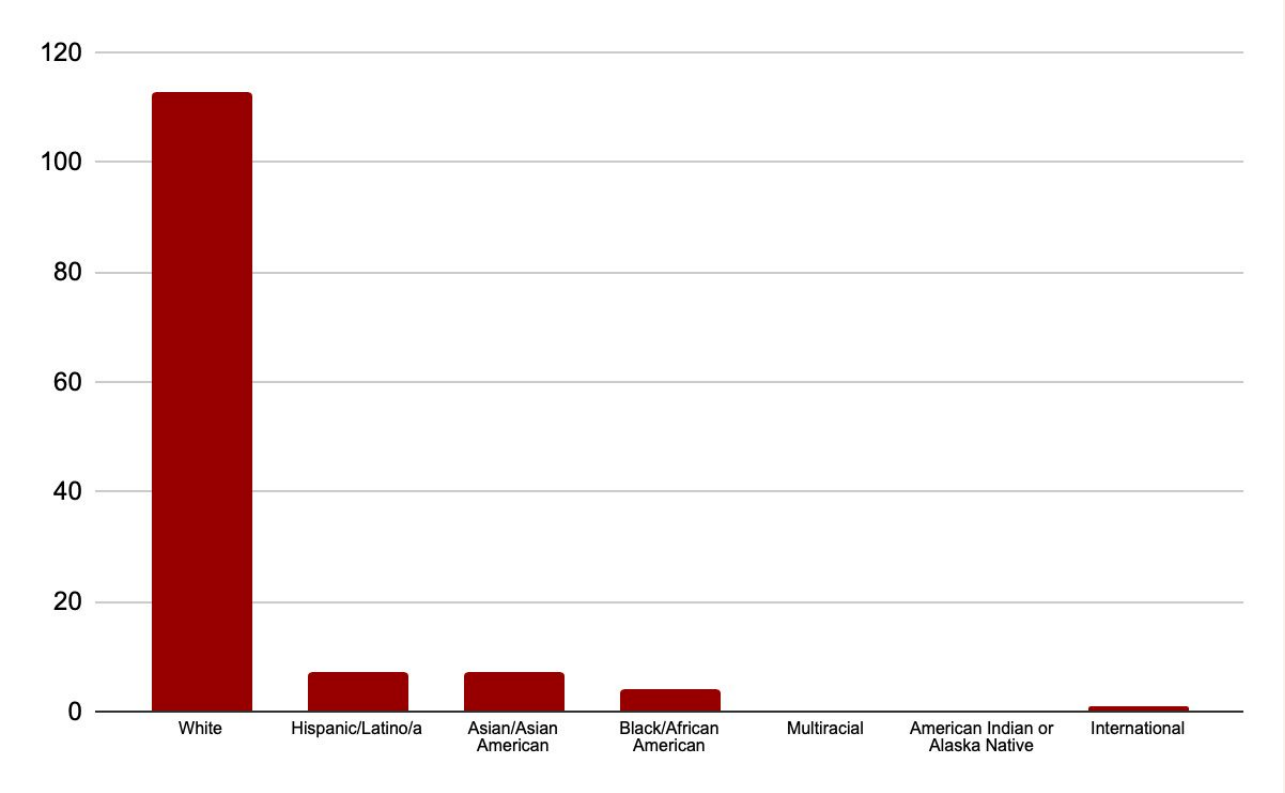
Program Objectives Trends Are Measured Every Three Years Through the Following Methods:

- Completer Surveys
- Alumni Surveys
- Site Supervisor Surveys
- Employer Surveys

CMHC & SC Students by Gender (2025 - 2026)



CMHC & SC Student Race/Ethnicity (2025 - 2026)



Advisor Survey Results (2025 - 2026)

Survey Item	5	4	3	2	1
Advisor was available when I reached out	17	12	5	0	0
Advisor was responsive to my questions/inquiries/needs	18	13	2	1	0
Advisor was helpful with program planning/reviewing to be on track for graduation	18	11	3	1	1
I felt that the advisor cared about my success	24	8	1	0	1
Advisor provided me with accurate information	23	8	3	0	0

Student's Qualitative Feedback on Advising

- **"I was told I could take a class a certain semester only to find out when registering that it was not being offered."**
- **"Availability of a class in the fall"**
- **"More check-ins with students; celebrating students, going over questions, introduce in future career planning and licensing prep and advisors are well versed on things going on so students can come to them with questions if clinical director/professor has not answered or is overwhelmed."**
- **"She was always extremely helpful and available ASAP when needed. If she did not know the answer to a question, she worked tirelessly to find the answer within a timely manner and connect me to the appropriate contacts when needed. She is kind, warm, and knowledgeable and I am so glad I had her as my advisor!"**
- **"She was timely and got answers that I needed promptly and with clarity. Was a great help and extremely appreciative for her time."**
- **"The best! Loved working with advisor!"**
- **"At times, advisor took a long time to respond and required multiple email reminders; at other times, advisor didn't have time to properly read the email and understand the issue and responded in a hasty way that was not helpful. It would be preferable to have an advisor who is not overwhelmed with other tasks and duties."**
- **"I have not had a relationship with my advisor really, we have spoken a handful of times."**
- **"I just wish I had gotten information sooner. I really didn't understand what was coming - the testing, the internship process, etc. I might have approached classes a little bit differently had I known what was ahead."**
- **"The addition of a co-advisor might be helpful for students. There are times when it is clear the faculty is very busy. This might be a time it would be helpful for students to have a designate alternate to seek support from."**

Completer Survey Results (2025 - 2026)

N = 16 Respondents

Outcome Area	Above Target	Target	Below Target
Professional identity aligned with ethical/legal standards	81%	12%	6%
EDI sensitivity and advocacy	81%	12%	6%
Lifespan development and wellness	68%	31%	0%
Career development advocacy	43%	56%	0%
Therapeutic relationship and intervention	20%	80%	0%
Group work facilitation efficacy	68%	31%	0%
Assessment and service delivery	81%	19%	0%
Evidence-based research skills	62%	37%	0%
Professional counseling dispositions	75%	25%	0%
Knowledge for specialized settings	87%	12%	0%

Alumni Survey Results (2025 - 2026)

Objective	CMHC	SC
Professional Counselor / School Counselor identity	100% Very well	100% Quite Well
Advocate for the profession	100% Very well	100% Somewhat
EDI sensitivity and advocacy	100% Very well	100% Very well
Lifespan development and wellness	100% Very well	100% Quite Well
Career theory and development	50% Quite well / 50% Somewhat well	100% Quite Well
Counseling microskills and intervention	100% Very well	100% Very well
Evidence-based group work	100% Very well	100% Quite Well
Assessment and service delivery	50% Very well / 50% Quite well	100% Quite Well
Evidence-based treatment planning	50% Very well / 50% Quite well	100% Quite Well
Professional skills and dispositions	50% Very well / 50% Quite well	100% Very well

Department Highlights (2025 - 2026)

Leadership Changes

Department Chair — Dr. John Kiweewa
CMHC Program Director — Dr. Jocelyn Novella
School Counseling Program Director — Dr. Chelsea Hilliard
Gamma Lambda Chi/CSI Faculty Advisor — Dr. Dilani Perera (Primary), Dr. John Kiweewa (Secondary)
Director of Clinical Training — Ms. Kristen Bryar

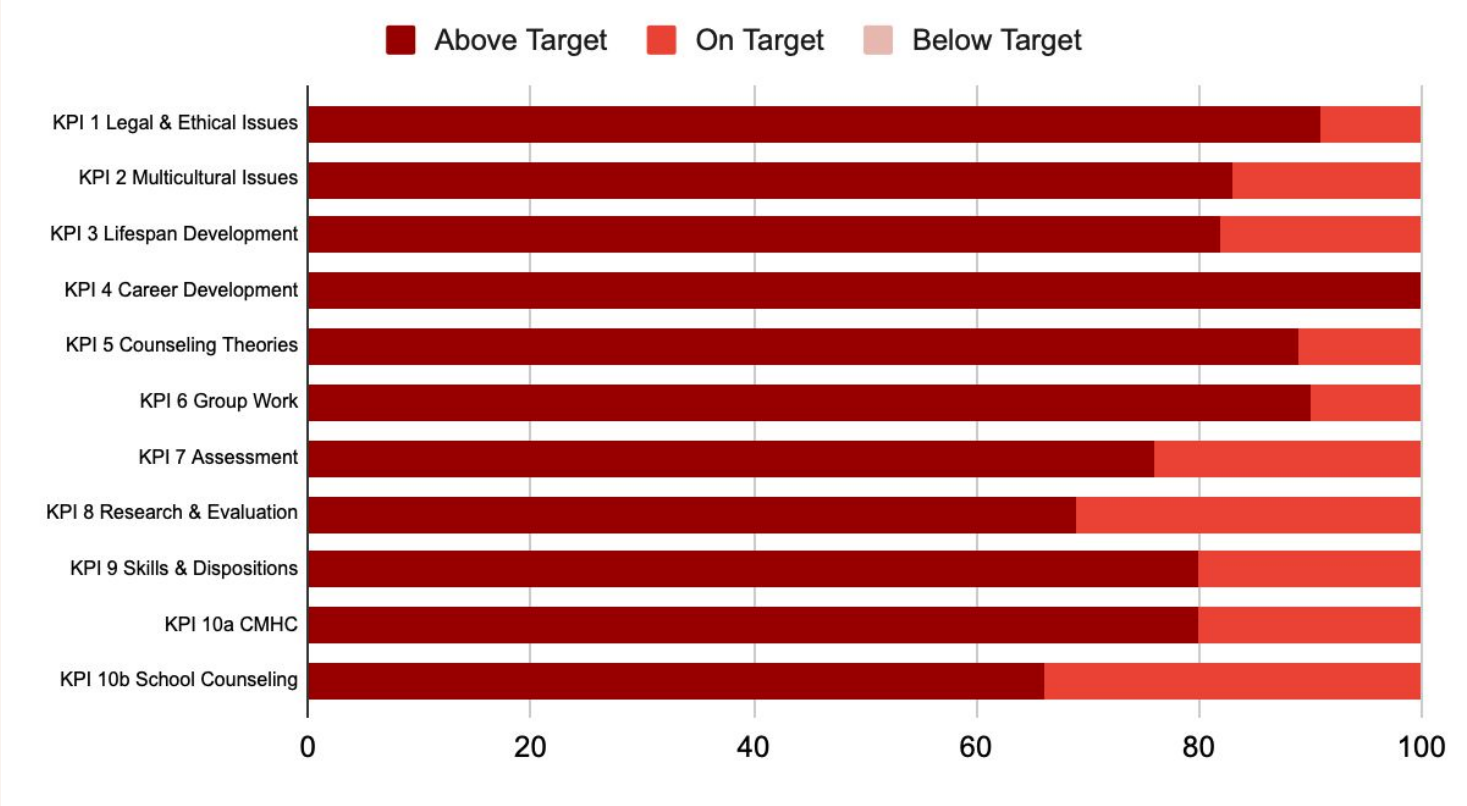
Faculty Changes

Dr. Lazarim-Marques left Fairfield University effective December 30, 2025

New Faculty Members

Dr. Chelsea Hilliard — Assistant Professor, Tenure-Track
Dr. Sunder Singhani — Assistant Professor of the Practice

CMHC KPIs Point I Aggregate Results

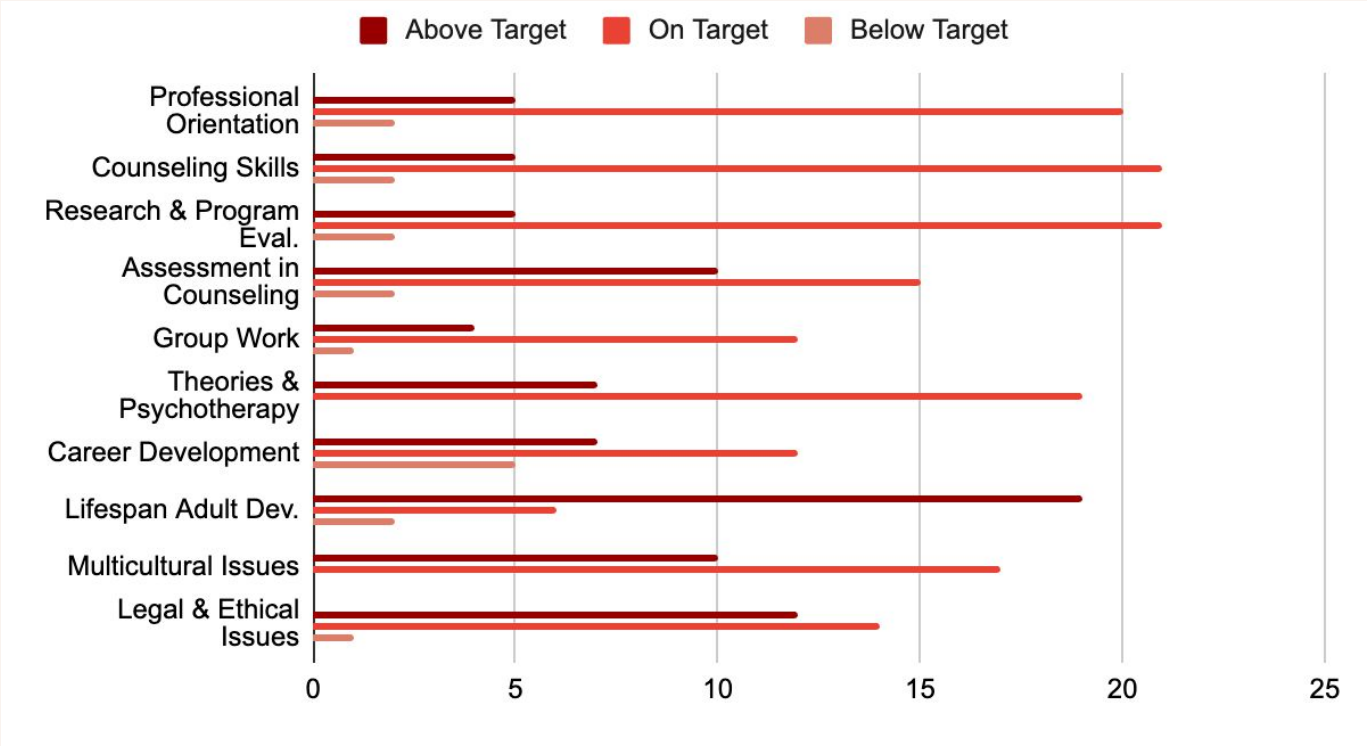


Trend Analysis

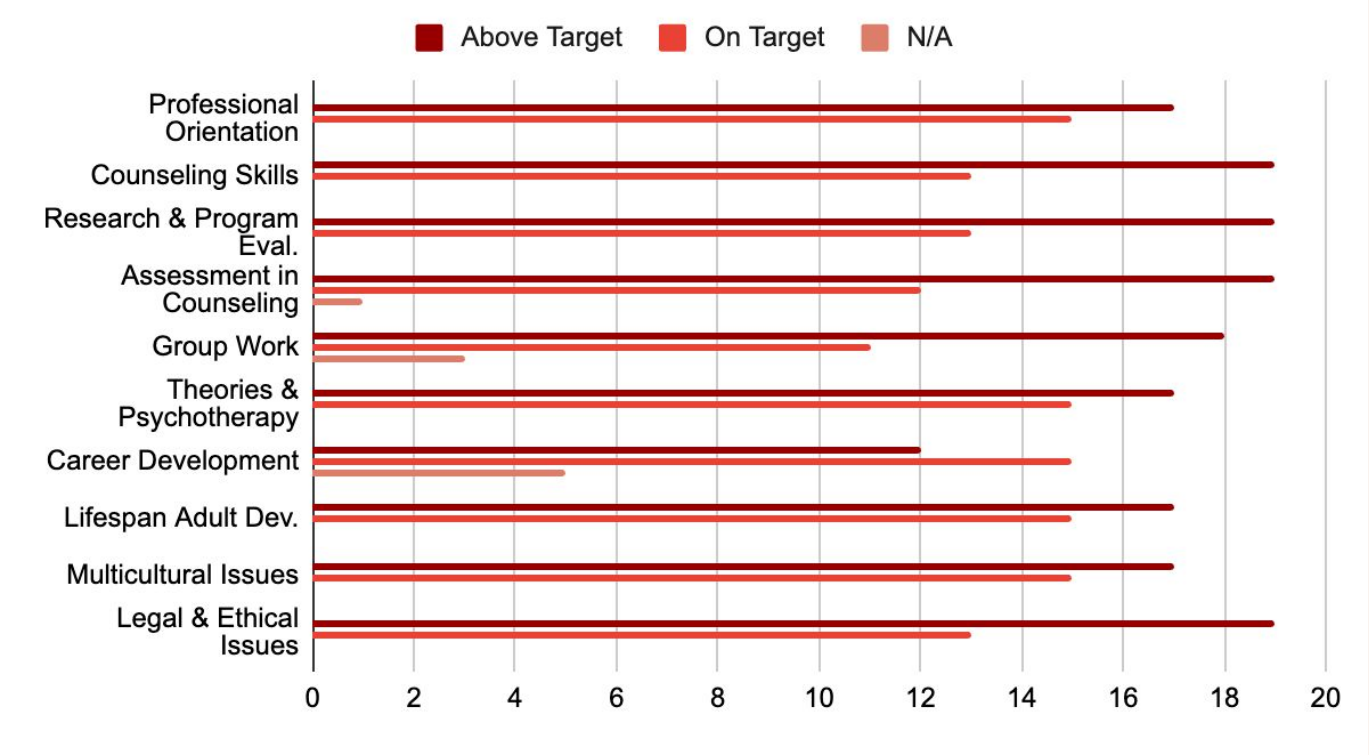
Students in both CMHC and SC showed outstanding performance at Point I. 0% of students in either program fellow "Below Target" in any of the KPIs. 100% of students were at or above the 80% success threshold.

The highest performance tier was observed in *Career Development* (100% Above Target), while *School Counseling* (N=4) and *Research and Program Evaluation* (N=36) showed the highest proportions of students landing right "On Target."

CMHC KPIs At Point II - Aggregate Results



CMHC KPIs At Point III (2025 - 2026)



Trend Analysis & Action Steps

Overall, CMHC students demonstrated strong performance across all CACREP-aligned Key Performance Indicators at both Point II & Point III. These results suggest progressive competency development throughout the program, characterized by reduced below-target performance and increased concentrations of students meeting or exceeding expectations by Point III.

These findings provide evidence of effective curriculum delivery, supervision, and student preparation for professional counseling practice.

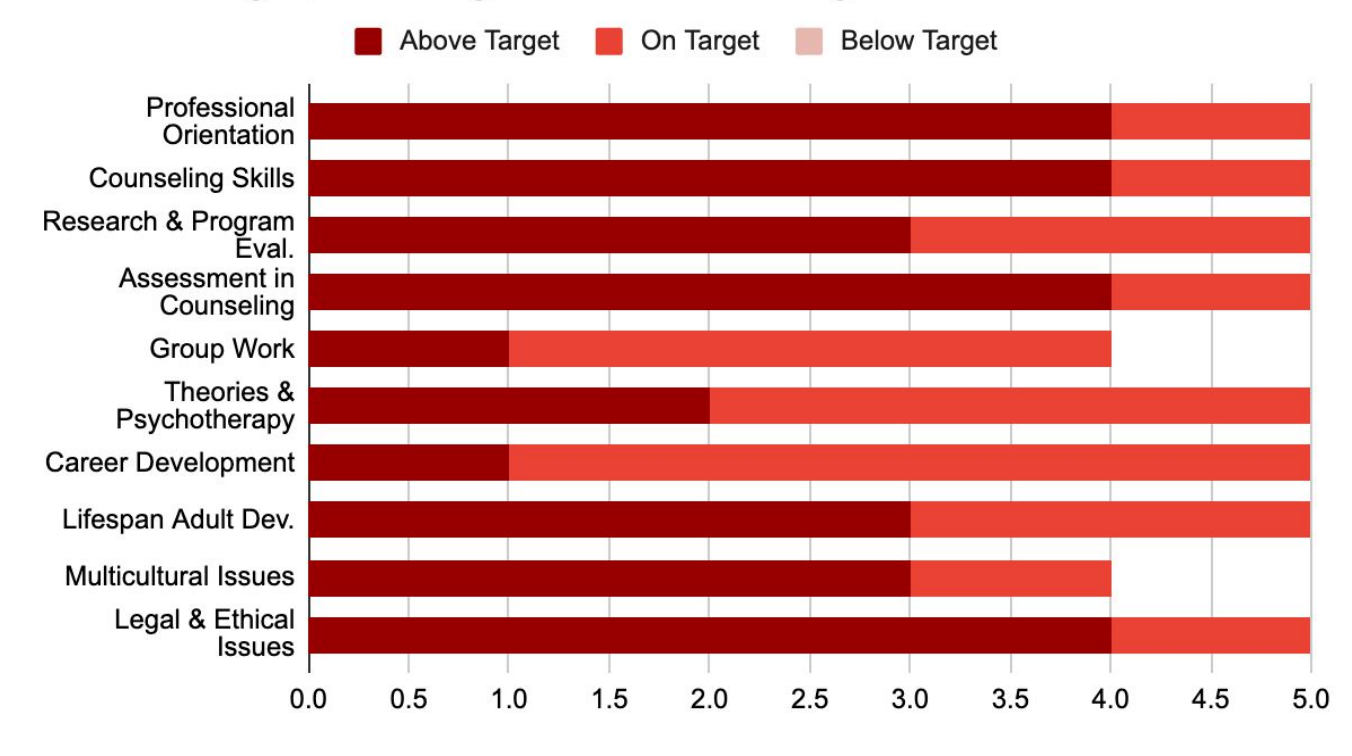
The below target scores at Point II may have more to do with Site Supervisor interpretation of CCS-R categories than actual student performance. Some site supervisors continue to indicate the ‘not applicable’ category on the CCS-R, which confounds results.

Not all student in COUN 6950 were evaluated for Point II CMHC knowledge. It is acknowledged that all site supervisors in COUN 6950 must complete the student knowledge evaluation paperwork.

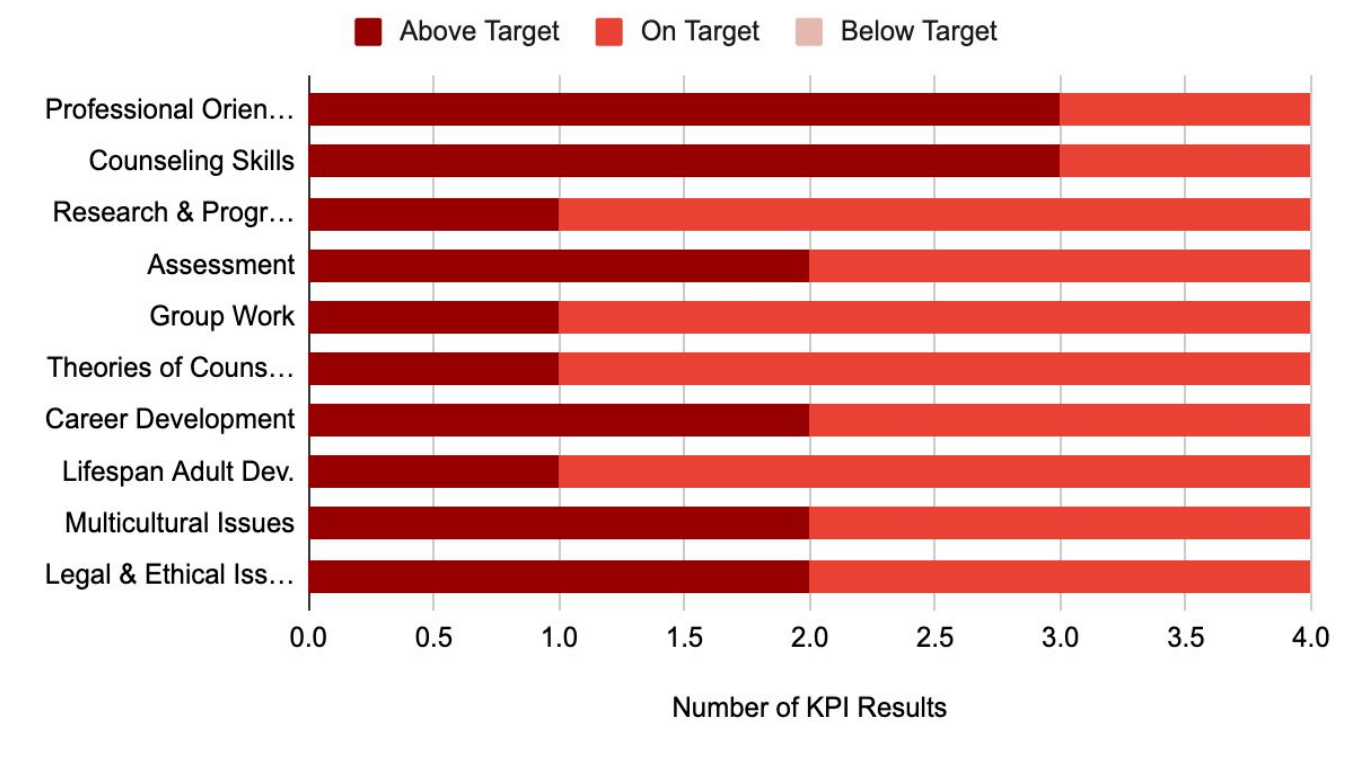
Action Steps:

- ➔ More training of Site Supervisors by Director of Clinical Training on CCS-R categories.
- ➔ Individual practicum course instructors will work closely with site supervisors to ensure completion of CCS-R by all at end of each semester.

School Counseling KPIs At Point II



SC KPIs Aggregate Data At Point III (2025 - 2026)

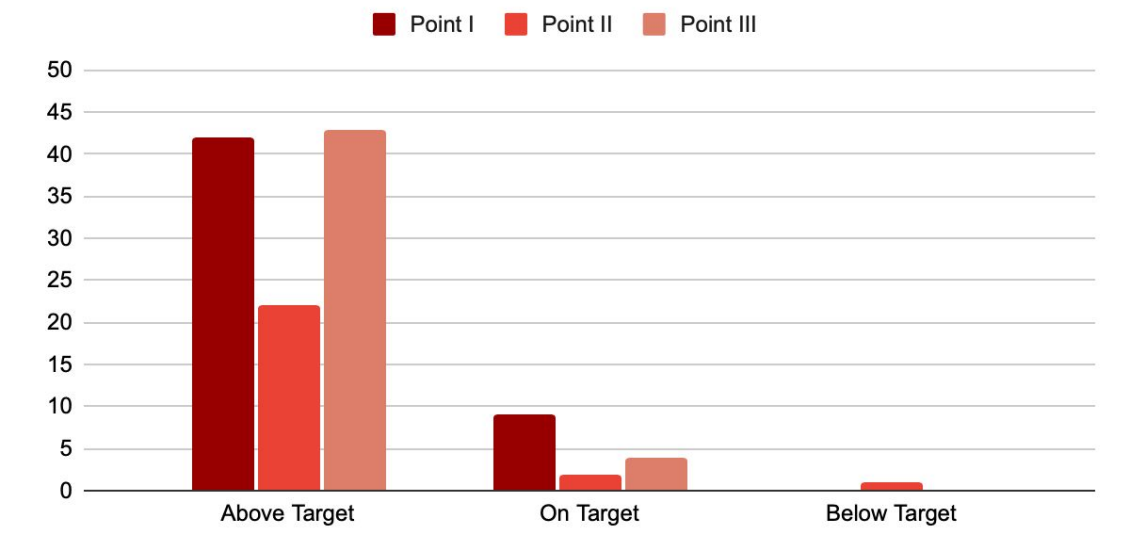


Trend Analysis

No students were rated Below Target on any KPI at either Point II or Point III. Across all ten competency areas, 100% of students performed On Target or Above Target (80% threshold).

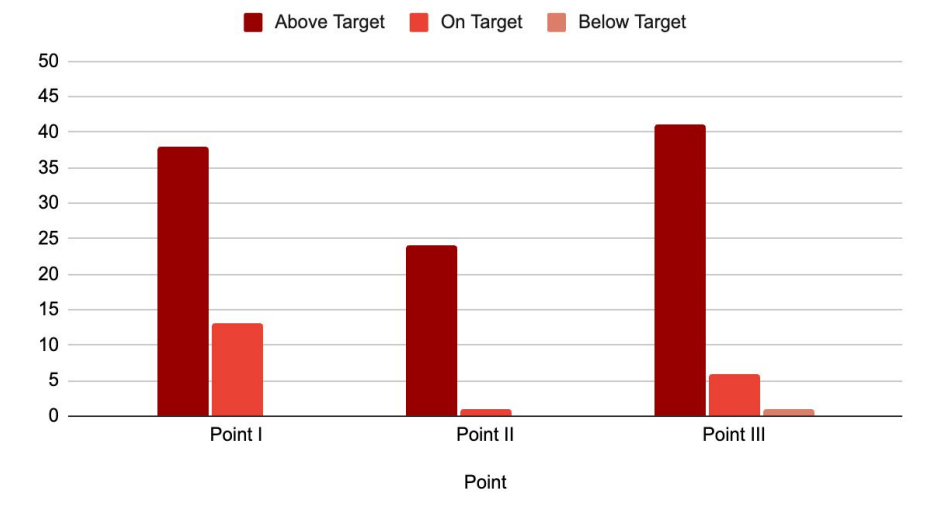
Much stronger performance in professional identity development and counseling skill acquisition was observed. The consistently high proportion of students performing Above Target in these areas suggests effective preparation for professional practice and internship experiences.

CMHC Counseling Skills Aggregate Data (AY 2025 - 26)



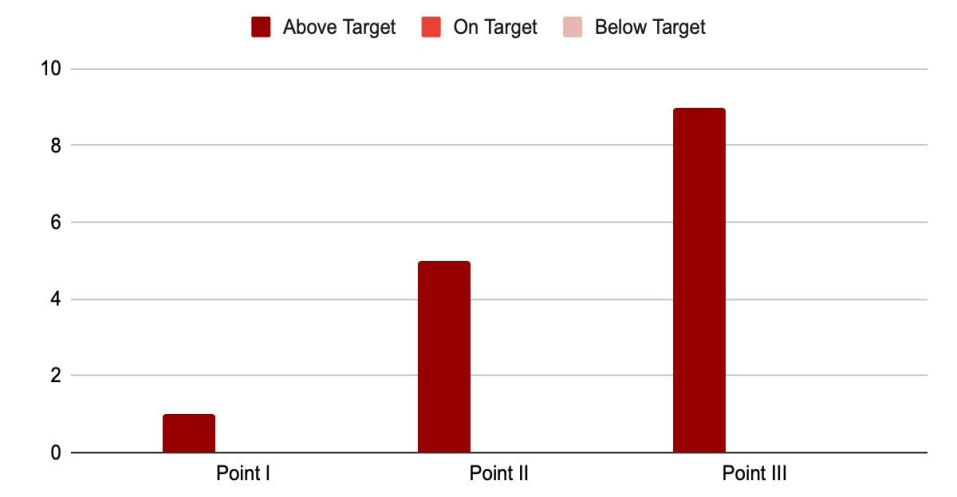
Point	Above Target	On Target	Below Target
Point I	42	9	0
Point II	22	2	1
Point III	43	4	0

CMHC Counseling Dispositions Aggregate Data (2025 - 2026)



Category	Point I	Point II	Point III
Above Target	38	24	41
On Target	13	1	6
Below Target	0	0	1

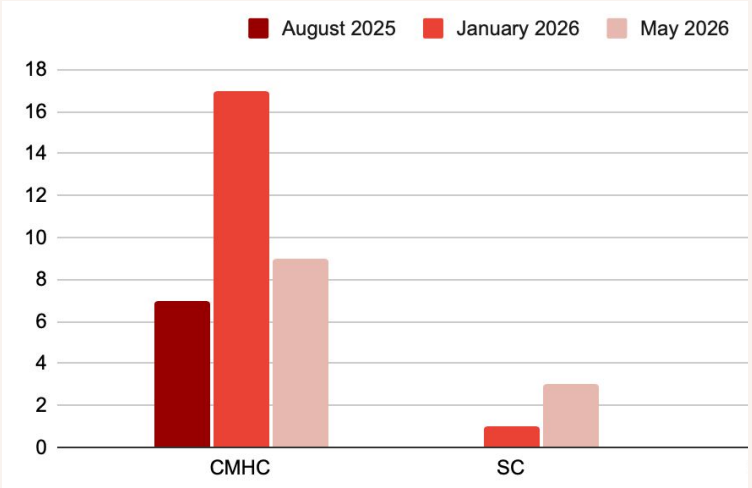
SC Counseling Skills Aggregate Data (2025 - 2026)



Category	Point I	Point II	Point III
Above Target	1	5	9
On Target	0	0	0
Below Target	0	0	0

Graduation (August 2025 - May 2026)

Program	Aug 2025	Jan 2026	May 2026	Total
CMHC	7	17	9	33
SC	0	1	3	4
Overall				44



Graduate Employment Outcomes

Program	Aug 2025	Jan 2026	May 2026
CMHC	100% (7/7)	94% (16/17)	56% (5/9)
SC	N/A	100% (1/1)	33.3% (1/3)

COMPS*

Key Finding: Comprehensive examination performance remained exceptionally strong across both programs, with School Counseling maintaining a 100% pass rate across assessment cycles and CMHC demonstrating high levels of achievement, including a 100% CECE pass rate in Spring 2026.

	Fall 2025	Spring 2026	
CMHC (N = 8)	87.5%	CECE	CPCE**
		100%*	81.8%**
SC (N = 5)	100%	100%	N = 1

***Note:** Required of all students prior to graduation; pass rate is 60% and 65% for CECE and CPCE, respectively. **Students who did not obtain pass mark will retake exam in Summer 2026. *** Spring 2026 is the first time CE department has offered the exam to students.

National Counselor Exam (NCE)

Examination Cycle	Fall 2025
Number Tested in Program	8
Number Passed	7
National Pass Rate	83%
Program Pass Rate	88%

Faculty Professional Organizations Membership

Dr. Dilani Perera	ACA, ACES, CCA, IAAOC
Dr. John Kiweewa	ACA, ACES, CCA, ASGW
Dr. Jocelyn Novella	ACA, ACES, CCA, IAC
Dr. Chelsea, Hilliard	ACA, ACES, ASCA, CSCA
Dr. Sunder Singhani	ACA, ACES, CCA, ASGW
Ms. Kristen Bryar	

Student Highlights & Awards

Dean's Award for Excellence — Emily Sgritta

Academic Achievement Award — Alexandra Giuffra

Clinical Excellence Award — James Duffy

Counselor Leadership Award — Nicolette Tingo

Tracey Robert Service Award — Mary Dietz

Counselor Supervisor Award — Erin Chamberlain

CACREP Site Visit Highlights

Areas of Strengths

- Diverse, collegial faculty with robust research interests and clinical experiences provides a well-rounded education to students.
- Robust assessment architecture using KPI mapping, CCS-R integration, and multi-point assessment.
- Strong gatekeeping practices through semester reviews, practicum endorsement, and remediation planning.
- Comprehensive evaluation plan with clear thresholds, review cycles, and accountability measures.
- Collaborative engagement with advisory board, faculty, students, alumni, and community partners.
- Curriculum strongly aligned with CACREP standards and counselor identity development.
- Students report faculty to be genuinely invested in their growth as professionals.
- Detailed clinical handbooks and exemplary supervision contracts supporting student success.
- 3-tier supervision model and counseling lab provide extensive clinical support and feedback.
- Site supervisors consistently reported Fairfield students were well-prepared for practicum and internship.
- Commitment to excellence.

Next Steps

Curricular Changes

- Based on CACREP Site Visit Feedback, there is need to engage in a comprehensive curriculum review to reduce and streamline course assignments. This review will begin in the Summer 2026 semester and be completed by the Spring 2027 semester.

Assessment

- Training of Site Supervisors on CCS-R assessment categories and ensuring completion by all.
- Refining assessment plan to close the loop from Data → Interpretation → Decision → Documented Change