

CACREP Annual Report
Academic Year 2024–2025



Image 1: Current Mental Health and School Counseling students in Children and Adolescent Counseling Techniques participating in a collaborative project with the Children’s Museum of Southern Minnesota.

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Introduction

The purpose of this Annual Report is to transparently communicate the progress, outcomes, and continuous improvement efforts of the Minnesota State University, Mankato Counseling and Student Personnel (CSP) programs during the 2024–2025 academic year. In alignment with CACREP 2024 Standards, this report affirms the program’s commitment to academic rigor, ethical practice, systematic assessment, and the preparation of competent professional counselors. Additionally, it reflects the program’s use of data-informed decision-making to evaluate student learning, curriculum effectiveness, and alignment with professional and accreditation expectations.

Image 2: Current Mental Health and School Counseling students in Children and Adolescent Counseling Techniques participating in a collaborative project with the Children’s Museum of Southern Minnesota.

This report summarizes findings from the program’s comprehensive evaluation processes, including vital program statistics; Key Performance Indicator (KPI) results; developmental progression analyses across course levels; course-level and program-level assessment outcomes;



licensure and comprehensive examination data (CPCE and NCMHCE); and feedback from key stakeholders, including students, alumni, employers, and site supervisors. The report documents program modifications and standards-alignment updates, advisory board consultation, and departmental updates related to accreditation implementation and continuous improvement. Collectively, these components provide a holistic overview of program effectiveness and support ongoing monitoring and refinement consistent with the program’s established assessment cycle.

Vital Statistics Summary (2024–2025)

Clinical Mental Health Counseling (CMHC)

- Students enrolled: 41
- Number of Graduates: 21
- Completion Rate: 100%
- Exam Pass Rate: 100% CPCE; 100% pass rate NCMHCE
- Employment/Doctoral Admission Rate: 100%

School Counseling (SC)

- Number of Graduates: 9
- Completion Rate: 100%
- Exam Pass Rate: 100% CPCE
- Employment/Doctoral Admission Rate: 100%

Counselor Education & Supervision (CES Doctorate)

- Number of Graduates: 3
- Employment/Doctoral Admission Rate: 100%
- Exam Pass Rate: N/A
- Employment/Doctoral Admission Rate: 100%

Key Performance Indicators

Assessment Interpretation (AY 2024–2025)

Assessment results across the evaluated CACREP core curricular areas indicate that students met or exceeded established performance benchmarks during the 2024-2025 assessment cycle. Mean scores across Counseling Practice and Relationships (KPI 5) and Group Counseling and Group Work (KPI 6) met or exceeded the program's sufficiency threshold in both coursework and internship settings, supporting the effectiveness of curriculum design and instructional practices. Results related to Professional Counseling Orientation and Ethics (KPI 1) and Social and Cultural Diversity (KPI 2) further indicate that students met expectations for professional identity development, ethical practice, and culturally responsive counseling. Collectively, these findings support continued monitoring and targeted enhancement rather than corrective action.

Developmental Progression by Course Level (Cohort-Level Interpretation)

Assessment results were interpreted using cohort-level comparisons across training stages, recognizing that first-year coursework and second-year internship data represent distinct student cohorts rather than longitudinal tracking of the same individuals. In foundational coursework (e.g., CSP 618 Introduction to Counseling and Ethical Practice,

CSP 666 Counseling Procedures and Skills II, CSP 673 Group Counseling, CSP 648 Counseling in a Multicultural Society), first-year cohorts generally met established benchmarks, demonstrating acquisition of foundational counseling skills, ethical awareness, group facilitation concepts, and introductory culturally responsive knowledge. Mean scores at this stage reflect appropriate early competency development consistent with program expectations. The KPI measurement scale designates a score of 2.0 as the minimum level of satisfactory competence. While most KPIs met or exceeded this threshold, KPI 2 (Social and Cultural Diversity) reflected a slightly lower first-year cohort mean (1.97), which faculty interpret as consistent with the developmental complexity of this core area and the expectation that cultural responsiveness deepens through continued coursework and applied practice.

During internship experiences (CSP 679/683), second-year cohorts demonstrated applied proficiency across counseling practice, group work, professional dispositions, and cultural responsiveness. Internship-level evaluations reflected mean scores at or near proficiency, including a mean of 3.0 for KPI 2, indicating effective application of culturally responsive frameworks in clinical and school-based settings. This cohort-level pattern supports the effectiveness of curricular sequencing, with internship functioning as a capstone stage for skill integration and professional readiness. Because implementation of the CACREP 2024 Standards began during the current assessment cycle, analyses were limited to cohort-level comparisons; longitudinal analyses will be incorporated in future cycles as additional post-implementation data are collected.

Table 1: Course-Level Crosswalk-Early Coursework vs. Internship

CACREP Core Area	KPI	Foundational Coursework	Internship	Developmental Interpretation
Counseling Practice & Relationships	KPI 5	CSP 666: Skills rubric scores exceeded sufficiency (Mean ≈ 2.95)	CSP 679/683: CCS-R scores at proficiency (Mean ≈ 3.0)	Students progress from strong foundational counseling skills to proficient applied practice in supervised settings
Group Counseling	KPI 6	CSP 673: Group leadership assignments met benchmarks (Mean ≈ 2.46)	CSP 679/683: Applied group skills met/exceeded benchmarks (Mean ≈ 2.62)	Results reflect appropriate developmental growth in group facilitation skills with increasing application over time

Professional Counseling Orientation and Ethics	KPI 1	CSP 618: Course-based assessments met expectations (Mean \approx 2.88)	CSP 679/683: Ethical practice expectations met (Mean \approx 3.0)	Ethical standards and professional identity are introduced early and reinforced through applied practice practice
Social & Cultural Diversity	KPI 2	CSP 648: Assignments demonstrated culturally responsive knowledge Mean – 1.97	CSP 679/683: Cultural responsiveness applied in practice Mean: 3.0	Early conceptual understanding is extended into applied, context-sensitive counseling practice

*N.B. Mean score comparisons reflect cohort-level performance across training stages rather than longitudinal tracking of individual students. First-year and internship students represent distinct cohorts; therefore, comparisons are descriptive and used to evaluate curriculum sequencing, benchmark attainment, and program effectiveness, not individual student growth over time until more data from the 2024 CACREP standards is gathered.

Course-Level and Program-Level Assessment Analysis (AY 2024-2025)

At the course level, assessment data indicates that students consistently met or exceeded performance benchmarks across assessed CACREP core areas, with results supporting the effectiveness of current pedagogical approaches, signature assignments, and evaluation methods. Faculty identified opportunities to further strengthen applied group counseling skills through intentional reinforcement across coursework and internship supervision, reflecting proactive use of assessment data rather than identified deficiencies.

At the program level, assessment findings across cohorts and emphasis areas demonstrate consistent achievement of CACREP-aligned learning outcomes and support the curriculum as a coherent, developmentally sequenced program of study. During the

2024–2025 assessment cycle, faculty focused on implementation of the CACREP 2024 Standards, including updates to learning outcomes, curriculum mapping, assessment processes, and program documentation. Given the scope of these standards-driven changes, faculty elected to monitor assessment results during this implementation phase. Program-level data will inform planned curricular review and potential refinements during the 2025–2026 academic year, consistent with the program’s established assessment cycle and commitment to continuous improvement.

Image 3: Three doctoral students graduated in the 2024-2025 academic year. Pictured here are Dr. Hassan, Dr. Jackson, and Dr. Ritten.



Use of Results (AY 2024–2025)

Assessment results from the 2024–2025 academic year were reviewed by program faculty as part of the established annual assessment cycle. Data was examined at the cohort level, recognizing that first-year and second-year students represent distinct groups at different stages of training. Results across all CACREP core curricular areas indicated that students met or exceeded established performance benchmarks appropriate to their level in the program. These findings support the effectiveness of the program’s curricular design, developmental sequencing, and instructional practices.

Because assessment results did not identify patterns of concern or unmet benchmarks, no immediate curricular modifications were required during the 2024–2025 cycle. Faculty determined that current pedagogical approaches, signature assignments, and evaluation methods are effectively supporting student learning and professional development across program emphases. In the area of Group Counseling and Group Work, faculty noted opportunities to further strengthen applied skill integration through intentional reinforcement across coursework and internship supervision. These discussions reflect proactive use of assessment data to enhance instructional depth rather than corrective action.

During this assessment cycle, faculty also prioritized implementation and monitoring of CACREP 2024 Standards, including updates to program learning outcomes, curriculum mapping, assessment processes, and supporting program documents. Given the scope of these standards-driven updates, faculty elected to focus on alignment and monitoring rather than initiating additional program changes. As a result, assessment findings were used to confirm benchmark attainment and inform planning for future refinement rather than to trigger immediate modification.

Assessment results from the 2024–2025 cycle will inform continued monitoring and targeted enhancement during the 2025–2026 academic year. As additional post-implementation data is collected under the CACREP 2024 Standards, the program will incorporate analyses to more fully examine student development over time. These processes support a culture of accountability, intentional improvement, and responsiveness to accreditation standards, professional expectations, and student learning needs.

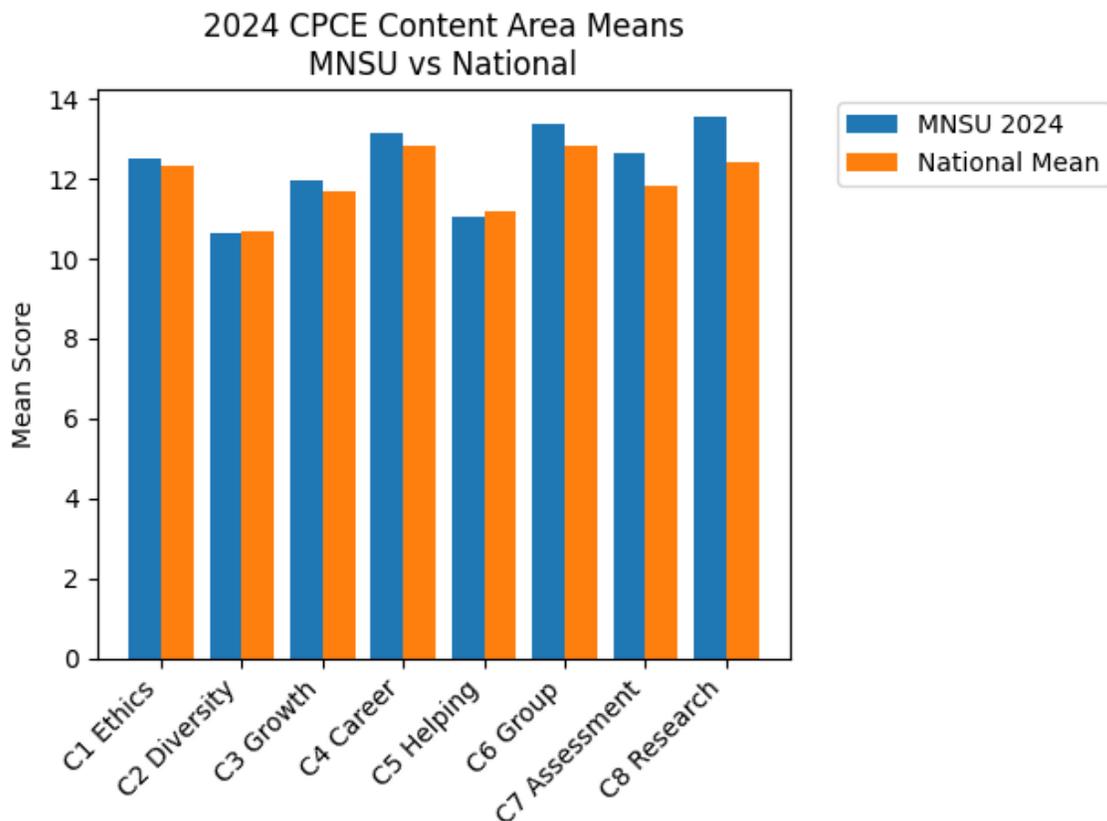
Exam Outcomes

CPCE Performance Summary

During the 2024–2025 academic year, Counseling and Student Personnel students achieved a 100% pass rate on the Counselor Preparation Comprehensive Examination (CPCE) based on the department’s established passing criterion. . CPCE results reflect strong overall student performance across CACREP core content areas, with students meeting or exceeding national benchmarks in six of the eight domains. Analysis of student-level data (n = 29) indicates particularly strong outcomes in Group Counseling and Group Work, Research and Program Evaluation, Assessment and Testing, Career Development, and Human Growth and Development, suggesting effective curricular alignment, integration of applied learning experiences, and consistency across instructional delivery.

Performance in Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, and Counseling and Helping Relationships was at or near national averages, indicating appropriate preparation at the point of assessment with continued opportunity for enhancement through applied ethics instruction, multicultural practice, and relational skill development. Domain-level CPCE scores and comparisons to national means are presented in the accompanying graphic, which provides additional context for faculty review and supports transparent interpretation of assessment results. Given the sustained 100% pass rate and strong alignment with national benchmarks, faculty are considering a review of the departmental CPCE passing threshold as part of the program’s ongoing assessment and continuous improvement process.

Table 2: CPCE Domain Scores show MNSU scores above national average in ethics, growth, career, group, assessment, and research.



NCMHCE Performance Summary

NCMHCE Pass Rate: 100%

During the 2024–2025 academic year, Counseling and Student Personnel graduates who elected to complete the National Clinical Mental Health Counseling Examination (NCMHCE) achieved a 100% pass rate. NCMHCE outcomes are interpreted as supplemental evidence of program effectiveness rather than as stand-alone measures of competence. Interpretation of these results is informed by Minnesota’s licensure process, which permits graduates to accrue a period of post-graduate supervised clinical practice prior to licensure examination, often extending up to two years depending on individual licensure timelines. As a result, NCMHCE participation reflects graduates at varying points in their professional development rather than a single graduating cohort.

NCMHCE results are reviewed in conjunction with CPCE outcomes, course-embedded assessments, internship evaluations, professional disposition data, and KPI findings to evaluate alignment between curriculum, clinical preparation, and licensure-level expectations. The 100% pass rate observed during this assessment cycle provides converging evidence that graduates who pursue licensure testing are adequately prepared to demonstrate clinical reasoning, ethical decision-making, and applied counseling skills within a national examination framework. These results support continued monitoring of NCMHCE outcomes over time as additional post-graduation data is collected, consistent with the program’s assessment plan and commitment to continuous improvement.

Image 4: Students providing social/emotional learning opportunities in collaboration with the Children’s Museum of Southern Minnesota.



Table 3: Key Performance Indicators and CPCE Alignment and Interpretation

This figure illustrates convergence between internal Key Performance Indicator (KPI) results and external benchmarking through the Counselor Preparation Comprehensive Examination (CPCE) across CACREP core curricular areas.

Legend: ✓ = KPI benchmark met; ▲ = CPCE performance above national mean. Results reflect cohort-level assessment rather than longitudinal tracking of individual students.

CACREP Core Area	KPI Status	CPCE Comparison	Indicator	Alignment Interpretation
Counseling Practice & Relationships	Met	Near National Mean	✓	Internal skills proficiency aligns with conceptual CPCE performance
Group Counseling & Group Work	Met	Above National Mean	✓ ▲	Strong alignment between applied group skills and external benchmarking
Professional Counseling Orientation & Ethics	Met	At / Above National Mean	✓ ▲	Professional identity and ethical knowledge reinforced across curriculum
Social & Cultural Diversity	Met	Near National Mean	✓	Adequate alignment with continued emphasis on applied cultural integration

Human Growth & Development	Met	Above National Mean	✓ ▲	Coursework strongly reflected in comprehensive exam outcomes
Career Development	Met	Above National Mean	✓ ▲	Conceptual mastery confirmed through internal and external measures
Assessment & Diagnostic Processes	Met	Above National Mean	✓ ▲	Convergent evidence of applied and conceptual assessment competence
Research & Program Evaluation	Met	Above National Mean	✓ ▲	External benchmarking supports internal evidence of research competence

Stakeholder Survey Results

Feedback from students, alumni, fieldwork site supervisors, and employers is reviewed annually as part of the program’s systematic assessment and continuous improvement process. Consistent with CACREP expectations for stakeholder engagement, this data is examined alongside student learning outcomes, practicum and internship evaluations, and other program assessment measures to monitor program effectiveness and alignment with workforce and professional standards. Stakeholder feedback informs ongoing discussions related to curriculum relevance, clinical preparation, and professional readiness.

Current Student Feedback

Feedback from the 2025 CACREP Student Advisor Survey indicates overall satisfaction with academic advising and faculty support within the Counseling and Student Personnel program. Students reported that advising effectively supported their understanding of program expectations, course sequencing, and timelines related to practicum and internship preparation. Responses reflected that advisors were accessible and responsive, and that advising interactions contributed to clarity regarding program policies, degree requirements, and professional expectations. Overall, student feedback supports the effectiveness of current advising structures in facilitating student progression and engagement within the program and highlights the value of continued attention to proactive advising, particularly during key transition points in the program. Opportunities were identified to further support students in long-term academic planning and professional development by reinforcing advising touchpoints and ensuring alignment between advising guidance, program documentation, and CACREP 2024 standards.

Alumni Feedback

Results from the 2025 CACREP Alumni Survey indicate that graduates perceive the program as effective in preparing them for professional counseling roles and post-graduation expectations. Alumni reported strong preparation in foundational counseling skills, professional identity development, and ethical practice, as well as readiness to engage in supervised clinical work and employment settings. They identified both coursework and field experiences as central to their professional development, noting that these components supported their transition into the workforce and licensure pathways. Responses suggest that the program provides a coherent foundation of core counseling competencies that remain relevant to graduates' current professional roles.

Image 5: Students attend the annual practicum and internship fair in December of 2024



Site Supervisors

Feedback from the 2025 CACREP Fieldwork Site Supervisor Survey reflects overall satisfaction with students' preparation for practicum and internship experiences. Site supervisors reported that students consistently demonstrated appropriate counseling skills, professionalism, and ethical awareness within field placements. They also noted students' openness to feedback, engagement in supervision, and ability to apply counseling theories and techniques in ways appropriate to their developmental level. Overall, this feedback supports the program's effectiveness in preparing students for supervised clinical practice and highlights the program's emphasis on skill development and professional growth during fieldwork.

Employers

Employer feedback from the 2025 CACREP Employer Feedback Survey indicates satisfaction with graduates' professional preparation and readiness for supervised practice. Employers reported that interns and recent graduates demonstrated foundational clinical competencies, professionalism, ethical judgment, and responsiveness to supervision within agency settings. Feedback further indicated that graduates enter professional roles with realistic expectations of counseling practice and the ability to integrate feedback and continue developing clinical skills. These responses suggest that

the program effectively prepares graduates to transition into professional counseling roles and contribute meaningfully within diverse practice environments.

Program Modifications (2024–2025)

During the 2024–2025 academic year, the program engaged in an intentional implementation and monitoring phase related to the adoption of the CACREP 2024 Standards. Faculty devoted this assessment cycle to aligning program infrastructure and documentation with new standards, including revisions to assessment processes, updates to the student manual, and updates to the practicum and internship handbook. These efforts were undertaken to ensure consistency with revised accreditation expectations and to support clear communication of program requirements, learning outcomes, and clinical training expectations to students and site supervisors.

Throughout this transition period, stakeholder feedback from alumni, fieldwork site supervisors, and employers was systematically reviewed and monitored. Faculty elected to allow sufficient time for the revised assessment of structures and updated program materials to be fully implemented and operationalized prior to initiating additional program modifications. As a result, no formal curricular or programmatic changes were enacted during the 2024–2025 cycle beyond standard-driven updates. Data collected during this monitoring phase will be evaluated and used to inform planned curricular review and potential program refinements during the 2025–2026 academic year, consistent with the program’s continuous improvement process and CACREP expectations for ongoing evaluation.

Advisory Board Consultation and Program Oversight

During the 2024–2025 academic year, the CSP program engaged its Advisory Board in formal consultation focused on program mission, goals, curriculum alignment, and accreditation-related decision-making. Members representing alumni, site supervisors, and community partners participated in structured review of the program’s commitment statement and goal statements in the context of CACREP 2024 Standards. They provided feedback related to clarity, consistency of language (e.g., culturally responsive versus culturally sustaining practices), emphasis on ethical practice and advocacy, and alignment with college- and university-level values. Following discussion and recommended refinements, the Advisory Board approved the revised commitment statement and provided guidance that informed updates to program goals.

Advisory Board members also reviewed program updates related to enrollment growth, CACREP alignment across tracks, curriculum restructuring, and proposed changes to practicum and internship sequencing. Feedback reflected strong support for efforts to enhance clinical training feasibility, including summer practicum options, extended internship structures, and strategies to improve student transition into the workforce and licensure processes. They identified additional areas for continued development, including preparation for crisis response in school settings, increased attention to culturally responsive practice through applied and service-learning experiences, and expanded partnership and career-development opportunities. Advisory Board input will continue to inform program planning and assessment discussions, with select recommendations integrated into the 2025–2026 planning cycle as part of the program’s ongoing commitment to systematic review and continuous improvement.

Image 6: Doc student Muhammad Raja before presenting at the annual Conference of the American Counseling Association Conference in March of 2025.



Departmental Updates

During the 2024–2025 academic year, the Counseling and Student Personnel programs at Minnesota State University, Mankato completed and submitted the CACREP reaffirmation self-study report, marking a significant milestone in the program’s ongoing accreditation cycle. The reaffirmation submission reflects a comprehensive review of curriculum, assessment practices, faculty qualifications, clinical training, and student outcomes, and demonstrates continued alignment with the CACREP 2024 Standards. This process underscores the program’s commitment to systematic evaluation, continuous improvement, and accountability to national accreditation expectations in counselor education. During this same reporting period, the program also received approval to add a fourth full-time mental health counseling faculty position, strengthening instructional capacity, supervision support, and program sustainability. This supports continued compliance with accreditation standards, growing enrollment demands, and the program’s commitment to high-quality counselor preparation.

The Professional School Counseling program at Minnesota State University, Mankato received its third consecutive round of funding through the Minnesota Department of Education’s Student Support Personnel Workforce Pathway Grant, making it the first school counseling program in Minnesota to achieve this distinction. The program has secured nearly \$1.5 million to support students pursuing licensure and careers as school counselors in Minnesota, with over 80% of funds directed toward direct student support. The grant prioritizes increasing access to the profession for People of Color and Indigenous students, addressing a significant workforce disparity in which fewer than 10% of Minnesota’s licensed school counselors identify as People of Color or Indigenous, despite approximately 35% of Minnesota’s elementary-aged students identifying as Students of Color. Grant funds may cover the full cost of graduate education, including tuition, fees, materials, living expenses, and stipends for fieldwork, professional development, conference participation, and licensure costs. Students receive supports such as individualized advising, guaranteed course placement, professional mentoring, and flexible scheduling options, allowing program completion in as little as two years. Consistently, 70% or more of grant recipients identify as People of Color or Indigenous, reflecting the program’s sustained commitment to equity, workforce diversification, and the preparation of data-driven, social justice-oriented school counselors serving K–12 communities across the state.

The Counseling and Student Personnel (CSP) programs at Minnesota State University, Mankato maintain strong, reciprocal community partnerships that enhance applied learning, workforce development, and community mental health capacity. Through

collaboration with the Children’s Museum of Southern Minnesota, counseling students participate in experiential learning activities focused on social–emotional learning, co-regulation, and caregiver–child interaction, applying counseling concepts in a community-based, prevention-oriented setting. This partnership supports early mental health promotion while strengthening students’ skills in psychoeducation, developmental responsiveness, and family engagement.

The CSP programs also partner closely with the Blue Cross[®] and Blue Shield[®] of Minnesota Center for Rural Behavioral Health, which serves as a hub for rural mental health outreach, training, research, and workforce development across southern Minnesota and the broader region. Through this collaboration, students and faculty engage in community-embedded initiatives addressing suicide prevention, trauma-informed care, first responder and agricultural mental health, and telebehavioral health service delivery. In addition, the department hosts the annual Play Therapy Conference, a long-standing professional development event that brings together counselors, supervisors, educators, and community practitioners for high-quality continuing education grounded in evidence-based practice. Together, these partnerships support professional identity development, strengthen community connections, and reinforce the program’s mission to prepare culturally responsive, equity-minded counselors aligned with CACREP standards.

Collectively, these accomplishments reflect a program that is both strategically positioned and mission-driven, balancing rigorous accreditation standards with meaningful investments in equity, workforce development, and community engagement. Through sustained external funding, expanded faculty capacity, and deep partnerships with community organizations, the Counseling and Student Personnel programs at Minnesota State University, Mankato continue to strengthen counselor preparation while responding to the evolving needs of schools, families, and rural communities across Minnesota. These efforts underscore the program’s commitment to excellence, access, and accountability, and position the CSP programs for continued growth and impact in the years ahead.

Conclusion

The 2024–2025 academic year reflects MNSU’s continued commitment to high-quality counselor education. Through systematic assessment, faculty collaboration, and data-informed program modifications, the CSP Department remains aligned with CACREP standards and dedicated to preparing ethical, competent, and culturally responsive counselors.