



*St. Cloud State University*

*Counselor Education Program*

*Clinical Mental Health Counseling & School Counseling*

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Comprehensive Annual Program Evaluation Report (CAPER); Academic Year 2024–2025

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**Prepared for:**

- Students & Alumni
- Program Faculty
- Site Supervisors & Community Partners
- College of Health and Wellness Professions Leadership
- CACREP Reviewers

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**Prepared by:**

Tina Sacin, Program Director Clinical Mental Health Counseling  
Counselor Education Faculty

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Date: August 2025

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**Location:**

St. Cloud State University  
Eastman – Counselor Education Suite (Co-located with the Counseling Practicum Clinic)

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Note: This report provides a transparent overview of program outcomes, stakeholder feedback, and planned improvements, serving as both an internal accountability tool and an external communication resource.

## Counselor Education Programs

### Clinical Mental Health Counseling & School Counseling Comprehensive Annual Program Evaluation Report (CAPER)

Academic Year: 2024–2025

Prepared by: Clinical Mental Health Counseling Program Director, Tina Sacin

Date: August 2025

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#### Executive Summary (2024/2025 Highlights)

In 2024–2025, the Counselor Education programs at St. Cloud State University advanced key initiatives to strengthen curriculum, assessment practices, and student experience. Major moves this year included:

- **Faculty Growth, Investment & Relocation:** SCSU has invested in program expansion, hiring 3 new full-time faculty beginning Fall 2025, strengthening curriculum delivery, advising, and assessment capacity. These appointments bring nationally recognized expertise in clinical mental health counseling, addictions treatment, multicultural advocacy, and workforce development, directly enhancing student learning and community impact. Full introductions to **Dr. Joe Campbell**, **Douglas Valdez (ABD)**, and **Dr. Kristin Williams** can be found in the Faculty Updates addendum A. Additionally, the program faculty relocated to the newly renovated Eastman building, which is co-located with a state-of-the-art training clinic, to enhance supervision, collaboration, and student support.
- **CPCE Performance:** Clinical Mental Health Counseling students **scored above the national mean** in total scores across all testing periods, and above the national mean in most CACREP core content areas. Starting 2025-2026, CPCE will again be required for all school counseling students, allowing program-wide benchmarking.

Note: CPCE scoring reporting will change by CPCE 2026, with the addition of a \$25. Student training module launch by CPCE.

- **Curricular Restructuring:** Implemented key changes to improve student learning and licensure readiness, including moving **COUN 668 (Counseling Skills)** to a full semester in Year 1 (Spring 2025 start), and redesigning **COUN 665 (Assessment & Testing)** to return to CACREP supported standards with integration of CMHC and School Counseling students, redesigning **COUN 676 (Research and Program Evaluation)** to a full summer on-campus course with expanded qualitative research components, and 2025-2026 **COUN 658 (Multicultural Counseling)** course re-development (additional faculty will expand capacity and course innovation).
- **Assessment System Enhancements:** Approved mid-term course evaluations and end-of-course faculty summaries to systematically collect and use student feedback for program improvement.
- **Improved CPCE scheduling:** Beginning January 2026, all students will test in a single January cohort to improve data tracking and allow time for a second attempt before graduation if needed.
- **Strategic Advisory Boards:** Prioritized launch of a **Child & Adolescent Advisory Board** in 2025–2026, with a unified General Advisory Board to follow in 2026–2027.

## Key Findings by Data Source

Data Source	Strengths Identified	Areas for Growth
<b>CPCE Results:</b>  <b>Clinical Mental Health Counseling Students</b>	Above the national mean in total score and above the national mean in most domains.	Lower performance in C7: Assessment & Testing in November/March groups.
<b>Student Listening Sessions</b>	Faculty licensure & expertise valued; strong cohort model; preference for program faculty teaching courses over adjuncts.	Curricular restructuring: COUN 668 (counseling procedures) format concerns heavy reading loads, practicum supervision changes, and desire for earlier orientation. Community Building amongst cohorts.
<b>Site Supervisor Evaluations</b>	Strong generalist preparation; ethical practice; crisis intervention skills; interdisciplinary teamwork	More intensive diagnosis/treatment training, documentation, child/adolescent competence and parent engagement content.
<b>Internship Student Feedback</b>	Identified strengths in rapport building, ethics, and diagnostic readiness	More diagnosis and applied intervention practice.
<b>Alumni &amp; Employer Feedback</b>	Graduates feel prepared for diverse clinical settings	Desire for more specialized child/adolescent therapy training (play, art, TF-CBT.)
<b>Faculty Reflections</b>	Strong alignment with CACREP standards, dedicated to continuous improvement	Need for early low-stakes feedback collection, mid-semester evaluation and end of course feedback summary.

### Action Plan 2025/2026 Academic Year

Finding	Action Step	Responsible Party	Timeline	Expected Impact
Child/adolescent therapy training gaps	Launch Child/Adolescent Advisory Board	Program Director, Faculty Leads	Aug/Sept 2025	Curriculum informed by experts; enhanced student preparation
COUN 668 summer format is ineffective	Move to a full semester in Year 1	Program Director, Curriculum Committee	Fall 2025	Improve counseling skill development & practicum readiness
Need for earlier student orientation	Shift orientation to the first week of the Fall semester	Program Directors & Admin Staff	Fall 2025	Improved program onboarding and expectations
CPCE performance below average in C7	Redesign COUN 665 (Assessment & Testing); to return to CACREP-supported standards with integration of CMHC and School Counseling students	Program Directors & Program Faculty	Summer 2025	Stronger assessment skills; improved CPCE C7 scores
CPCE data inconsistent across 3 dates	Move all CPCE testing to January	Program Director, CPCE Coordinator	Jan 2026	Consistent data pool; retake opportunity before graduation
Lack of systematic stakeholder feedback	Revise stakeholder survey tool, InPoint/Tevera.	Assessment Lead Faculty	Fall 2025	Higher response rate; better program improvement data
Inconsistent feedback systems	Implement mid-term course evaluations & end-of-course summary sheets.	All Faculty	Program Directors, All Faculty	Early issue identification & program improvement data

### **Foundation for 3-Year Strategic Plan (2025–2028)**

While 2025–2026 is Year 1 of our new strategic plan, groundwork began in Summer 2025 with faculty onboarding, curriculum redesign, and assessment process improvements. Priorities for the first year include:

- **Goal 1: Strengthen program infrastructure** → 3 new faculty hires expanding capacity for specialized coursework, including COUN 658 Multicultural Counseling revisioning.
- **Goal 2: Formalize advisory board structures** with prioritization of the child/adolescent board launching in 2025 to inform targeted curriculum development.
- **Goal 3: Strengthen core counseling skills** → COUN 668 moved to a full semester with early practicum readiness checkpoints.
- **Goal 4: Enhance assessment competence** → COUN 665 curriculum overhaul and CPCE test date consolidation and aligned KPI reporting.
- **Goal 5: Align assessment systems (KPI, Program and Institutional Outcomes)** with CACREP 2024 standards and institutional priorities → Submission of Self-Study, launch of new survey tool, and structured mid-term/final course evaluation system, InPoint/Tevera implementation.

### **Closing Summary**

The 2024–2025 academic year was a turning point for the Counselor Education programs at SCSU. Our Clinical Mental Health Counseling students outperformed national benchmarks on the CPCE, and the university's investment in three new faculty and renovated facilities positions us for stronger student engagement, collaboration, and instructional depth.

This year was defined by both transition and growth. We strengthened our instructional core, acted on stakeholder feedback, and laid the groundwork for a more streamlined, data-informed program culture. As we enter Year One of our 3-Year Strategic Plan, we invite alumni, site supervisors, community partners, and students to continue partnering with us to ensure our programs remain leaders in preparing ethical, skilled, and equity-minded counselors.

### **Key Takeaways:**

- Faculty growth enables deeper curriculum delivery and stronger mentorship.
- Structural course changes address student feedback and licensure exam trends.
- Transition to single-date CPCE testing improves both data quality and student success opportunities.
- Expanded CPCE participation aligns both CMHC and School Counseling with a shared national assessment standard.

Looking ahead to 2025–2026, our focus will be on launching the child/adolescent advisory board, advancing multicultural curriculum enhancements, and maintaining strong feedback loops that drive continuous improvement. We remain committed to preparing counselors who are skilled, ethical, and responsive to the diverse needs of the communities they serve.

## **Appendix A – Faculty Updates – 2024–2025 Academic Year**

This year, St. Cloud State University's Counselor Education program welcomed three distinguished faculty whose expertise strengthens our accreditation readiness, expands our curriculum, and deepens community partnerships.

- **Dr. Joe Campbell**, Associate Professor – Award-winning educator and program leader with expertise in clinical mental health, addictions counseling, and innovative pedagogy. His leadership includes founding a community counseling clinic, directing accreditation processes, and advancing research on counselor competence and human sexuality.
- **Douglas Valdez**, Assistant Professor – Clinician, educator, and advocate specializing in liberation psychology and culturally responsive care for Latinx/e communities. Board member of the Latinx Mental Health and Social Justice Institute, expanding our multicultural training and advocacy reach.
- **Dr. Kristin Williams**, Assistant Professor – Licensed LPCC and LADC with nearly 20 years of clinical, academic, and state-level leadership in co-occurring disorders, supervision, and workforce development. Experienced program director, trainer, and consultant to the Minnesota Department of Human Services.

**Stakeholder Impact:** These hires expand student learning opportunities, strengthen our multicultural and addictions curricula, enhance field placement oversight, and position the program for sustained excellence in counselor preparation.

## Appendix B – CPCE Results by Administration) Score Summary (2024–2025)

(Tables show SCSU vs. National Means, with noted strengths and growth areas)

[Counselor Preparation Comprehensive Examination \(CPCE\) Candidate Handbook](#)

### CPCE Categories

C1 – Professional Counseling Orientation and Ethical Practice

C2 – Social and Cultural Diversity

C3 – Human Growth and Development

C4 – Career Development

C5 – Counseling and Helping Relationships

C6 – Group Counseling and Group Work

C7 – Assessment and Testing

C8 – Research and Program Evaluation

### November (Low Test Takers)

Section	SCSU	National	Notes
C1	15	12.3	Above national mean
C2	14	10.6	Above national mean
C3	11	11.6	Slightly below
C4	16	12.7	Above national mean
C5	14	11	Above national mean
C6	16	12.6	Above national mean
C7	13	11.7	Above national mean
C8	14	12.3	Above national mean
<b>Total</b>	<b>113</b>	<b>94.8</b>	Strong overall

**January (Majority Test Takers)**

Section	SCSU	National	SD
C1	12.8	12	1.9
C2	11.1	10.4	2.4
C3	11.9	11.6	2.4
C4	13.2	10.9	2.3
C5	11.9	11.1	2.4
C6	13.56	12.7	2.4
C7	11.4	10.6	2.7
C8	11.1	10.3	3.1
<b>Total</b>	<b>93</b>	<b>89.7</b>	Above national mean

**March (Low Test Takers)**

Section	SCSU	National	SD
C1	13	11.9	2.1
C2	10	10.3	2.3
C3	11	11.6	2.5
C4	11	11.1	2.2
C5	13	10.8	2.4
C6	13	12.6	2.3
C7	8	10.2	2.6
C8	12	9.8	2.9
<b>Total</b>	<b>91</b>	<b>88.3</b>	Lower in C7; small sample



### **Addendum C – Advisory Board Development Timeline**

**2025–2026:** Launch *Child & Adolescent Advisory Board* (Aug–Sept 2025)

#### **Advisory Board Representation**

- Licensed Clinical Mental Health Counselor – Community Mental Health Agency
- School Counselor – Local School District
- University Faculty – College of Health and Wellness Professions
- Alumni Representative – Private Practice Owner
- Site Supervisor – Regional Hospital Outpatient Services

**2026–2027:** *General Counseling Advisory Board Convenes* (Jan-May 2025)

**Ongoing:** Annual review of CAPER, CAP, and curriculum with both boards for continuous alignment with workforce needs.

## **Addendum D: Clinical Mental Health Counseling & School Counseling Programs**

3-Year Diversity, Equity, and Inclusion (DEI) Strategic Plan (2025/2026–2027/2028)

### **Purpose**

This three-year strategic plan outlines intentional actions to strengthen diversity, equity, and inclusion within the Counselor Education programs, aligning with St. Cloud State University's commitment to preparing counselors who reflect and serve Minnesota's diverse communities.

### **Vision**

Inclusive counseling programs that recruit, retain, and graduate counselors from underrepresented populations, enhancing the cultural responsiveness of the mental health workforce.

### **Mission**

To advance diversity, equity, and inclusion through intentional recruitment, supportive learning environments, community partnerships, and continuous assessment.

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## **Strategic Goals & Objectives**

### **Goal 1: Enhance Faculty Diversity and Representation**

- **Objective:** Increase hiring of faculty from underrepresented backgrounds.
- **Key Actions:** Implement inclusive hiring practices, training for search committees, and broad outreach for job postings.
- **Metrics:** Increased faculty diversity hires; trained search committees.

### **Goal 2: Secure Funding to Support Diverse Student Recruitment and Retention**

- **Objective:** Obtain targeted funding to recruit and support students from underrepresented backgrounds.
- **Key Actions:** Assemble grant writing team; submit proposals; allocate funds for scholarships and programs (Apply for the MN Workforce Development grant).
- **Metrics:** Number of Grant applications submitted/awarded; funding secured; scholarships awarded.

### **Goal 3: Expand Community Partnerships to Support Counselors of Color**

- **Objective:** Strengthen GA partnerships with local schools and mental health agencies serving diverse communities.
- **Key Actions:** Formalize partnerships; develop targeted GA roles; host recruitment events.
- **Metrics:** Number of active partnerships; students supported; retention and graduation rates.

#### Goal 4: Foster Inclusive and Supportive Learning Environments

- **Objective:** Integrate DEI principles into curriculum, advising, and student services.
- **Key Actions:** Curriculum reviews; faculty DEI training; support student affinity groups and mentorships.
- **Metrics:** Faculty training participation; student feedback; retention of underrepresented students.

#### Goal 5: Implement Continuous Evaluation and Accountability

- ✓ **Objectives:** Monitor and report progress on DEI goals.
- ✓ **Key Actions:** Establish a DEI task force/working committee; create data dashboards; publish annual DEI progress reports.
- ✓ **Metrics:** Annual report completion; documented, DEI reports; data-informed improvements.

#### Stakeholder Impact

The implementation of this DEI Strategic Plan will directly benefit students through increased access to scholarships, culturally responsive curriculum, and mentorship opportunities. Faculty and staff will gain expanded resources, training, and support to embed equity into teaching and advising practices. Community partners will see strengthened collaborations that address workforce gaps and enhance service delivery to underrepresented populations. Collectively, these efforts will advance our accreditation readiness, fulfill workforce development priorities, and reinforce St. Cloud State University's leadership in preparing counselors who reflect and serve Minnesota's diverse communities.

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#### Timeline Summary

Year	Key Activities
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2025	Form DEI task force/working committee, assemble grant team
2026	Submit grants, formalize partnerships, and begin curriculum review
2027	Implement grants, expand GA roles, and ongoing faculty development
2028	Review data, publish reports, revise strategic plan

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#### Conclusion

This plan reflects our commitment to building equitable and inclusive Clinical Mental Health and School Counseling programs. Through strategic actions and partnerships, we will prepare culturally competent counselors to serve diverse communities.