



# ANDERSON<sup>®</sup>

## U N I V E R S I T Y

Master of Science in Clinical Mental Health Counseling

College of Arts and Sciences

2025-2026 Annual Report

May 2026

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# Overview

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## Anderson University Mission

Anderson University is an academic community affiliated with the South Carolina Baptist Convention. It offers undergraduate, graduate and professional degree programs to make graduates market-place ready and life-long competitive in knowledge, skill, and ability. It is a biblically-based Christian university that welcomes people from diverse backgrounds to be members of an academic community characterized by uncommon civility and hospitality. Rooted in the liberal arts, wholesome values, and time-honored social and economic principles, we equip graduates to be world citizens who lead productive, impactful and virtuous lives.

## Clinical Mental Health Counseling Mission

Informed by input from students and community stakeholders the new mission of the Master of Science in Clinical Mental Health Counseling program at Anderson University is to equip students with the knowledge, skills, and ethical foundation to provide client-centered, evidence-based counseling across the lifespan. The program emphasizes clinical competence, relationally grounded practice, and integration of Christian principles, preparing graduates to serve diverse populations with professionalism, compassion, and integrity.

## Program Objectives

Counselor Education faculty developed six program objectives that reflect current knowledge and projected needs concerning clinical mental health. The objectives are aligned with CACREP's core standards and the Clinical Mental Health Counseling specialization. These serve to orient the program regarding curriculum, practicum and internship, and our program assessment.

1. Prepare students who can understand and develop a professional identity as a clinical counselor.
2. Prepare students who provide exceptional counseling and relational skills.
3. Prepare students who will exhibit critical thinking skills.
4. Prepare students who understand knowledge of development, psychopathology, and treatment planning that are grounded in research.
5. Prepare students who are culturally aware, use culturally relevant assessment strategies and responsive to clients in diverse communities.
6. Prepare students who have awareness of their own spiritual development and are able to use spirituality effectively in clinical settings.

## Student Learning Outcomes

Student learning outcomes are based on the eight core curricular areas and the clinical mental health counseling specialty. Faculty evaluate student performance through various formative and

summative measures at multiple points throughout the program to assess the development of essential knowledge and skills. This performance is measured via specific Key Performance Indicator (KPI) assignments embedded within the curriculum. Faculty review and analyze student progress data each semester and collectively at the end of the academic year to ensure standards are met.

1. Professional counseling orientation and ethical practice: Students will develop and demonstrate a professional counseling identity and willingness to provide counseling services within the counseling profession's ethical and legal guidelines.
2. Social and cultural identities and experiences: Students will develop skills and understanding of cultural awareness and are responsive to clients in diverse communities.
3. Lifespan development: Students will exhibit self-reflection and self-awareness and demonstrate professional growth and understanding of the nature of human growth and development and integration in the counseling process.
4. Career development: Students will develop an understanding and demonstrate knowledge of career development theories and career assessment skills.
5. Counseling practice and relationships: Students will acquire the knowledge of major counseling theories and demonstrate individual and group counseling skills aimed at facilitating client growth.
6. Group counseling and group work: Students will identify and demonstrate knowledge of group theory and process through didactic and experiential learning as well as the application of group counseling skills.
7. Assessment and diagnostic processes: Students will gain knowledge and skills in basic assessment techniques and apply concepts to individual and group appraisal. Students will acquire the knowledge and ability to use mental health diagnostic criteria and assessment to treat a broad range of mental health issues.
8. Research and Program Evaluation: Students will identify and use counseling interventions, techniques and evaluation procedures that are grounded in research.
9. Mission Specific: Demonstrate the knowledge and skills necessary to integrate Christian principles as the foundation for reflective, caring, and ethical counseling practice.

Note: The program objectives and student learning outcomes presented here were those in effect during the current academic year. Newly revised objectives and outcomes have been approved and will be reflected in the next annual report.

## Accreditation

The program is not yet CACREP-accredited; however, it intends to pursue accreditation in the future.

# Assessment Plan

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The CMHC program has developed a systematic assessment plan to assess its program objectives and thus inform program modifications. Specifically, the program collects and analyzes data related to the following quality indicators: program effectiveness, diverse learning community, student success, fieldwork, graduate outcomes, and community partner engagement.

Data is collected throughout the academic year from multiple sources, including rubrics, surveys, and institutional records. Data is reviewed at the end of each semester and analyzed annually to evaluate student learning outcomes, program effectiveness, and stakeholder feedback. Results are used to inform continuous program improvement and are reviewed by faculty and the advisory board on a scheduled cycle.

## Program Effectiveness

### Instructional Effectiveness and Learning Climate

*IDEA Surveys:* Standardized end-of-course evaluations for instructional quality

*Survey 3:* Student Evaluation of the Faculty Fieldwork Instructor

*Survey 7:* CMHC Program Climate Survey

### Programmatic Feedback

*Survey 5:* Program Feedback and Advising Student Stakeholder Survey (including Mission)

*Survey 6:* Professional Involvement Survey

## Diverse Learning Community

### Student Demographics

Analysis of Applicants

Enrolled Students

Completion Rates

### Faculty Demographics

Analysis of Applicants

Employed Faculty

Retention Rates

Faculty student ratios

## Student Success

**Knowledge Assessment:** Knowledge Assessment is evaluated through a combination of course-specific rubrics and key graded assignments. Rubric-based assessments use a success threshold

of a group mean of 3.0 or higher, while key assignments are evaluated using defined point-based performance thresholds established within each course.

CPCE Examination Results: Data collection will begin with the entering Class of 2026 cohort.

Clinical Assessment Tools: Measured through the Counselor Competencies Scale-Revised (CCS-R). Success threshold for clinical sequences is a group mean of 3.0 or higher in COU 575 and a group mean of 4.0 as students advance to COU 580 and COU 585. There are also skills specific rubrics in COU 540, 580, 585.

Academic Standing: Continuous monitoring of student GPA and individual course grades to ensure alignment with Graduate School requirements.

Professional Dispositions: Student suitability for the counseling profession is monitored via the PDCA-R process. Students are expected to maintain a group mean of 3.0 or higher across all dispositional criteria.

Analysis of student success data.

## Fieldwork

Survey 1: Student Evaluation of the Field Site Placement Process

Survey 2: Student Evaluation of the Field Experience Site and Supervisor

Field Placement Rate: Tracking successful student placement at clinical sites

## Graduate Outcomes

Institutional Metrics: Degree Completion Rates and Doctoral Enrollment Rates.

Credentialing: National/State Exam Pass Rates and State Licensure Rates.

Employment: Employment rates in the counseling field

## Community Partner Engagement

Survey 4: Site Supervisor Evaluation of the Program

Survey 8: Community Stakeholder Survey regarding the Program Mission

Advisory Board Feedback

Alumni Engagement: Alumni Surveys conducted at 6-month and 12-month intervals post-graduation.

Employer Surveys (12 months post-graduation).

# Data and Trends

## Program Effectiveness

### Instructional Effectiveness and Learning Climate Summary

Survey results indicate that the program effectively fosters a supportive and engaging learning environment. Feedback highlights strengths in respectful faculty-student interactions, clear communication of expectations, meaningful feedback, and exposure to diverse learning approaches. Climate survey results further suggest that students experience a strong sense of belonging and perceive the program as promoting respect and dignity for all individuals. However, some variability in perceptions of equity and fairness among faculty suggests an area for continued reflection and improvement. Additionally, students rated instruction highly, with available IDEA scores exceeding expectations.

*IDEA Surveys:* Standardized end-of-course evaluations for instructional quality.

Survey Name	Time	Scale	Threshold	Mean Fall 25	Mean Spring 26	Trend
IDEA End of Course Surveys	End of each course	Meets 45-52 Exceeds 56-62 Highly Exceeds 63-100	Meets 45-52	61.75	66	Positive (limited Spring 26 data)

\* Please note that Spring 26 results are based on one course only, as three courses did not meet the minimum response threshold required for report generation.

### Survey 3: Student Evaluation of the Faculty Fieldwork Instructor



I have learned many new counseling approaches and skills from my faculty instructor.

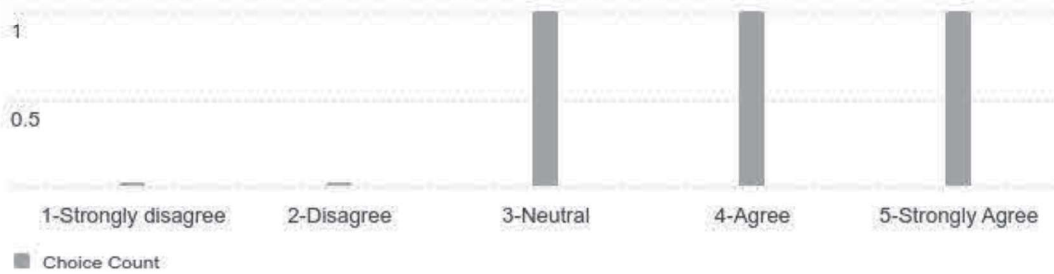


My faculty instructor is open to helping me learn a variety of counseling styles/models and techniques & doesn't push only one counseling model.

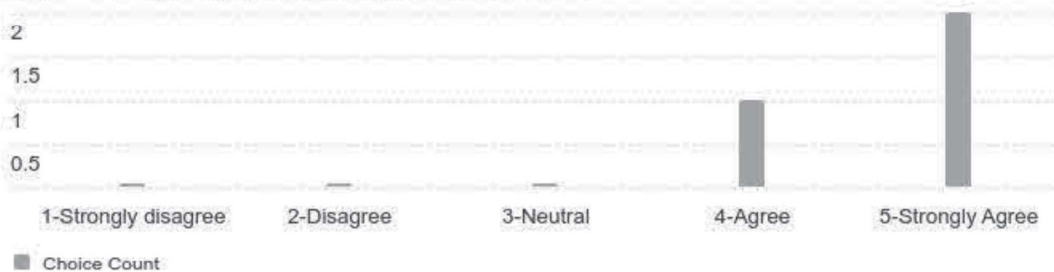


Survey 7: CMHC Program Climate Survey

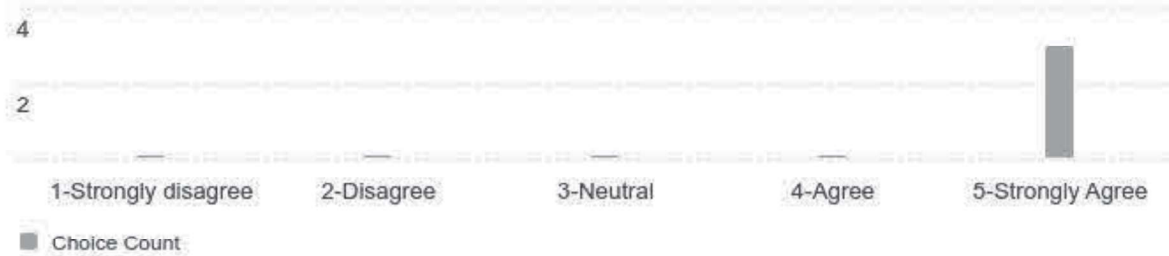
I believe the faculty members treat all students with equity and fairness.



I feel a sense of belonging within the CMHC program.



The program effectively upholds the belief that every individual possesses inherent dignity and is worthy of respect.



Programmatic Feedback Summary

Student feedback regarding advising and program support was generally positive, with ratings ranging from agree to strongly agree for faculty feedback quality, clarity of expectations, and accessibility. Areas for improvement included concerns about program pacing and limited time to implement feedback, particularly the need for more time between assignments to support reflection and skill development.

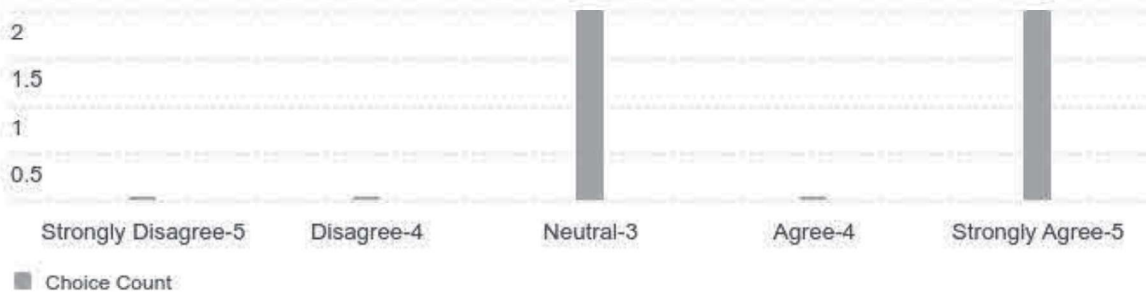
Student professional involvement varied widely, ranging from high to very low engagement, with most participation occurring through webinars. While students rated the program highly for sharing professional opportunities, they noted that time constraints limit broader engagement. Overall, the 70% participation benchmark was not met, with approximately 50% student engagement reported. It should also be noted that the number of survey responses was low.

Survey 5: Program Feedback and Advising Student Stakeholder Survey (includes Mission).

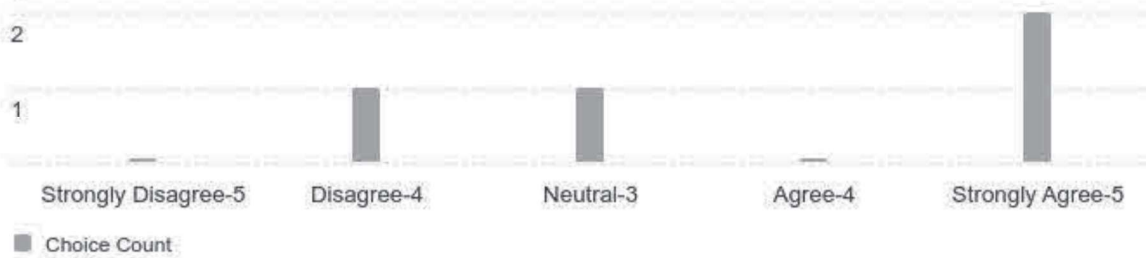
I feel supported in my academic and professional goals through the advising process.



The program provides me with sufficient time to incorporate feedback into future work.

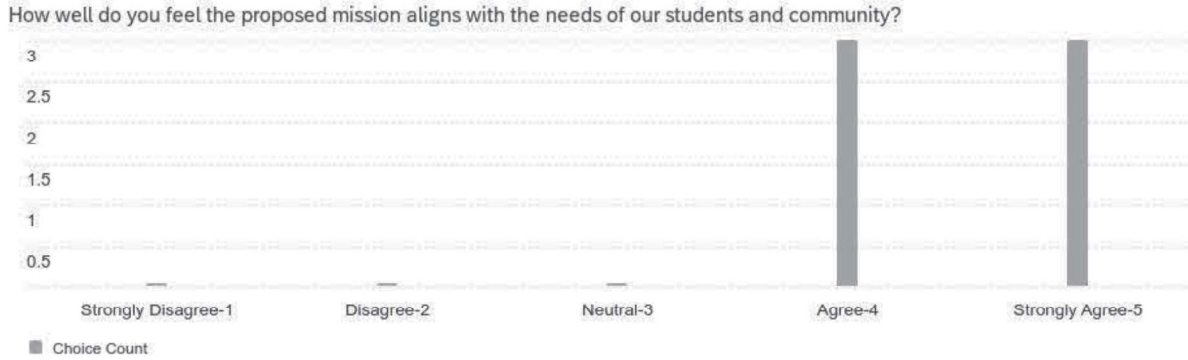


The pacing of the program allows for reflection and growth between assignments or clinical experiences.



Survey 6: Professional Involvement Survey

Survey Name	Time	Scale	Threshold	Mean Spring 25	Trend
Survey 6: Professional Involvement Survey (Qualtrics)	Spring	% involvement; rating of involvement	70% involvement	50% out of 4 respondents Did not meet threshold	



### Diverse Learning Community

#### Diverse Learning Community Summary

Analysis of applicants, enrolled students, and completion rates indicates the majority of applicants are female and coming primarily from South Carolina. Most applicants also report a religious affiliation. The age distribution is fairly balanced, with traditional college-age students (21-24) and adult learners (midlife and second-career stages combined) representing comparable proportions. However, there is a notable gap between the number of applicants and those who ultimately enroll, suggesting potential barriers in the admissions or enrollment process.

Year	Male	Female	Caucasian (Deposited applicant only)	African American (Deposited applicant only)	Other Race
Applicants (2025-2026)	5	31	11	3	0
Enrolled (2025-2026)	1	7	5	3	0

Year	SC	Counties representing rural/partially rural and high mental health needs	Out of State
Applicants (2025-2026)	30	7	6
Enrolled (2025-2026)	7	0	1

Year	Religious Affiliation	No Religious Affiliation Listed	Traditional Age (21-24)	Transitional Age (25-29)	Adult Learner Age (30-39)	Midlife/Second Career Age (40+)	No Age Listed
Applicants (2025-2026)	35	1	15	6	8	7	0
Enrolled (2025-2026)	4	4	1	-	2	2	3

Faculty Demographics: Analysis of Applicants, Employed Faculty, and Retention Rates to ensure a diverse and stable instructional environment. Faculty analysis is limited due to the small faculty size. However, recruitment efforts have been positive, as the availability of online positions has expanded outreach and broadened the applicant pool. Data regarding gender and race are not collected as part of the application process. Diversity metrics for the program center on geographical and religious diversity. Additionally, metrics for applicants to the director position were not available for reporting.

Year	Total	Retained/Hired	SC	Out of State	Southern Baptist	Other Christian Denomination
Faculty (2025-2026)	2	1	1	1	1	1
Applicants for Clinical Coordinator (2025-2026)	9	2 (1 for core faculty position)	2	7	2	7

Faculty student ratios

Year	Threshold	Student FTE	Faculty FTE	Ratio	Outcome	Trend
2025-2026	< 12.00	8.0	2.0	4.00	Met	N/A

## Student Success

Knowledge and Skills Assessment Tools

1. *Professional Counseling Orientation and Ethical Practice*: Students will develop and demonstrate a professional counseling identity and willingness to provide counseling services within the counseling profession’s ethical and legal guidelines.

Course-embedded assessments:

1-COU 501: Final Paper: My Theory of Counseling

2-COU 510: Midterm Ethics Decision Making Presentation

3-COU 510: Final Integration Paper (Ethics Focus)

4-COU 515: Ethics Review Board Recorded Presentation (Scenario Based)- Data will be available in Summer 2026.

5-COU 565: Professional Identity (projected assessment)

Clinical assessments:

5-COU 575: Final CCS-R Part 2

6-COU 580: Final CCS-R Part 2- Data will be available in Fall 2026

7-COU 585: Final CCS-R Part 2- Data will be available in Spring 2027.

Course	KPI Assessment Tool	Rubric Source	Rubric Criteria	Threshold	25-26 Results	Trend
COU 501	Final Paper: My Theory of Counseling	KPI 1 Professional Counseling Identity	Professional Identity Development	3+	3.78	
			Willingness to Provide Services	3+	3.78	
			Professional Demeanor	3+	4	
COU 510	Midterm Ethics Decision Making Presentation	KPI 1 Ethical/Legal	Ethical Understanding & Application	3+	3.78	
			Legal Awareness	3+	3.11	
			Professional Conduct (Ethical Lens)	3+	4	
COU 510	Final Integration Paper (Ethics Focus)	KPI 1 Ethical/Legal	Ethical Understanding & Application	3+	3.22	
			Legal Awareness	3+	3	
			Professional Conduct (Ethical Lens)	3+	3.78	

Course	KPI Assessment Tool	Threshold	25-26 Results	Trend
COU 575	Final CCS-R Part 2	group mean $\geq$ 3.0	4.41	

2. *Human Growth and Development*: Students will exhibit self-reflection and self-awareness and demonstrate professional growth and understanding the nature of human growth and development and integration in the counseling process.

Course-embedded assessments:

- 1-COU 535: Lifespan Presentation (projected assessment)- Data will be available in Spring 2027.
- 2-COU 550: Addictions and Lifespan (projected assessment)- Data will be available in Spring 2027.

3. *Social and Cultural Diversity*: Students will develop skills and understanding of cultural awareness and are responsive to clients in diverse communities.

Course-embedded assessments:

- 1-COU 575: Case Presentation First Client
- 2-COU 515: Cultural Immersion Project Data will be available in Summer 2026
- 3-COU 580: Case Study Analysis/Application Focus (projected assessment)

Course	KPI Assessment Tool	Rubric Source	Rubric Criteria	Threshold	25-26 Results	Trend
COU 575	Case Presentation First Client	KPI 2 Cultural Awareness and Responsiveness	Cultural Awareness & Responsiveness	3+	3.25	
			Reflective, Caring Professional Identity	3+	3.25	
			Application to Counseling Practice	3+	3.38	

4. *Assessment and Testing*: Students will gain knowledge and skills in basic assessment techniques and apply concepts to individual and group appraisal.

Course-embedded assessments:

- 1-COU 545: Treatment/Intervention Plan
- 2-COU 560: Major Project (projected assessment)
- 3-COU 545: Final exam (updated projected assessment)
- 4-COU 585: Assessment Project/Presentation (projected assessment)

Course	KPI Assessment Tool	Threshold	25-26 Results	Trend
COU 545	Treatment/Intervention Plan	80% of students score $\geq$ 120 points	50% score $\geq$ 120 points Not met	

5. *Career Development*: Students will develop an understanding and demonstrate knowledge of career development theories and career assessment skills.

Course-embedded assessment

- 1-COU 525: Career Autobiography (Theory Focus)-Data will be available in Summer 2026
- 2-COU 525: Olivia’s Job Loss (Assessment Focus)-Data will be available in Summer 2026
- 2-COU 535: Career and Lifespan (projected assessment)- Data will be available in Summer 2027

6. *Research and Evaluation*: Students will identify and use counseling interventions, techniques and evaluation procedures that are grounded in research.

Course-embedded assessments:

- 1-COU 570: EBP Project assessment (projected assessment)- Data will be available in Summer 2026
- 2-COU 550: Clinical Treatment Presentation (projected assessment)- Data will be available in Spring 2027

7. *Group Counseling*: Students will identify and demonstrate knowledge of group theory and process through didactic and experiential learning as well as the application of group counseling skills.

Course-embedded assessments:

- 1-COU 555: Group Final Manual
- 2-COU 555: Group Observation & Reflection Paper

Clinical site placement evaluations:

- 3-COU 580: Group Supervisor Survey- Data will be available in Fall 2026
- 4-COU 585: Group Supervisor Survey-Data will be available in Spring 2027

Course	KPI Assessment Tool	Rubric Source	Rubric Criteria	Threshold	25-26 Results	Trend
COU 555	Group Final Manual	KPI 6 Group Theory Rubric	Knowledge of Group Theory	3+	3	
			Understanding of Group Process	3+	3	

			Application of Group Counseling Skills	3+	3.43	
COU 555	Group Observation & Reflection Paper	KPI 6 Group Theory Rubric	Knowledge of Group Theory	3+	3	
			Understanding of Group Process	3+	3.75	
			Application of Group Counseling Skills	3+	3	

8.Counseling Theory and Skills: Students will acquire the knowledge of major counseling theories and demonstrate individual and group counseling skills aimed at facilitating client growth

Course-embedded assessments:

1-COU 505: Final Theories Paper

2-COU 540: Recorded Role-Play (skills based)

3-COU 545: Treatment/Intervention Plan (projected assessment 2026-2027)

Clinical site placement evaluations:

4-COU 575: Final CCS-R Part 1

5-COU 580: Final CCS-R Part 1- Data will be available in Fall 2026

6-COU 585: Final CCS-R Part 1- Data will be available in Spring 2027

Course	KPI Assessment Tool	Rubric Source	Rubric Criteria	Threshold	25-26 Results	Trend
COU 505	Final Theories Paper	KPI 5 Counseling Theories and Skills Rubric	Knowledge of Counseling Theories	3+	3	
			Application of Theoretical Concepts	3+	3	
			Individual and Group Counseling Skills	3+	3	
COU 540	Recorded Role-Play	KPI 5 Counseling Theories and Skills Rubric	Knowledge of Counseling Theories	3+	3	

			Application of Theoretical Concepts	3+	3	
			Individual and Group Counseling Skills	3+	3	

Course	KPI Assessment Tool	Threshold	25-26 Results	Trend
COU 575	Final CCS-R Part 1	group mean $\geq$ 3.0	4.27	

9. *Psychodiagnostics*: Students will acquire the knowledge and ability to use mental health diagnostic criteria and assessment to treat a broad range of mental health issues.

Course-embedded assessment

1-COU 575, Case Presentation Second Client

2-COU 585, Consultation & Coordination Proposal (projected assessment)- Data will be available in Spring 2027

Course	KPI Assessment Tool	Rubric Source	Rubric Criteria	Threshold	25-26 Results	Trend
COU 575	Case Presentation Second Client	KPI 8 Diagnostics and Assessment Rubric	Knowledge of Diagnostic Criteria	3+	3.13	
			Assessment & Diagnostic Formulation	3+	3.13	
			Treatment Planning Based on Diagnosis	3+	3.13	

10. *Spiritual Development*: Demonstrate the knowledge and skills necessary to integrate Christian principles as the foundation for reflective, caring, and ethical counseling practice.

Course-embedded assessments:

1-COU 540: Case Conceptualizations with Spiritual Interventions

2-COU 540: Spiritual Integration Reflection Paper

3-COU 520: Case Study Analysis Grief (projected assessment)- Data will be available in Fall 2026

Course	KPI Assessment Tool	Rubric Source	Rubric Criteria	Threshold	25-26 Results	Trend
COU 540	Case Conceptualizations with Spiritual Interventions	Christian Principles Rubric	Integration of Christian Principles & Ethical Practice	3+	3.56	
			Reflective, Caring Professional Identity	3+	3.44	
			Application in Counseling Scenarios	3+	3.33	
COU 540	Spiritual Integration Reflection Paper	Christian Principles Rubric	Integration of Christian Principles & Ethical Practice	3+	3.22	
			Reflective, Caring Professional Identity	3+	3.44	
			Application in Counseling Scenarios	3+	3.33	

Academic Standing:

Cohort	Term	Number of Students	Threshold	Mean Cumulative GPA	Results	Trend
1	Fall 2025	9	B or higher	3.61	Met	N/A
1	Spring 2026	8	B or higher	3.27	Met	Negative

Professional Dispositions:

Professional Disposition Competence Assessment-Revised Admission (PDCA-RA)  
 Scale: 5 = Above Expectations | 3 = Meets Expectations | 1 = Below Expectations

Final ratings Fall 2025

Competency	Threshold	Fall 2025 Mean Score	Trend
Conscientiousness	3.0	3.67	
Coping and Self-Care	3.0	3.44	
Openness	3.0	3.2	
Cooperativeness	3.0	3.22	
Moral Reasoning	3.0	3	
Interpersonal Skills	3.0	3.67	
Cultural Sensitivity	3.0	3	
Self-Awareness	3.0	3.22	
Emotional Stability	3.0	3.22	
Professionalism	3.0	3	

**Analysis of Student Success**

Overall, student performance on knowledge and clinical assessments indicates that program learning outcomes are being met. An exception is in assessment techniques and measures, where students did not meet the expected threshold on the treatment/intervention plan assignment. However, it was determined that this specific assignment was not the best measurement of student knowledge in this area, making it difficult to discern if this is a learning issue or an assessment issue. To address this, the KPIs have been updated for the upcoming year to provide more accurate information.

Students demonstrated strong performance in areas of professional counseling identity, ethical practice, cultural responsiveness, group counseling, counseling skills, psychodiagnostics, and spiritual integration. However, interpretation of results is limited by incomplete longitudinal data across several learning outcomes due to course sequencing (e.g., Human Growth and

Development, Career Development, and Research and Evaluation). Additionally, some outcomes currently rely on single data points, limiting trend analysis.

Academic standing results were mixed. Students met the threshold of a 3.0 cumulative GPA; however, GPA trended downward from fall to spring semesters. A likely contributing factor was the increased demands associated with fieldwork courses.

PDCA-R results indicate students met or exceeded expectations in Fall 2025, with additional data collection planned in Summer to assess progress over time.

Findings suggest students are achieving expected competencies, with continued need for expanded data collection to support trend analysis and program-level decision-making.

## Fieldwork

### Fieldwork Summary

The program demonstrated success in supporting students in securing placements by established deadlines; however, a consistent area of feedback is the need for additional field sites beyond Anderson, South Carolina. Students reported positive ratings of both field sites and supervisors, and meaningful connections were developed between the program and field placement sites. Overall, students provided favorable feedback regarding the placement process, while also identifying areas for improvement, including placement timelines, availability of sites, and preparation throughout the placement process.

*Survey 1: Student Evaluation of the Field Site Placement Process (includes Placement Deadline satisfaction).*

Survey Name	Scale	Threshold	Mean Fall 25	Mean Spring 26	Trend
Survey 1: Student Evaluation of the Field Site Placement Process (Qualtrics)	1–5	mean of 4.0 each item	met 4.0 or above for each survey item	Did not meet as 10 items fell below 4.0	Negative

Student feedback on the field placement processes for Practicum was positive, with mean ratings in all areas exceeding 4.0 (“Agree”). Students reported positive support from faculty as well as efficiency and organization throughout the placement process. Students also requested additional pre-selected placement sites and more opportunities for placements outside of the Anderson area.

Student feedback on the Internship placement process was generally positive, with mean ratings ranging from 3.50 to 4.00 across survey items. Students reported strengths in communication, faculty accessibility, organization, and overall support during the placement process. However, several items fell short of the program’s benchmark goal of 4.0 on each survey item, particularly in areas related to placement timelines, preparation resources, and overall satisfaction with the process. Results should be interpreted with caution due to the small sample size, as only 4 of 8 students completed the survey and individual responses had a substantial impact on overall averages.

*Survey 2: Student Evaluation of the Field Experience Site and Supervisor*

All students who completed the survey reported satisfactory to very satisfactory experiences with both their field experience sites and their supervisors.

Field Placement Rate: Tracking successful student placement at clinical sites

1 students secured a site by the deadline for both the fall and spring terms; however, two internship sites fell through afterward.

Survey Name	Scale	Threshold	Mean Fall 25	Mean Spring 26	Trend
Survey 1: Student Evaluation of the Field Site Placement Process (Qualtrics) Question # 1- Placement Deadline	End of each field placement period	100%	100%	100% (2 sites fell through after the deadline)	Stable

### Graduate Outcomes

Institutional Metrics: Degree Completion Rates and Doctoral Enrollment Rates.

Credentialing: National/State Exam Pass Rates and State Licensure Rates.

Employment: Employment rates in the counseling field

Data for these outcomes will become available following the graduation of the first cohort in 2027.

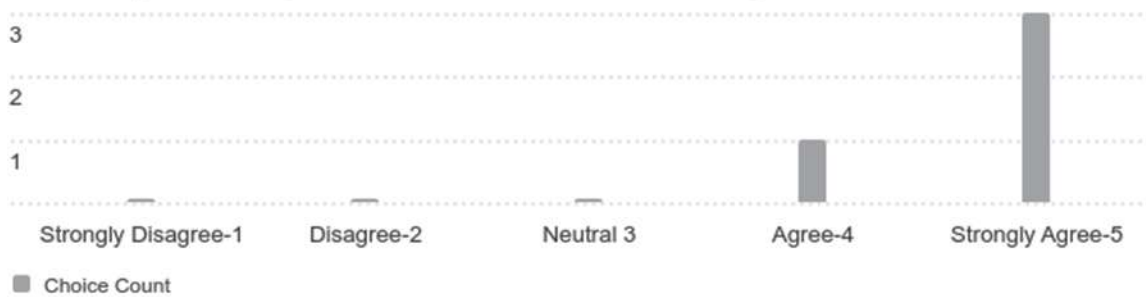
### Community Partner Engagement

Community Partner Engagement Summary

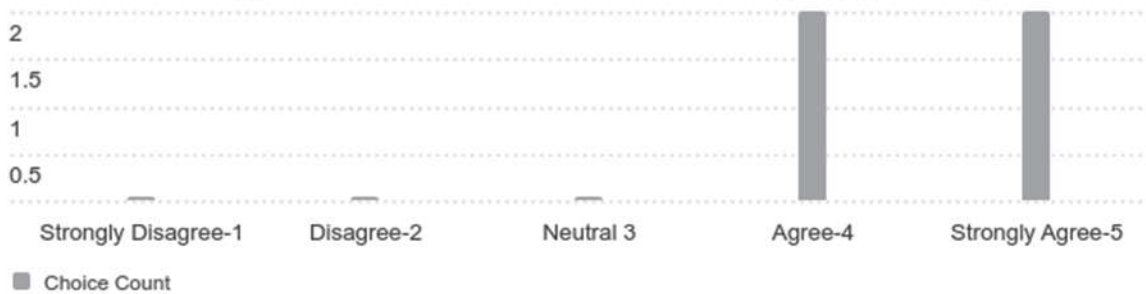
Site supervisors provided consistently high ratings of both the program and students. They reported that students effectively apply counseling theories and interventions, demonstrate strong professional disposition, and respond appropriately to supervision and feedback. Supervisors also noted strong program communication and support, and overall agreed that the program is preparing competent and dedicated counselors. Community stakeholders agreed with the newly proposed mission and emphasized the importance of training grounded in Christian principles, integrity, and clinical competence. The advisory board also contributed feedback supporting the program’s mission and ongoing development.

Survey 4: Site Supervisor Evaluation of the Program

**Students respect diversity and affirm the inherent value of every individual.**



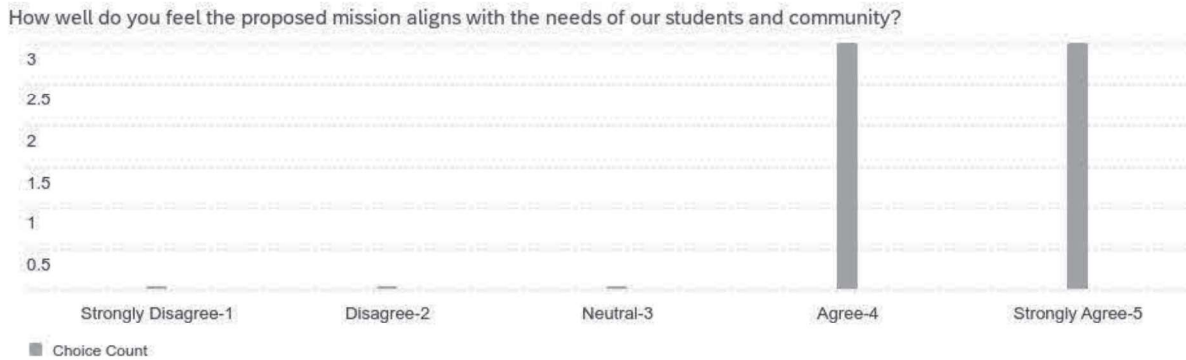
**Students show strong personal motivation and commitment to ongoing growth as professionals.**



**Based on your experience, the program is preparing competent and dedicated counseling professionals.**



### Survey 8: Community Stakeholder Survey regarding the Program Mission (Community Partner Engagement)



#### Advisory Board Feedback

Advisory Board discussions focused on increasing student professional involvement through guest speakers, expanding community outreach opportunities, and strengthening recruitment efforts, including strategies for recruiting male counselors.

## Continuous Improvement

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### Program Improvements

For the 2026–2027 academic year, program objectives, student learning outcomes, and KPI rubrics were updated to align with the 2024 CACREP standards. Additionally, KPI assignments were reviewed to ensure stronger measurement of student learning. Furthermore, the Counselor Preparation Comprehensive Examination (CPCE) was instituted as a graduation requirement beginning with the entering Class of 2026, which will serve as an objective, standardized measure of overall program effectiveness.

The assessment process identified several areas for improvement, including course pacing, student professional involvement, student success as measured by knowledge assessment and GPA, the fieldwork placement process, and application-to-enrollment conversion. The following actions have been implemented or initiated to address these areas:

1. Course pacing: All fall and spring courses from the 2025–2026 academic year are under review to assess student success and course pacing. Ongoing review of pacing and curriculum implementation will continue throughout the upcoming academic year. New faculty feedback will be incorporated, and this item will remain a standing agenda item in faculty meetings.

2. Student professional involvement: Guest speakers from counseling associations will be incorporated throughout the 2026–2027 academic year to support professional engagement. A book club for newly admitted students has been launched to support professional engagement and the development of emerging professional identity.

3. Student success (GPA trend): Review of course pacing will inform efforts related to student success. Student feedback will be collected regarding support strategies for the transition into fieldwork alongside ongoing academic coursework, as this increased combined workload may be associated with the observed GPA decline. Student Success (Knowledge): In the area of assessment and testing KPIs have been updated for the upcoming year to provide a more accurate assessment.

4. Fieldwork: The fieldwork structure has been strengthened through the addition of a clinical coordinator and an additional core faculty member, who will also serve as a fieldwork course instructor, thereby enhancing oversight, coordination, and instructional support for students throughout their fieldwork experiences.

5. Application-to-enrollment conversion: An admissions mentor initiative has been implemented to support applicants through the admissions process.