

**Program Outcomes and
Annual Evaluation Summary
AY 2025–2026**

Department of Graduate Counseling

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MESSAGE FROM PROGRAM LEADERSHIP

The 2025–2026 academic year marked a year of transition from building a counseling program to producing counselors. Cohort 2 joined the program in August 2025, and for the first time the program completed a full cycle of all four on-campus intensives. The 63-credit curriculum was completed, Cohort 1 entered clinical fieldwork, and the program continued expanding its faculty and support structure. Dr. Terri Howe joined as a part-time, grant-funded Assessment and Career Development Specialist in October 2025, Dr. Rob Loper joined the core faculty in January 2026, and Dr. Tammy Wright joined the program in August 2026 as additional core faculty and Coordinator of the CMHC Degree. By the August 2026 intensive, students were enrolled in Years 1, 2, and 3 for the first time.

As students moved from classroom learning into clinical practice, faculty moved from developing courses, policies, and assessment systems toward evaluating how well those systems are working. This report provides the program's first substantial opportunity to examine student development across multiple points in the program and use those findings to strengthen its work.

This Annual Program Evaluation Report is prepared collaboratively by the Department Chair, Coordinator of the CMHC Degree, and Director of Clinical Training, with data and input provided by counseling faculty and other program stakeholders. The program's annual evaluation cycle runs from the August on-campus intensive through the following August intensive, and this report incorporates the most complete data available at the time of preparation.

The written report is one part of a larger evaluation process rather than its endpoint. Findings are reviewed with counseling faculty, the External Advisory Board, and other relevant stakeholders before the program's Annual Program Evaluation Meeting in October. At that meeting, faculty complete the final review of the year's data, finalize response plans, and approve revisions to the Program Evaluation Plan for the subsequent cycle. In this way, program evaluation leads not simply to reporting, but to documented decisions and continuous program improvement.

PROGRESS ON STRATEGIC PRIORITIES (2025–2026)

As the MA in Counseling program completed its second academic year, substantial progress was made on the strategic priorities established for AY 2025–2026. Major milestones included completion of the curriculum, launch of clinical fieldwork, implementation of the HRSA BHWET-PRO grant, submission of the CACREP self-study, and continued expansion of clinical and community partnerships. Program evaluation findings from this year will inform strategic priorities for AY 2026–2027.

Goal 1: Finalize Curriculum Development

- Development of the full 63-credit counseling curriculum was completed, including courses scheduled later in the program sequence. Faculty continued reviewing course syllabi, assignments, and assessments for alignment with the 2024 CACREP Standards. Curriculum mapping and assessment review also identified areas requiring clarification or refinement, which will continue to be addressed as part of CACREP review and ongoing program evaluation.

Goal 2: Launch Fieldwork and Strengthen Clinical Partnerships

- Cohort 1 successfully entered clinical fieldwork during AY 2025–2026, with 100% of eligible students placed in approved clinical settings. Site-supervisor orientation and evaluation procedures were implemented, and clinical skill and disposition assessments were collected throughout fieldwork. The program's clinical-site network expanded substantially, providing students with placements across multiple states and a range of clinical settings.

Goal 3: Implement HRSA Standardized Work Plan (SWP)

- The first year of the HRSA BHWET-PRO grant was successfully implemented. Nine Cohort 1 students received \$25,000 stipends to support participation in clinical training. The program also hired a part-time Assessment and Career Development Specialist and expanded student access to telehealth training and trauma-focused resources, including EMDR training for all Year 3 students, and other clinical training supports.
- Data collection processes were established to monitor grant-related student outcomes, clinical placements, workforce preparation, and service to high-need communities. Implementation and outcome monitoring will continue throughout the remaining grant period.

Goal 4: Submit CACREP Self-Study

- The program completed and submitted its initial CACREP self-study in January 2026, representing a major milestone in the program's accreditation process. Following submission, the program continued reviewing curriculum, assessment processes, faculty and supervisor documentation, and program evaluation evidence in preparation for subsequent CACREP review.
- Work during the remainder of the evaluation cycle focused on strengthening documentation and ensuring that assessment and program evaluation processes produce clear individual and aggregate evidence of student achievement and program effectiveness. Preparation for the anticipated CACREP site visit will continue during AY 2026–2027.

Goal 5: Expand Campus and Community Partnerships

- The program continued developing campus and community partnerships to strengthen clinical training and expand its community impact. Partnerships with clinical agencies increased the breadth of available student placements, including opportunities serving rural and medically underserved communities. The program also continued collaboration with the OBU Student Counseling Center as a clinical training partner and participated in interdisciplinary initiatives with other university programs.
- Student evaluation data will increasingly be used to guide these partnerships. Annual review identified clinical sites demonstrating particularly strong training experiences, as well as sites requiring additional monitoring related to client volume, orientation, training structure, or availability of clinical hours.

PROGRAM EVALUATION PROCESS

Area 1: Evaluation of Program Performance

1. The Institution

Overview: This section details how the program meets CACREP 2024 Standards 1.A–1.F, which focus on institutional structure, accuracy of program information, administrative and financial support, faculty development, technology, and counseling skills training environments.

This section includes 2 objectives, 2 outcomes, and 10 performance targets (**10 met**; **1 in progress**).

Objective 1.1: Ensure Institutional Support and Program Structure

Outcome: The institution will provide adequate resources, infrastructure, and administrative support for the counseling program's continued success and development.

- **All core faculty have adequate office space and technology. (Met)** — Dr. Kristy Burton began serving as core faculty and Director of Clinical Training in August 2025, and Dr. Rob Loper joined the core faculty in January 2026. Following the resignation of Danielle Ojeabulu after Fall 2025, the university conducted an additional faculty search and hired Dr. Tammy Wright, who began in August 2026. Sean Culpepper continued serving as Affiliate Clinical Faculty supporting clinical instruction and group supervision. Residential faculty were provided office space within the Psychology and Counseling suite; remote faculty received university-issued technology and access to instructional systems. The institution also supported the addition of Dr. Terri Howe as a part-time, grant-funded Assessment and Career Development Specialist beginning October 1, 2025.
- **Website information is reviewed and updated annually. (Met)** — The counseling program website was reviewed and updated throughout AY 2025–2026 to reflect current faculty, curriculum, program delivery, admissions information, accreditation status, and program developments. Vital statistics and public accountability information were added in Fall 2025, with the External Advisory Board invited to review the information. The program also published its AY 2024–2025 Annual Program Evaluation Report on the public website.
- **Program maintains sufficient institutional support for ongoing delivery. (Met)** — Institutional support accommodated continued enrollment growth, the launch of practicum and internship, faculty expansion, affiliate faculty support, and continued delivery of the low-residency hybrid program, including implementation of the four-year HRSA BHWET-PRO grant and administrative support for the CACREP Self-Study submitted in January 2026.
- **Institutional marketing and recruitment efforts are accurate and mission-aligned. (Met)** — Marketing continued to emphasize the program's low-residency hybrid format, cohort model, evidence-based clinical preparation, faith integration, and preparation for professional counseling practice, supporting recruitment of the program's third entering cohort for Fall 2026. All full-time faculty served on the Admissions Committee.
- **Faculty have access to institutional support for professional activities. (Met)** — Faculty had access to departmental, Social Sciences, and VPAA funds for conference attendance and professional travel to on-campus intensives. Administrative workload reductions were provided to Dr. Kristy Burton (Director of

Clinical Training), Dr. Tammy Wright (Coordinator of the CMHC Degree), and Dr. Sandra Gilliland (Department Chair).

Response

All performance targets for Objective 1.1 were met. Institutional support expanded alongside program growth through the addition of core, affiliate, and support personnel; adequate office space, technology, and clinical training resources; and continued support for the low-residency hybrid format. The university also supported implementation of the HRSA BHWET-PRO grant, submission of the CACREP Self-Study, accurate public and recruitment materials, faculty professional development and travel, and workload reductions for administrative leadership. Faculty will continue to monitor institutional resources, staffing, workload, and clinical training needs as the program prepares for CACREP review and graduates its first cohort.

Objective 1.2: Academic Unit Infrastructure and Student Support

Outcome: The academic unit will maintain policies and procedures that support student success, professional development, and inclusive excellence from admission through post-graduation.

Demographics of applicants, admitted students, and enrolled cohorts are reviewed annually with the goal of achieving representation reflective of the university's graduate population and regional context. (Met)

Measure	AY 2024–2025	AY 2025–2026	AY 2026–2027
Applicants (n)	35	38	35
Admitted (n)	22	34	34
Enrolled (n)	20	24	23
Enrolled — Female	60% (n=12)	79% (n=19)	83% (n=19)
Enrolled — Male	40% (n=8)	21% (n=5)	13% (n=3)
Enrolled — Gender Not Reported	—	—	4% (n=1)
Enrolled — White/Caucasian	85% (n=17)	79% (n=19)	65% (n=15)
Enrolled — Black/African American	5% (n=1)	13% (n=3)	13% (n=3)
Enrolled — American Indian/Alaska Native	—	4% (n=1)	4% (n=1)
Enrolled — Asian/Pacific Islander	—	—	4% (n=1)
Enrolled — Multiracial/Other	10% (n=2)	4% (n=1)	9% (n=2)
Enrolled — Race/Ethnicity Not Reported	—	—	4% (n=1)

Gender and race/ethnicity breakdowns above sum to each year's total enrolled headcount. Full age breakdowns and applicant/admitted-stage race and gender detail across all three years are maintained in the program's assessment files and are available upon request.

- **≥85% of students report satisfaction with academic advising. (Met)** — Thirty-two students (n=32) completed the academic advising and bi-annual review feedback survey. 100% of respondents selected Agree or Strongly Agree on all five academic advising items, exceeding the 85% target.

- **≥90% of eligible students are placed in approved practicum/internship sites.** (Met) — 100% of students were placed in Practicum, Internship I, Internship II, and Internship III.
- **≥85% year-to-year student retention.** (Met) — In August 2025 there were 43 total students in the CMHC program; 38 were retained for a year-to-year retention rate of 88.4%. Cohort 1 retained 100% by August 2026. Cohort 2 retained 79% (n=19) and will be monitored for potential patterns or support needs.
- **≥85% of students graduate within three years of program entry.** (In Progress) — For Cohort 1, which began in August 2024, 95% are now enrolled in their final semester with an expected graduation date of December 2026.

Response

All performance targets for Objective 1.2 were met or remain in progress. Students reported strong satisfaction with academic advising, all eligible students were successfully placed in clinical fieldwork, and overall year-to-year retention exceeded the 85% target. Although overall retention met the target, Cohort 2 retention was lower at 79% and will be reviewed for potential patterns or support needed. The program will continue to monitor admissions, enrollment, advising, retention, and graduation outcomes annually to inform recruitment and student support efforts.

AREA 2: EVALUATION OF ACADEMIC QUALITY

Program Objective 1: Knowledge Assessment

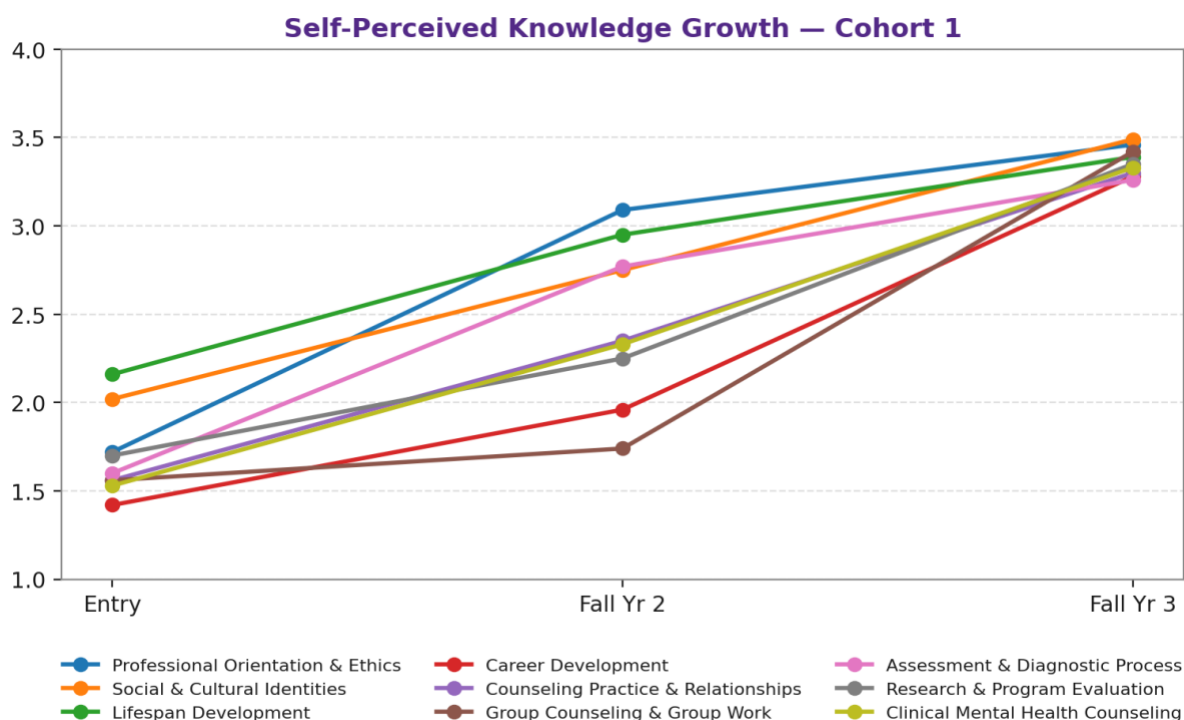
Students will demonstrate knowledge central to scholarly inquiry and professional practice of clinical mental health counseling.

This section includes 3 outcomes and 23 performance targets, including 20 KPI targets (21 met; 1 in progress; 1 not met).

Outcome 1.1: Growth in Self-Perceived Knowledge

- **At least 80% of students will report increased self-assessed knowledge scores in a majority of CACREP content areas. (Met)** — All 19 students (100%) reported increased self-assessed knowledge in a majority of the nine CACREP foundational and specialty content areas from program entry to the beginning of Year 3.
- **At least 90% of students will rate themselves as “ready” (3 or 4) in at least six of nine areas prior to the CPCE. (Met)** — 18 of 19 students (94.7%) rated themselves ready in at least six of the nine areas, exceeding the 90% target; 16 of 19 (84.2%) rated themselves ready in all nine areas.

Content Area (Cohort 1 Avg.)	Entry	Fall Yr 2	Fall Yr 3
Professional Orientation & Ethics	1.72	3.09	3.46
Social & Cultural Identities	2.02	2.75	3.49
Lifespan Development	2.16	2.95	3.39
Career Development	1.42	1.96	3.28
Counseling Practice & Relationships	1.56	2.35	3.30
Group Counseling & Group Work	1.56	1.74	3.42
Assessment & Diagnostic Process	1.60	2.77	3.26
Research & Program Evaluation	1.70	2.25	3.35
Clinical Mental Health Counseling	1.53	2.33	3.33



Response

Both performance targets for Outcome 1.1 were met. All Cohort 1 students reported increased self-assessed knowledge in a majority of content areas from program entry to the beginning of Year 3, and 94.7% rated themselves as ready in at least six of the nine foundational and specialty areas prior to the CPCE. Longitudinal cohort averages demonstrate growth across all nine areas. Faculty will continue collecting these data annually to monitor student perceptions of readiness.

Outcome 1.2: Demonstrated Knowledge Competency (KPIs)

Beginning with Cohort 2, the individual minimum performance expectation (MPE) for DKA post-tests is $\geq 80\%$; signature assignments and percentage-based KPI measures generally use an individual MPE of $\geq 85\%$; developmental skill assessments use ≥ 2 (Developing); and supervisor assessments use ≥ 3 (Proficient). At the program level, the aggregate threshold is that at least 85% of students meet the individual MPE at each KPI measurement point. Cohort 1 DKA results are evaluated using the growth-based expectations in effect at the time of assessment.

Professional Counseling Orientation and Ethical Practice (CACREP 3.A.10)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Developmental Skill Assessment — informed consent / confidentiality (COUN 6133)	$\geq 85\%$ meet MPE of ≥ 2 (Developing)	Cohort 1 (n=20): M=2.25, 90% ≥ 2 . Cohort 2 (n=20): M=2.83, 100% ≥ 2 . Cohort 3 (n=23): M=3.00, 100% ≥ 2 .	MET Met across all three cohorts; faculty will continue using the DSA to monitor early ethical skill development.

Assessment	Performance Target	Outcome / Result	Response
Time 2: Ethical Decision-Making Model signature assignment (COUN 6133)	≥85% meet MPE of ≥85%	Cohort 1 (n=20): M=97.92%, 95% ≥85%. Cohort 2 (n=20): M=95.26%, 90% ≥85%. Cohort 3: not yet collected.	MET Met for both available cohorts; faculty will continue monitoring consistency across cohorts.
Time 3: Supervisor evaluation of ethical decision-making (Internship II)	≥85% meet MPE of ≥3 (Proficient)	Cohort 1 (n=19): 17 received observable ratings; 100% (17/17 observed) ≥3. Two students had no observable score.	MET Met among students with observable ratings; faculty will monitor completion of applicable supervisor ratings as cohorts progress.

Social and Cultural Diversity (CACREP 3.B.3)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Cultural Self-in-Context signature assignment (COUN 6613)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): M=100%, 100% ≥85%.	MET Met. All students received the same score; faculty will review the rubric to ensure it adequately challenges and differentiates performance.
Time 2: Supervisor evaluation of cultural competence (Internship II)	≥85% meet MPE of ≥3 (Proficient)	Cohort 1 (n=19): 16 received observable ratings; 100% (16/16 observed) ≥3. Three had no observable score.	MET Met among students with observable ratings; faculty will continue monitoring completion of supervisor ratings.

Human Growth and Development (CACREP 3.C.13)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Human Development DKA pre/post-test (COUN 6223)	Cohort 1: ≥85% improve pre-to-post. Cohort 2+: individual MPE ≥80% on post-test.	Cohort 1: Pre M=56.67%, Post M=73.70%, 66.67% improved — Not Met. Cohort 2: Pre M=48.57%, Post M=90.20%, 85% (17/20) ≥80% — Met.	MET Cohort 1 did not meet the growth target; faculty reviewed assessment and instructional approaches. Cohort 2 met the revised target with substantial improvement.
Time 2: Developmental Impact Analysis paper (COUN 6223)	≥85% meet MPE of ≥85%	Cohort 1 (n=18): 100% ≥85%. Cohort 2 (n=20): M=93.95%, 95% ≥85%.	MET Met for both available cohorts.

Career Development (CACREP 3.D.2)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Career Development DKA pre/post-test (COUN 6723)	Cohort 1: improvement pre-to-post. Beginning Fall 2026: individual MPE ≥80% on post-test.	Cohort 1 Pre (Jul 2025): 56.84%. Post (Jul 2026): 90.17%. Avg. increase 33.66%; 100% (n=19) improved.	MET Met. Faculty established a post-test individual MPE of ≥80% beginning with this measure.

Assessment	Performance Target	Outcome / Result	Response
Time 2: Career Development Integration paper (COUN 6723)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): M=100%, 100% ≥85%.	MET Met. Faculty will review the rubric to ensure sufficient rigor and differentiation.

Counseling and Helping Relationships (CACREP 3.E.3; 3.E.9)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Developmental Skill Assessment — joining/rapport, reflective listening (COUN 6233)	≥85% meet MPE of ≥2 (Developing)	Cohort 1 (n=19): Joining/Rapport M=3.11, 100% ≥2. Cohort 2 (n=20): Joining/Rapport M=3.19, Reflective Listening M=2.90, 100% ≥2.	MET Met for both available cohorts.
Time 2: Intake Session Video signature assignment (COUN 6233)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): M=86.92%, 63.2% (12/19) ≥85% — Not Met. Cohort 2 (n=20): M=91.35%, 85% (17/20) ≥85% — Met.	NOT MET Cohort 1 did not meet the target; faculty clarified instructions, added practice opportunities, and adjusted timing. Cohort 2 subsequently met the target.
Time 3: Skills Review Video & Case Conceptualization (Internship II)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): 94.7% (18/19) ≥85%.	MET Met. Results demonstrate continued skill development from the earlier Helping Skills assessment to clinical application.

Group Counseling and Group Work (CACREP 3.F.8)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Group Facilitation Skill Assessment (COUN 6423 intensive)	≥85% meet MPE of ≥2 (Developing)	Cohort 1 (n=19): M=3.32, 100% ≥2. Cohort 2 (n=19): M=3.16, 100% ≥2.	MET Met for both available cohorts.
Time 2: Fieldwork supervisor evaluation of group leadership (by end of Internship II)	≥85% meet MPE of ≥3 (Proficient)	Cohort 1 (n=19): 15 (78.9%) ≥3; 4 received a rating of 2 (Developing) — Not Met.	NOT MET Not met. Faculty identified a timing concern — students may have been rated before sufficient opportunity to lead a group — and clarified that assessment should occur after the student has begun leading or co-leading a group, no later than the end of Internship II.

Assessment and Testing (CACREP 3.G.7)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Assessment Instrument Review paper (COUN 6323)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): 94.7% (18/19) ≥85%. Cohort 2 (n=19): M=97.11%, 94.7% (18/19) ≥85%.	MET Met for both available cohorts.
Time 2: Clinical Assessment Presentation (Internship I)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): 89.5% (17/19) ≥85%.	MET Met. Faculty will continue monitoring as subsequent cohorts progress through Internship I.

Research and Program Evaluation (CACREP 3.H.3)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Research DKA pre/post-test (COUN 6433)	Cohort 1: improvement pre-to-post. Cohort 2+: individual MPE ≥80% on post-test.	Cohort 1 (n=19): Pre M=56.14%, Post M=88.95%, 100% (19/19) improved — avg. increase ~32.8 points. Cohort 2: Pre M=67.94%, post-test pending.	MET Met. Cohort 2 results will be evaluated using the revised MPE when the post-test is administered.
Time 2: Research Plan signature assignment (COUN 6433)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): 94.7% (18/19) ≥85%. Cohort 2 (n=19): M=93.05%, 94.7% (18/19) ≥85%.	MET Met for both available cohorts.

CMHC Specialty Area (CACREP 5.C.4)

Assessment	Performance Target	Outcome / Result	Response
Time 1: Intake Session Video signature assignment (COUN 6233)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): M=86.92%, 63.2% (12/19) ≥85% — Not Met. Cohort 2 (n=20): M=91.35%, 85% (17/20) ≥85% — Met.	NOT MET Cohort 1 did not meet the target; faculty clarified instructions, provided a sample video, and adjusted timing. Cohort 2 subsequently met the target.
Time 2: Practicum Intake Session Video (COUN 6533)	≥85% meet MPE of ≥85%	Cohort 1 (n=19): 100% (19/19) ≥85%.	MET Met. Results show developmental progression from 63.2% at the Helping Skills assessment to 100% during Practicum.

Response — Outcome 1.2

Overall KPI results demonstrate strong student performance across the eight foundational curricular areas and the CMHC specialty area. Most available KPI measurement points met the program's established aggregate performance threshold. Cohort 1 performance on the Helping Skills Intake Session Video and the Group Counseling fieldwork measure did not meet their aggregate targets; faculty responded with clarified assignment expectations, adjusted timing, and additional practice opportunities, and Cohort 2 subsequently met the revised targets. During Fall 2026, faculty also refined the KPI assessment framework to distinguish individual minimum

performance expectations from the program-level aggregate threshold. Faculty will continue reviewing KPI results across cohorts and measurement points to identify trends and determine when additional curricular or assessment changes are warranted.

Outcome 1.3: Comprehensive Knowledge Assessment (CPCE)

Performance Target: At least 85% of students will score within one standard deviation of the national mean on the first attempt. (Met)

Cohort 1 completed the CPCE in Fall 2026. The cohort achieved a 100% first-attempt pass rate, with a cohort mean of 93.39 — well above the national mean of 86.34. All 19 students passed on their first attempt, exceeding the 85% performance target.

Passing the CPCE is a program benchmark distinct from professional licensure; licensure itself remains pending until after graduation and completion of state licensure requirements, including the NCE.

Response: This is one of the strongest results in this year's report. Faculty will continue to use CPCE performance alongside self-perceived readiness data (Outcome 1.1) to evaluate curriculum effectiveness and identify any content areas warranting additional reinforcement as Cohort 2 and Cohort 3 approach their own CPCE administrations.

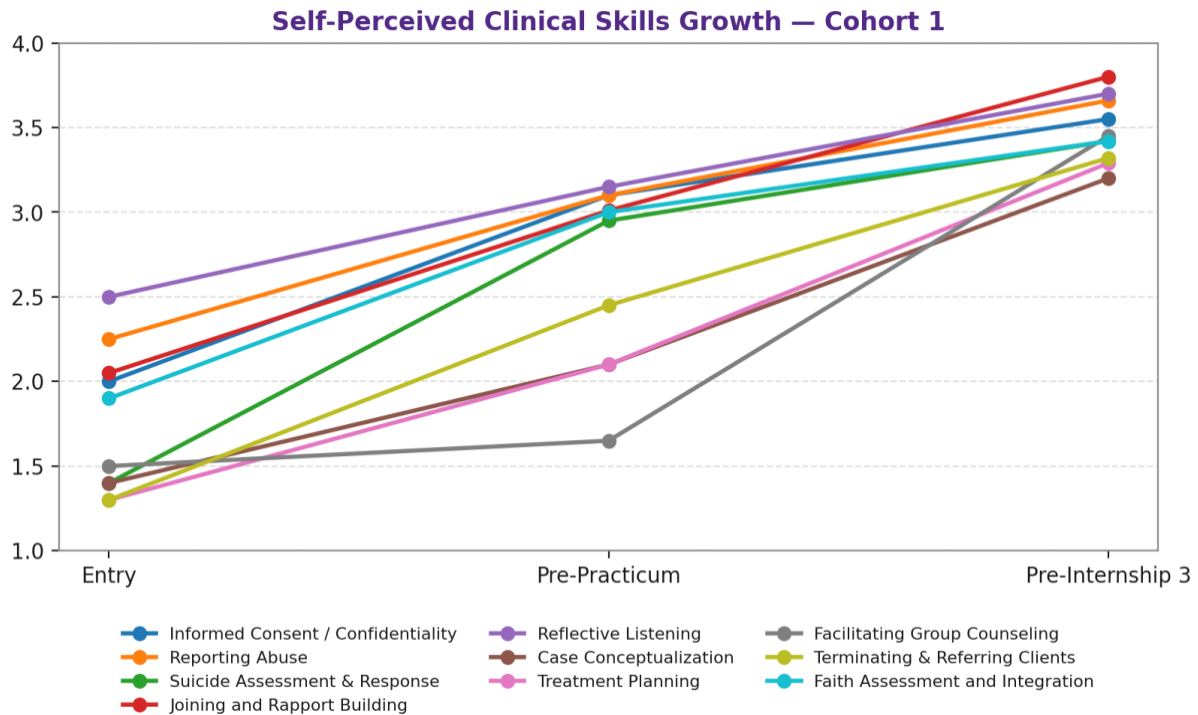
Program Objective 2: Clinical Skills Assessment

This section includes 3 outcomes and 8 performance targets (6 met; 1 in progress; 1 not met).

Outcome 2.1: Growth in Self-Perceived Clinical Skills

- **At least 85% of students will show growth in a majority of skill areas across the three time points.**
(Met) — 18 of 19 students (94.7%) demonstrated growth in a majority of skill areas from program entry to the third-year assessment, with an average improvement of 9.0 out of 10 skill areas.
- **At least 90% of students will rate themselves “proficient” or “exemplary” in at least 8 of 10 skill areas by the start of Internship 3.** **(Met)** — 18 of 19 students (94.7%) rated themselves proficient or exemplary in at least 8 of 10 skill areas at the third-year assessment.

Skill Area (Cohort 1 Avg.)	Entry	Pre-Practicum	Pre-Internship 3
Informed Consent / Confidentiality	2.0	3.1	3.55
Reporting Abuse	2.25	3.1	3.66
Suicide Assessment & Response	1.4	2.95	3.42
Joining and Rapport Building	2.05	3.01	3.80
Reflective Listening	2.5	3.15	3.70
Case Conceptualization	1.4	2.1	3.20
Treatment Planning	1.3	2.1	3.29
Facilitating Group Counseling	1.5	1.65	3.45
Terminating & Referring Clients	1.3	2.45	3.32
Faith Assessment and Integration	1.9	3.0	3.42

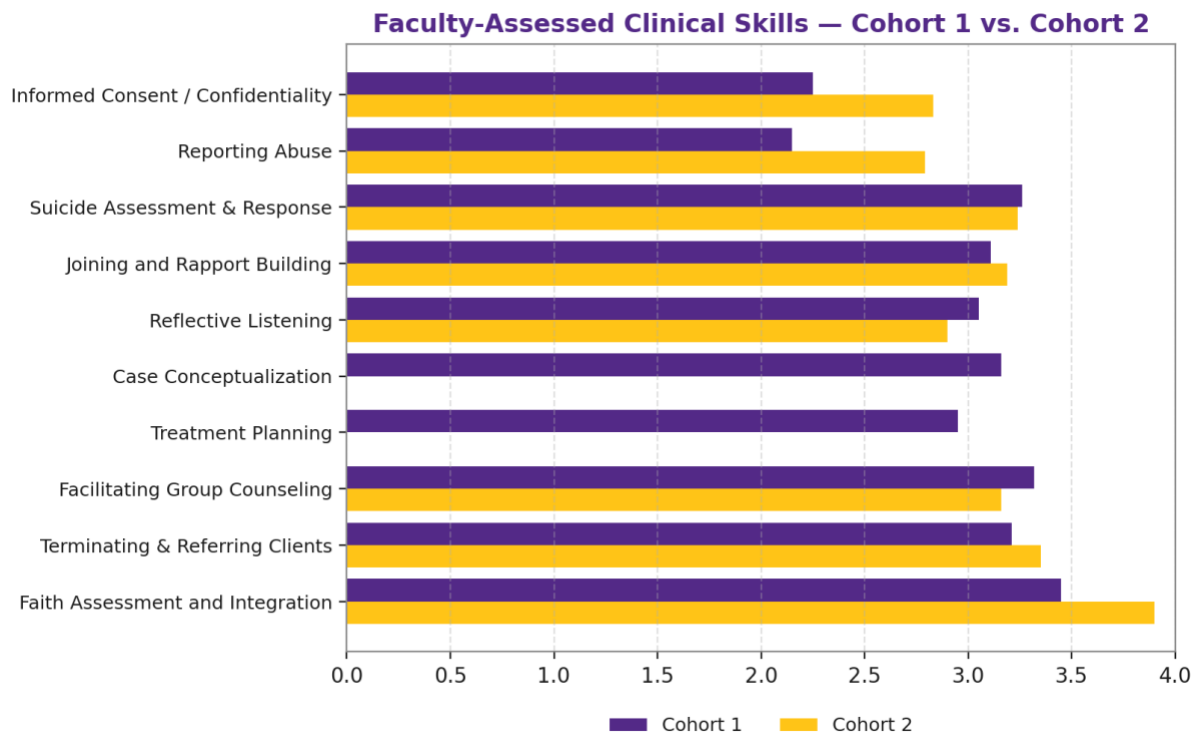


Response

Both performance targets were met. Results demonstrate substantial growth in students' self-perceived clinical skills across the program. Faculty will continue to monitor self-perceived skill development alongside direct faculty and field-based assessments of clinical competency.

Outcome 2.2: Demonstrated Skill Competency (Faculty Assessment)

- **At least 90% of students will receive a faculty rating of “2 — Developing” or higher in at least 8 of 10 skill areas at the first assessment of each skill. (Met)** — 19 of 19 students (100%) met this standard.
- **The cohort average will be “2 — Developing” or higher in each of the 10 skill areas at first assessment. (Met)** — Cohort 1 met this target in all 10 skill areas, with averages ranging from 2.15 to 3.45. Cohort 2 averages are at or above 2.0 in all 8 skill areas assessed to date, ranging from 2.79 to 3.90.

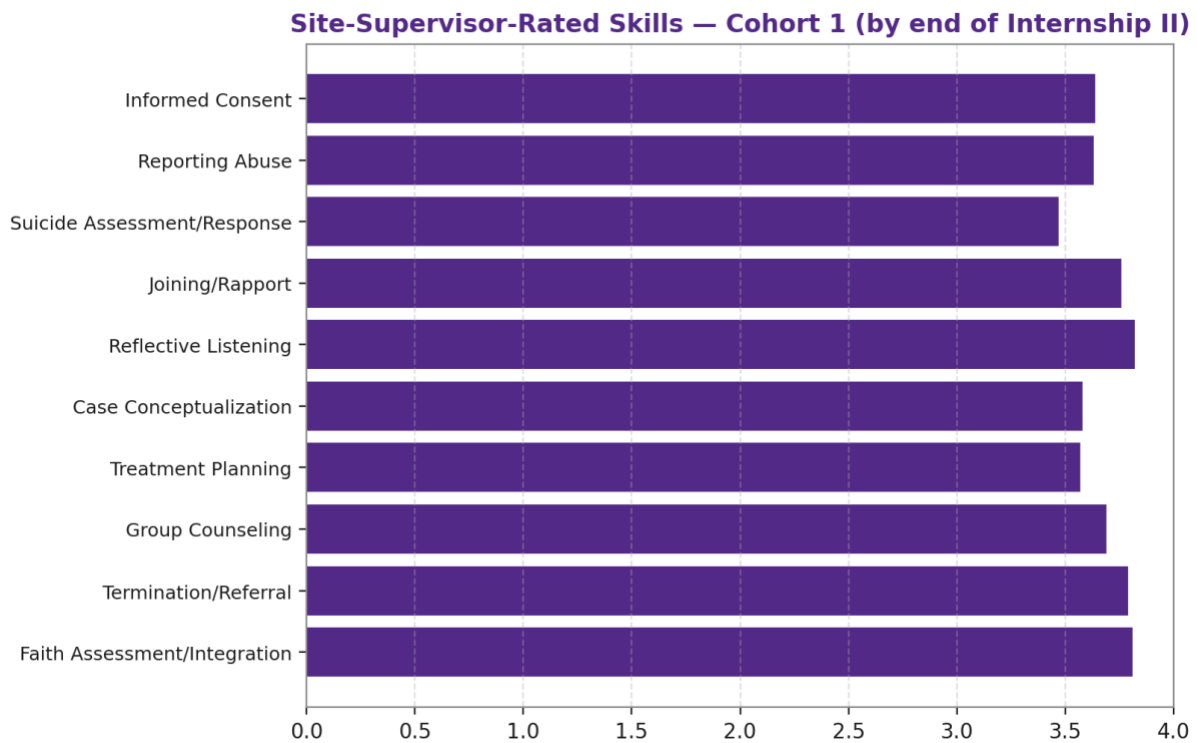


Response

Faculty assessment results indicate students are demonstrating expected clinical skill competency at both the individual and cohort levels. Faculty will continue to review both individual and aggregate results to identify students needing additional skill development and skill areas warranting additional instruction.

Outcome 2.3: Field-Based Supervisor Evaluation of Skills

- **At least 90% of students will achieve a rating of 3 — Proficient or higher in at least 8 of 10 skill areas by the end of Internship II. (Not Met)** — 14 of 19 students (73.7%) achieved this standard, falling short of the 90% target.
- **Supervisor ratings will show progressive growth across the three evaluation points. (In Progress)** — Progressive growth will be evaluated following completion of Internship III in Fall 2026.
- **Supervisor completion rate of evaluations will be ≥95%. (Met)** — Completion rates were 95.7% (Practicum), 96.1% (Internship I), and 100% (Internship II).
- **The cohort average will be 3 — Proficient or higher in each of the 10 skill areas by the end of Internship II. (Met)** — All 10 skill-area averages exceeded Proficient, ranging from 3.47 to 3.82.



Response

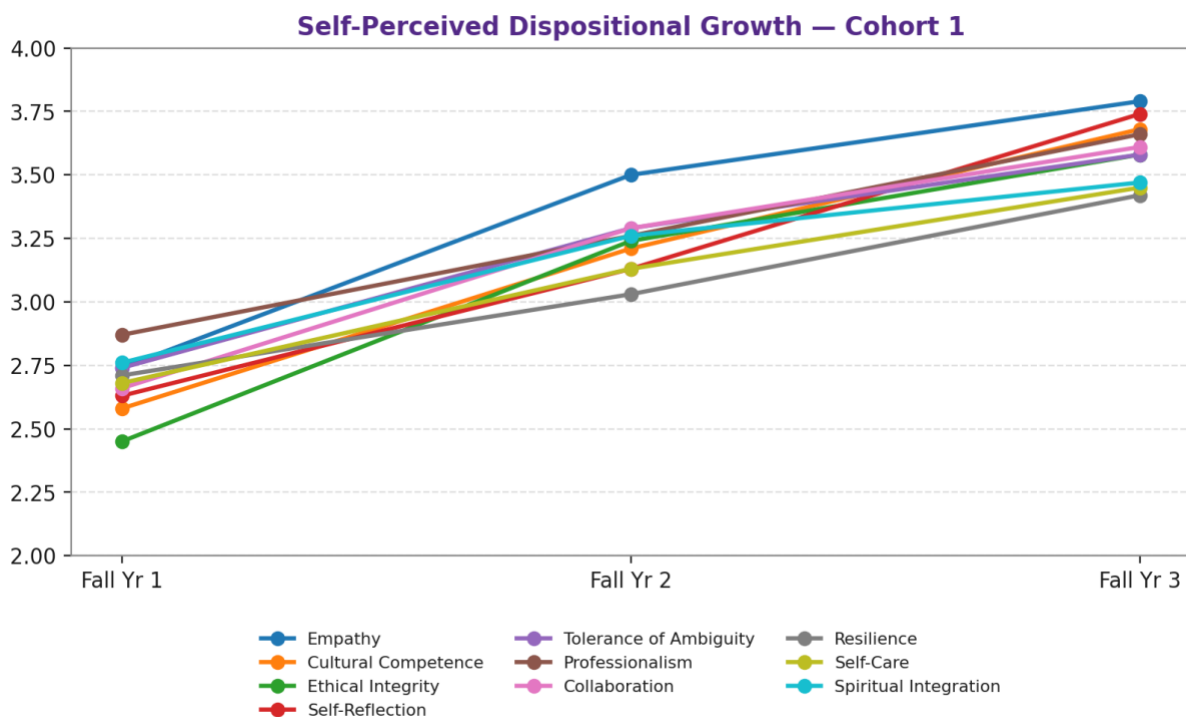
Cohort 1 did not meet the individual skill-proficiency target. Further analysis indicated the shortfall was driven primarily by skills marked Not Observed (N/O) rather than ratings below proficiency — among skills supervisors were able to observe, only three individual ratings across the cohort fell below 3, and aggregate averages exceeded Proficient in all 10 skill areas. Faculty will review procedures for increasing supervisor opportunities to observe all assessed skills by the end of Internship II. Supervisor evaluation completion rates met or exceeded the 95% benchmark at each completed fieldwork point.

Program Objective 3: Counselor Disposition Assessment

This section includes 3 outcomes and 9 performance targets (6 met; 0 in progress; 3 not met).

Outcome 3.1: Growth in Self-Perceived Dispositional Traits

- **At least 85% of students will show growth in a majority of dispositional traits across three timepoints.** **(Not Met)** — 14 of 19 Cohort 1 students (73.7%) demonstrated growth in a majority of the 10 dispositional traits from entry to the third-year assessment. Cohort 2 is in progress, with two of three assessment points completed; 12 of 19 students (63.2%) showed growth at the Year 2 assessment.
- **At least 90% of students will rate themselves proficient or exemplary in at least 8 of 10 traits by the start of Internship 3.** **(Not Met)** — 17 of 19 students (89.5%) met this standard, narrowly falling below the 90% target.
- **Cohort averages will demonstrate growth in a majority of the 10 dispositional traits across the three assessment timepoints.** **(Met)** — Cohort 1 averages increased across all 10 traits from entry to the third-year assessment.

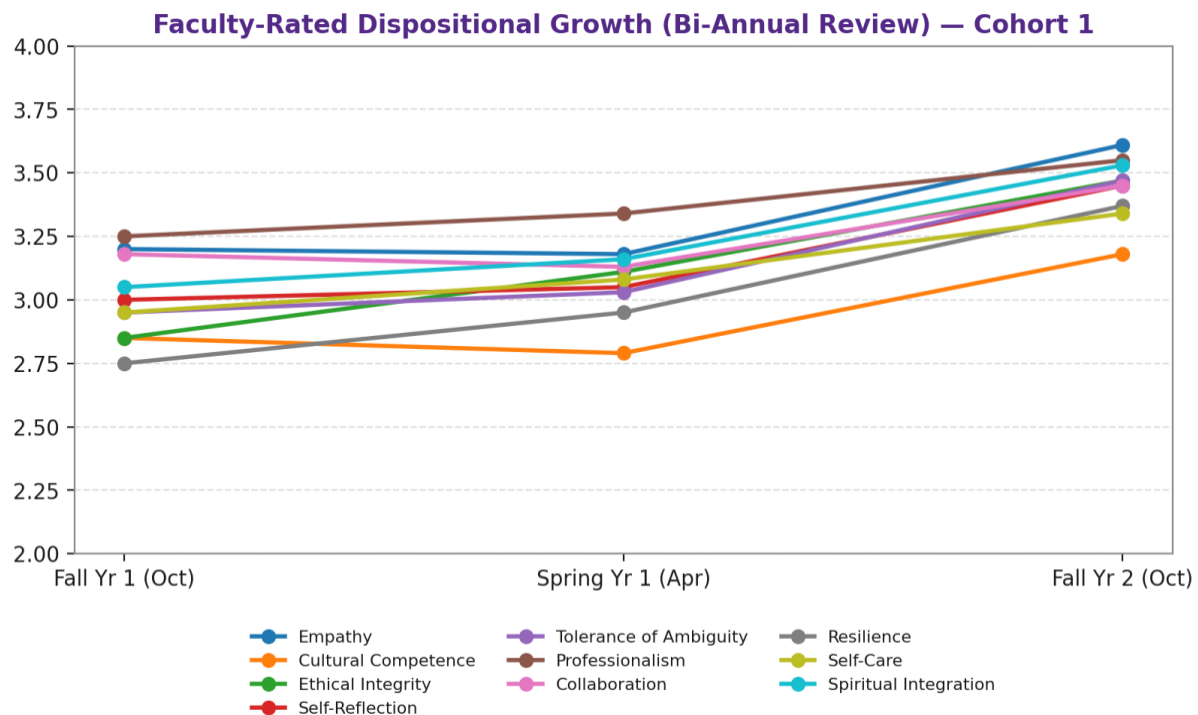


Response

The difference between individual growth and aggregate cohort performance may reflect, in part, characteristics of self-assessment rather than a lack of dispositional development — some students entered with relatively high self-ratings, limiting room for numerical growth, and students may evaluate themselves more critically as their understanding of professional expectations deepens. For this reason, self-assessment results are interpreted alongside faculty and field-based supervisor evaluations rather than as a stand-alone indicator of dispositional competence.

Outcome 3.2: Assessment by Faculty Mentor during Bi-Annual Student Review

- **100% of students will participate in all scheduled advising reviews.** **(Met)** — 100% participation across Fall 2024, Spring 2025, and Fall 2025 Bi-Annual Reviews (BAR).
- **≥85% of students will score Proficient or Exemplary in at least 8 of 10 dispositional traits by the start of Internship 3.** **(Not Met)** — 15 of 19 students (78.9%) met this standard; 100% of students scored a minimum of 2 (Developing) or higher on all dispositional traits.
- **100% of students will score a minimum of 2 or higher on all dispositional traits.** **(Met)** — 19 of 19 students (100%) received ratings of at least 2 on all 10 dispositional traits at the final pre-practicum assessment.
- **Cohort averages will demonstrate growth in a majority of the 10 traits from initial to final pre-practicum assessment.** **(Met)** — Cohort 1 demonstrated aggregate growth across all 10 traits, with final averages ranging from 3.18 to 3.61, all exceeding Proficient.



Response

Faculty assessment results demonstrate positive dispositional development at the cohort level while identifying an area for continued attention in individual student ratings. Faculty also identified consistency of ratings across evaluators as an area for review, since faculty transitions during the program's first two years meant students were not always evaluated by the same mentor at each point. The program will review the rubric and rating procedures to strengthen inter-rater consistency while preserving the developmental nature of the BAR process.

Outcome 3.3: Field-Based Supervisor Evaluation of Disposition Traits

- **≥90% of students will receive an average score of 3 or higher in at least 8 of 10 dispositional areas by the end of Internship II.** **(Met)** — 18 of 19 students (94.7%) met the proficiency threshold by the end of Internship II. Self-Care Practices was the lowest-scoring trait area overall.

- **Supervisor evaluation response rate will be $\geq 95\%$. (Met)** — Response rates were 95.7% (Practicum), 96.1% (Internship I), and 100% (Internship II).

Response

Cohort 1 demonstrated strong dispositional development by the end of Internship II, with supervisor response rates reaching 100%. Faculty will continue monitoring dispositional development as future cohorts progress through fieldwork.

Program Objective 4: Development of Professional Counselor Identity

This section includes 3 outcomes and 6 performance targets (2 met; 2 in progress; 2 not met).

Outcome 4.1: Growth in Professional Development

- 100% of students will develop a counseling-specific resume, updated annually. (Met) — 100% of students completing scheduled BARs during AY 2025–26 submitted a resume for faculty review.
- ≥90% of students will identify at least one professional goal aligned with personal values and faith integration. (Met) — All 38 students assessed at the Spring BAR (100%) demonstrated alignment between professional goals, personal values, and faith integration.
- ≥75% of students will participate in at least one professional development activity each academic year. (Not Met) — Cohort 1 participation was 94.7% (18/19) compared with 45.0% (9/20) for Cohort 2; overall, 27 of 39 enrolled students (69.2%) documented at least one activity.
- 75% of students will utilize resources available through the Career and Assessment Specialist. (Not Met) — 17 of 39 enrolled students (43.6%) participated in at least one individual meeting with the Career and Assessment Specialist.

Response

Professional development participation was substantially higher among students further along in the program. Faculty determined that several existing annual targets may not adequately reflect the developmental nature of professional counselor identity across the program. As a result, the 2026–27 Program Evaluation Plan will revise targets related to resume development, professional development participation, and Career and Assessment Specialist utilization to assess achievement by graduation rather than during each academic year.

Outcome 4.2: Development of Professional Portfolio

- 100% of students will submit a completed Professional Portfolio in the Capstone Course. (In Progress)
- ≥90% of students will include all five required components. (In Progress)

Response

Data from the inaugural cohort will be collected during Fall 2026 and reviewed as part of the 2026–27 annual program evaluation cycle, establishing the program's initial baseline for evaluating Professional Portfolio completion.

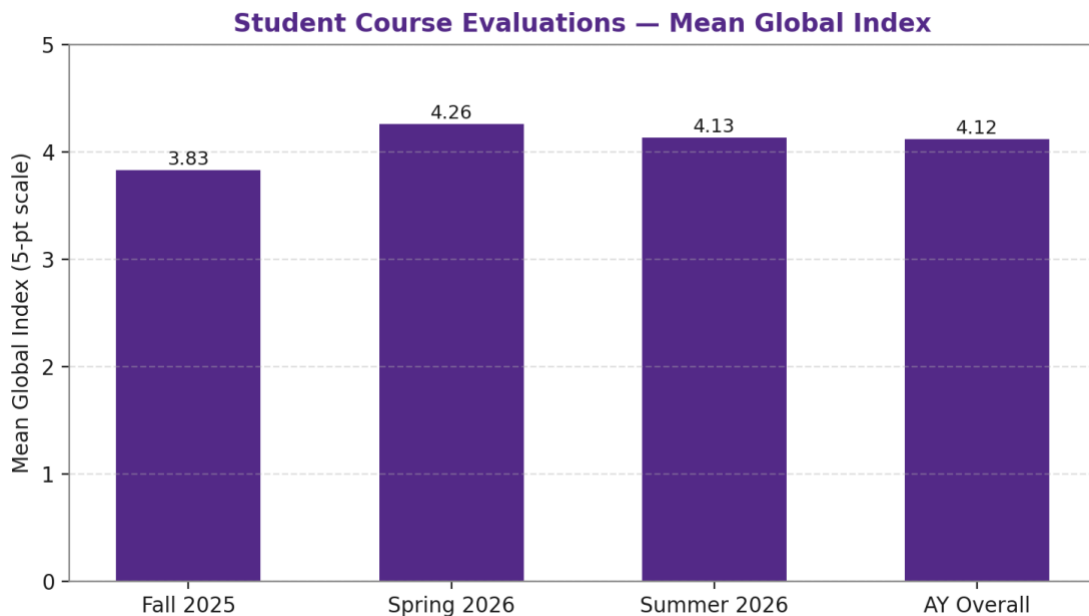
AREA 3: EVALUATION OF PROGRAM FACULTY AND SUPERVISORS

This section includes 2 outcomes and 9 performance targets (9 met; 0 in progress; 0 not met).

Objective 3.1: Evaluation and Support of Faculty

- **Student evaluations are collected for 100% of courses taught by core and affiliate faculty. (Met)** — Student course evaluations were collected for every course during AY 2025–26, regardless of faculty classification.

Term	Courses Evaluated	Avg. n per Course	Mean Global Index
Fall 2025	5	4.4	3.83
Spring 2026	10	7.0	4.26
Summer 2026	6	10.7	4.13
AY 2025–26 Overall	21	7.4	4.12



- **100% of faculty complete Annual Faculty Activity Reports. (Met)** — All full-time faculty submitted activity reports for calendar year 2026.
- **Program Director/Chair provides written feedback to 100% of faculty based on submitted reports. (Met)** — The Department Chair provided a written response to each faculty member summarizing strengths, accomplishments, and areas for continued growth.
- **Program faculty will meet CACREP expectations for load, qualifications, supervision, and governance. (Met)** — The program's 12-month average student-to-faculty FTE ratio was 11.03:1, within CACREP's 12:1 maximum. Cohort 1's 19 students were divided into two fieldwork group-supervision sections of 10 and 9, both led by LPC-S faculty, below the CACREP maximum of 12 students per supervisor. Core faculty participated in regular governance activities covering curriculum, student progress, program evaluation, and program policy.

Response

Faculty evaluation processes were completed as planned. The program met the CACREP student-to-faculty FTE requirement, faculty assignments were consistent with qualifications, and fieldwork group supervision remained below the CACREP maximum. Overall, faculty evaluation processes and faculty resources were sufficient to support program quality.

Objective 3.2: Evaluation and Orientation of Site Supervisors

- **100% of site supervisors evaluated annually. (Met)** — Cohort 1 completed 44 Practicum, 49 Internship I, and 48 Internship II site evaluations — 141 total during the 2025–26 cycle.
- **100% of new supervisors receive orientation. (Met)** — Records confirm 100% of active external site supervisors received required orientation, documented via supervisor CVs, signed orientation logs, and licensure verifications from December 2025 through April 2026.
- **Sites are reviewed annually for continued approval. (Met)** — 136 site evaluations representing 23 clinical sites were included in the annual site review, with an overall site evaluation mean of 3.66 on a 4-point scale.
- **≥95% of required student site evaluations will be completed at designated fieldwork points. (Met)** — Response rates were 95.7% (Practicum), 96.1% (Internship I), and 100% (Internship II).
- **The aggregate mean on the overall Site Evaluation and each of its three subscales will be ≥3.0 by the end of Internship 2. (Met)** —

Evaluation Area	Mean (4-pt scale)
Site Environment and Experience	3.77
Clinical Opportunities and Hour Accumulation	3.50
Training and Development	3.69
Overall Site Evaluation	3.66

- **At least 85% of responses on the Site Supervisor Evaluation will be rated Agree or Strongly Agree. (Met)** — 95.4% (290/304) of responses across 16 items were rated Agree or Strongly Agree (79.9% Strongly Agree, 15.5% Agree); no responses were rated Disagree or Strongly Disagree.

Response

All performance targets for Objective 3.2 were met. Students reported strong clinical training experiences across all three site-evaluation subscales, and evaluation of individual site supervisors was similarly strong. Clinical Opportunities and Hour Accumulation was the comparatively lowest-rated area; review of feedback identified variability in client volume, direct-hour availability, group counseling opportunities, and seasonal factors across some sites. Faculty will use these findings to inform site reapproval and placement advising, including pairing some placements with a secondary site and continuing annual review of site-level patterns.

EXTERNAL ADVISORY BOARD REVIEW AND FEEDBACK

The External Advisory Board (EAB) met on October 7, 2025, to review program progress, provide stakeholder feedback, and support the program's ongoing evaluation and improvement process. Discussion included curriculum and student development, fieldwork and site development, supervisor preparation, professional development, and program transparency.

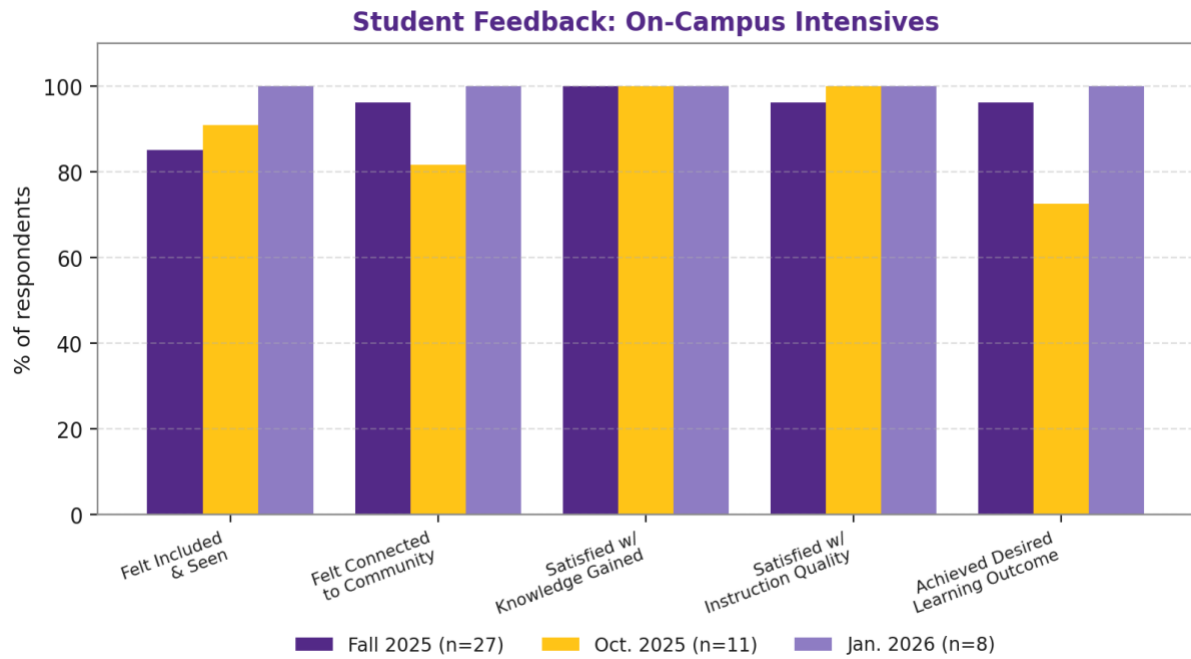
Recommendations included expanding fieldwork partnerships, identifying secondary sites when students need additional group counseling opportunities, strengthening supervisor orientation, and encouraging greater student engagement in professional organizations and development activities. Corresponding program action items include continued site development, completion of supervisor orientation, development of additional group counseling opportunities, consideration of professional engagement evidence within the Capstone portfolio, and EAB review of program vital statistics posted publicly.

The next EAB meeting is scheduled for September 18, 2026.

STUDENT FEEDBACK: ON-CAMPUS INTENSIVES

Student feedback is collected following each on-campus intensive and reviewed by program faculty to assess the effectiveness of intensive learning experiences and students' sense of connection and belonging within the program community.

Indicator	Fall 2025 (n=27)	Oct. 2025 (n=11)	Jan. 2026 (n=8)
Felt very much included and seen	85.2%	90.9%	100%
Felt very much connected to community	96.3%	81.8%	100%
Satisfied/very satisfied with knowledge gained	100%	100%	100%
Satisfied/very satisfied with quality of instruction	96.3%	100%	100%
Reported achieving desired learning outcome	96.3%	72.7%	100%



STRATEGIC PRIORITIES (2026–2027)

Goal 1: Strengthen Student Retention and Success

- Examine retention patterns and factors contributing to student withdrawal, with particular attention to Cohort 2.
- Strengthen early identification and support of students experiencing academic, professional, or workload challenges.
- Continue refining admissions, advising, and student-support practices to promote persistence and successful program completion.
- Monitor retention outcomes across cohorts and use findings to inform program improvements.

Goal 2: Prepare for CACREP Accreditation Review

- Complete responses to CACREP requests for clarification and supplemental documentation following review of the Self-Study.
- Continue strengthening documentation of curriculum, assessment, faculty, fieldwork, and program evaluation processes.
- Prepare faculty, students, administrators, site supervisors, and other stakeholders for the anticipated CACREP site visit.
- Respond to findings and recommendations arising from the accreditation review process.

Goal 3: Support the Transition from Students to Professional Counselors

- Support Cohort 1 through graduation, licensure, employment, and transition into professional counseling practice.
- Strengthen preparation for the CPCE, NCE, licensure, and employment.
- Increase student engagement with professional organizations, conferences, continuing education, and other professional-development opportunities.
- Collect and evaluate the program's first graduate outcome data, including graduation, employment, licensure, and alumni feedback.

Goal 4: Expand Community and Professional Engagement

- Explore development of a proposed certificate program supporting the emotional, relational, and mental-health literacy needs of pastors and ministry leaders.
- Transition the university's counseling conference into the Department of Counseling and develop it as an ongoing opportunity for professional education, student engagement, and community partnership.
- Expand on-campus training and continuing-education opportunities for mental health professionals, site supervisors, and community partners.
- Continue developing partnerships that extend the department's expertise and resources to churches, schools, clinical agencies, and other community organizations.