



CLINICAL MENTAL HEALTH COUNSELING PROGRAM

ASSESSMENT PLAN AND ANNUAL REPORT

Annual Report for 2025-2026

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PART I: INTRODUCTION

PROGRAM MISSION STATEMENT AND GOALS

The Clinical Mental Health Counseling Program takes up the following mission:

The Clinical Mental Health Counseling (CMHC) Program is aligned with the mission of Franciscan University of Steubenville, preparing students to embrace Franciscan values and charisms as they become compassionate helping professionals who can be a transformative Christian presence in the world. Our mission is to educate and empower counselors with a foundation in evidence-based practices and a Catholic anthropology so they can promote the flourishing of individuals, families, and communities of diverse backgrounds. With a dedication to Christian and human values, the program is committed to training students with unwavering respect for the dignity and worth of every individual.

The goals for the CMHC Program are to prepare students to be able to:

1. Explain human nature using core counseling theories and Christian anthropology, emphasizing a holistic, developmental, relational, and valuing view of individuals.
2. Demonstrate commitment to ethical practices, ongoing personal growth, and supervision for continuous development as a counselor.
3. Demonstrate clinical skills needed to support human flourishing for diverse individuals, groups, and communities.
4. Use appropriate, culturally informed clinical assessments at all relevant dimensions of the counseling process.
5. Use research findings to choose, assess, and improve counseling outcomes and program evaluations.

OVERVIEW OF THE ASSESSMENT PLAN

The assessment plan for the CMHC Program aims to help faculty regularly and systematically review student performance and program effectiveness. Assessment of student outcomes includes a review of students' competence in core and specialized knowledge and skills areas as established by CACREP standards and students' personal and professional disposition development prior to acceptance into the program and while in the program. Assessment of program effectiveness includes the evaluation of program outcomes that CMHC program faculty established in congruence with the mission of the Program and Franciscan University, as well as CACREP core and specialized content areas.

PHILOSOPHY OF ASSESSMENT

The faculty is committed to a process of comprehensive program evaluation that is collaborative

in nature, implemented at various points in a student's movement through the program, and focused on outcomes data. The assessment plan aims to collect and take advantage of formative and summative data in order to assess if the program is meeting its stated objectives and students are learning core knowledge and skills of professional counselors in the environments for which they are being prepared to work. The philosophy of our outcomes-based, collaborative, and ongoing assessment plan is evidenced by the following:

- ***Various points of measurement:*** student readiness and learning are assessed from point of entry into the program through post-graduation.
- ***Multiple evaluators:*** students are assessed on their learning outcomes by numerous qualified stakeholders, including core and adjunct faculty in content and supervisory courses, site supervisors, and employers; the program is assessed by students, faculty, alumni, site supervisors, and internally through a university program review process.
- ***Various instruments of measurement:*** students and the program are assessed using various tools that provide direct and indirect measures of outcomes and that are both qualitative and quantitative in nature.

PART II: INDIVIDUAL STUDENT ASSESSMENT

WHAT IS STUDENT SUCCESS IN THE CMHC PROGRAM?

The successful student in the CMHC Program is one who can demonstrate competence in the knowledge and skills areas that are pertinent to the work of professional mental health counselors and who have evidenced the dispositions suitable to such professionals. In addition, students in the CMHC Program at Franciscan University respect Christian values and integrate a Christian understanding of the person into their clinical encounters with children, adolescents, and adults.

Knowledge and Skill Standards Systematically Reviewed for Student Academic Success

The Program has identified nine key performance indicators corresponding to CACREP Standards 3.A-H and 5.C are noted below. Students complete an assessment in each of these courses evaluating either their knowledge or skill competence. Additionally, students complete a comprehensive exam prior to graduation that assesses all KPIs and program goals.

Professional Counseling Orientation & Ethical Practice		
Key Performance Indicator	First Measure	Second Measure
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas 3.A.10	CSL 503 KPI Exam	Comprehensive Exam
Social and Cultural Identities and Experiences		
Key Performance Indicator	First Measure	Second Measure
Theories and models of multicultural counseling, social justice, and advocacy 3.B.1	CSL 623 KPI Exam	Comprehensive Exam
Lifespan Development		
Key Performance Indicator	First Measure	Second Measure
The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan 3.C.12	CSL 502 KPI Exam	Comprehensive Exam
Career Development		
Key Performance Indicator	First Measure	Second Measure
Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	CSL 521 KPI Exam	Comprehensive Exam

3.D.5		
Counseling Practice & Relationships		
Key Performance Indicator	First Measure	Second Measure
Counseling strategies and techniques used to facilitate the client change process 3.E.10	CSL 506 Video Recording Skill Observation and Assessment	Comprehensive Exam
Group Counseling and Group Work		
Key Performance Indicator	First Measure	Second Measure
Types of groups, settings, and other considerations that affect conducting groups 3.F.7	CSL 621 KPI Exam	Comprehensive Exam
Assessment & Diagnostic Processes		
Key Performance Indicator	First Measure	Second Measure
Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes 3.G.7	CSL 521 KPI Exam	Comprehensive Exam
Research & Program Evaluation		
Key Performance Indicator	First Measure	Second Measure
The importance of research in advancing the counseling profession, including the use of research to inform counseling practice 3.H.1	CSL 501 Exam	Comprehensive Exam
Clinical Mental Health Counseling Specialty Area		
Key Performance Indicator	First Measure	Second Measure
Techniques and interventions for prevention and treatment of a broad range of mental health issues 5.C.5	CSL 625 Video Recording Skill Observation and Assessment	Comprehensive Exam

Measures of Individual Student Knowledge and Skill Performance

The program uses three primary means of evaluating student development and performance. The first, KPI exams, are objective questions that are integrated into a final course assessment for the identified courses. The exams measure student knowledge in key performance areas. The second, video recording or live skill observation, involve a professor's rating of student skill application in foundational counseling techniques. This measure occurs once before practicum and once in Internship I and focuses on skill development. The third, a comprehensive exam, is a culminating exam that involves the student in writing a narrative response to a clinical case study. The

student will be provided with 9 prompts related to the case and to the program’s key performance indicators. Additionally, the student is asked to articulate their view of human nature and counseling theory in light of the program’s foundation in psychological and philosophical science and a Catholic-Christian worldview of the person.

Benchmarks of Individual Student Success

Assessment measures for all KPI Exams and Skills Observation tools have a 5 point scale, with one being “below expectation”; 3 being “meets expectation”, and 5 being “exceeds expectation.” Students who score 3 or above on all assessment tools meet program requirements for knowledge and skill indicators. Similarly, the same 5-point scale is used for dispositional assessment. Students who are rated 3 or above on disposition measures meet program requirements for professional fit.

Dispositional Standards Regularly Reviewed for Student Fit

CACREP (2023) defines professional dispositions as “the commitments, characteristics, values, beliefs, and behaviors that influence the counselor’s professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations” (p. 35). Counselors possess and exhibit these dispositions in their interactions with clients, colleagues, supervisors, and the broader community as part of their work and career development. As such, they are essential for maintaining ethical standards and promoting excellence in the field (ACA, 2014; Freeman et al., 2019; Garner et al., 2016).

Measures of Dispositional Fit

The program has chosen the *Professional Dispositions Competency Assessment-Revised* instrument (PDCA-R; Garner et al., 2016) as the means through which to assess student fit for the profession. Based on the PDCA-R (Garner et al., 2016), the Program monitors 10 professional counselor dispositions for students in the Program. The dispositions measured are:

- conscientiousness,
- coping and self-care,
- openness,
- cooperativeness,
- moral reasoning,
- interpersonal skills,
- cultural sensitivity,
- self-awareness,
- emotional stability, and
- ethical behavior.

Regular and Systematic Student Review: When are Students Individually Evaluated?

Each student's knowledge and skill development, personal maturity and professional dispositions, and overall academic performance are reviewed formally by faculty members according to the schedule below. Additionally, faculty review students' progress on an ongoing basis.

Knowledge and/or Skill KPI Evaluation Schedule*

KPI from CACREP Curriculum Standard	Associated Program Goal	Where Assessed	Measure 1: When Assessed	Measure 2: When Assessed	Means of Assessment
3.C.12	PG1	CSL 502	Fall Semester 1	Semester of Intended Graduation	Measure 1: KPI Exam Measure 2: Comprehensive Exam
3.F.7	PG 1	CSL 621	Fall Semester 1	Semester of Intended Graduation	Measure 1: KPI Exam Measure 2: Comprehensive Exam
3.G.7	PG 4	CSL 520	Spring Semester 1	Semester of Intended Graduation	Measure 1: KPI Exam Measure 2: Comprehensive Exam
3.A.10	PG 2	CSL 503	Spring Semester 1	Semester of Intended Graduation	Measure 1: KPI Exam Measure 2: Comprehensive Exam
3.E.10	PG 3	CSL 506	Spring Semester 1	Semester of Intended Graduation	Measure 1: Video Recording or Live Skill Observation Measure 2: Comprehensive Exam
3.B.1	PG 1	CSL 623	Fall Semester 2	Semester of Intended Graduation	Measure 1: KPI Exam Measure 2: Comprehensive

					Exam
3.H.1	PG 5	CSL 501	Fall Semester 2	Semester of Intended Graduation	Measure 1: KPI Exam Measure 2: Comprehensive Exam
5.C.5	PG 3	CSL 625	Fall Semester 2	Semester of Intended Graduation	Measure 1: Video Recording or Live Skill Observation Measure 2: Comprehensive Exam
3.D.5	PG 1, 4	CSL 521	Spring Semester 2	Semester of Intended Graduation	Measure 1: KPI Exam Measure 2: Comprehensive Exam

*Schedule is based on full-time enrollment. Measure 1 semester may be different for part-time students.

Counselor Disposition Assessment Schedule

Disposition Assessment Tool	When Assessed: Measure 1	When Assessed: Measure 2
PDCA-R	Pre-Practicum	Pre-Internship II

Review of Individualized Student Assessment Data

Program faculty review collected assessment data at a program meeting at the close of fall and spring semesters according to the schedule below.

Assessment Data	When Data is Collected	When Data is Reviewed
KPI Exam Score and/or Skills Assessment for Standards 3.C.12, 3.F.7, 3.B.1., 3.H.1, 5.C.5	Fall Semester	Close of Fall Semester
KPI Exam Score and/or Skills Assessment for Standards 3.G.7, 3.A.10, 3.E.10, 3.D.5	Spring Semester	Close of Spring Semester
Comprehensive Exam	Spring, Summer, or Fall Semester dependent upon anticipated graduation	Close of Semester

Reporting of Individualized Student Assessment Data

The program communicates to each student individually about their progression in the program via the student's personal university email account. Students receive communication from the program at the end of each semester related to performance on KPI assessment tools (exams, skills demonstration, and comprehensive exam). Disposition review outcomes are communicated prior to practicum and prior to the start of internship II.

PART III: PROGRAM EFFECTIVENESS

What is Program Effectiveness?

Program effectiveness involves ongoing and systematic review of the Program's effectiveness at training students for the profession of counseling, meeting its stated objectives, and evidencing an ability to engage key stakeholders in the process of program delivery. The program's effectiveness is a measure of its ability to meet its stated academic quality indicators in each of these areas.

What are the Program's Academic Quality Indicators?

The program evaluates its effectiveness based on aggregate student success data for KPIs and dispositions; graduate outcomes, including national exam pass rates and job placement rates; and an ability to evidence the collection and use of feedback from key stakeholders.

What are the Program's Effectiveness Benchmarks?

Quality Indicator	Performance Benchmark
Aggregate Data for each of identified 9 KPIs (KPI Exam and Comp Exam)	85% of students are at or above expectation
Aggregate Data for disposition ratings for measure 1 (pre-practicum) and measure 2 (pre-internship II)	85% of students are at or above expectation
Pass rate on NCE or NCMHCE	87% of students who take the exam pass in 1 attempt
Completion rate	80% of students who begin the program complete within expected timeframe for full/part-time enrollment (max 7 years)
Employment rate	85% of students who seek a job in the counseling or related field find employment within 6 months
Program Objective Ratings on Exit Survey, Alumni Survey, and Employer Survey	85% of program objectives will be at or above expectation on each survey

When does the Program Collect and Evaluate Data on Its Effectiveness?

Data	Collection Period	Measure (if not noted in Part 1)	Evaluation Period
Aggregate KPI Data (KPI Exam and Comp Exam)	Fall, Spring Semesters (see Part I)		Yearly, September
Aggregate Disposition Data	Fall, Spring Semesters		Yearly, September
National Exam Pass Rates	Summer		Yearly, September
Completion Rate	Fall Semester		Yearly, September
Employment Rate	Spring Semester	Alumni Survey	Every 3 years, September
Field Experience	Fall, Spring, Summer	Supervisor Evaluations	Yearly, September
Stakeholder Input			
Graduating Students	Spring (Fall, Summer as needed)	Graduating Student Exit Survey	Yearly, May
Alumni	Spring	Alumni Survey	Every 3 years Last Survey: Spring 2026
Employers	Spring	Employer Survey	Every 3 years Last Survey: Spring 2026
Advisory Board			Yearly, September

2025-2026 Annual Report

Data for the 25-26 AY assessment report was collected in the fall, spring, and summer semesters. Data related to student assessment are presented first, followed by program evaluation data and implications for program modifications.

Student Assessment: Aggregate Key Performance Indicator Data:

Data reported are: a) average scores across all students assessed on KPI measures and b) percentage of students to meet or exceed expectations on each measure. Meets expectation is a score of “3” on all measures. The KPI exams have 10 questions independently measuring each identified KPI. The Skills Observation KPI assessment is a 16-item rubric that is used to rate students’ ability to use skills and interventions for prevention and change in the therapeutic process.

Key Performance Indicator	Measure 1	Measure 2
Professional Counseling Orientation & Ethical Practice		
3.A.10	KPI Exam: 4.15 79.5% pass	Comp Exam: 3.77 100% pass
Social and Cultural Identities and Experiences		
3.B.1	KPI Exam: 4.5 93.8% pass	Comp Exam: 3.60 100% pass
Lifespan Development		
3.C.12	KPI Exam: 4.6 94.9% pass	Comp Exam: 3.70 100% pass
Career Development		
3.D.5	KPI Exam: 4.6 96% pass	Comp Exam: 3.57 100% pass
Counseling Practice & Relationships		
3.E.10	Skill Observation 1: 4.25 100% pass	Comp Exam/Skill Observation 2: 3.67 100% pass
Group Counseling and Group Work		
3.F.7	KPI Exam: 4.5 97.4% pass	Comp Exam: 3.37 100% pass

Assessment & Diagnostic Processes		
3.G.7	KPI Exam: 4.5 92.1% pass	Comp Exam: 3.70 100% pass
Research & Program Evaluation		
3.H.1	KPI Exam: 4.55 93.9% pass	Comp Exam: 3.93 100% pass
Clinical Mental Health Counseling Specialty Area		
5.C.5	Skill Observation 1: 4.25 100% pass	Comp Exam: 3.99 100% pass

Analysis:

Aggregate data show that 85% or more of students in the program are at and, in most cases, above program benchmarks on average for 8 of the 9 program KPIs on measure 1. 100% of students were at or above benchmark on measure 2 for the KPI. 79% of students were at or above expectation in one KPI area. The faculty will review the questions on the CSL 503 KPI exam to ensure alignment with course content.

Measure 1

KPI Exams: Of all students tested, two were below expectation on the KPI Exam in CSL 502 (3.C.12) and one student was below expectation on the exam in CSL 621 (3.F.7); 7 were below expectation in CSL 503 and 3 were below expectation in CSL 520. The students were notified of the areas for improvement.

Skills Observation: For the KPI 5.C.5, two students were below expectation in one or more skills areas but had an overall average of meets expectation across all skill areas. The students were notified of the areas for improvement and encouraged to address these in the upcoming internship II course.

Measure 2

Comprehensive Exam: All students assessed in the Comprehensive Exam met or exceeded expectation in each of the nine KPI areas.

Student Assessment: Aggregate Disposition Data

Disposition	Pre-Practicum	Pre-Internship II
Conscientiousness	4.0	3.8
Coping and self-care	3.8	3.8
Openness	4.1	4.0
Cooperativeness	4.2	4.1

Moral reasoning	3.9	4.2
Interpersonal skills	3.8	3.8
Cultural sensitivity	3.5	4.0
Self-awareness	3.9	3.8
Emotional stability	3.9	3.9
Ethical behavior	3.7	4.2

Analysis:

Aggregate data indicate that students met or exceeded the benchmark disposition rating of “3” (meets expectation) in all 10 areas assessed by the PCDA-R on measure 1, pre-practicum, and measure 2, pre-internship II. Individual student ratings were used for feedback to students. One student was rated lower than expectation in the pre-practicum survey on two items, which triggered a remediation intervention. Three students were rated below expectation in at least one disposition in the internship II administration of the tool (second measure). Faculty reviewed these students’ mid-term evaluations in internship II as a way to triangulate data and then provided feedback as fitting to the data. No results indicated a need for programmatic change.

Student Assessment: Traditional Student and Bridge Student Comparison Data

Fall 2026 Course	Traditional Admission KPI Score	Bridge Student Admission KPI Score
CSL 621 Group Dynamics	4.5	4.6
CSL 502 Human Growth and Development	4.6	4.7

Analysis:

There are 7 students in the bridge program who were completing their last semester of undergraduate study while starting the graduate program in counseling. Two courses in which KPIs are assessed are part of their studies while they are dual enrolled. Data on KPI exams show that bridge students scored slightly higher than traditionally admitted students. Dual enrollment does not appear to negatively impact student academic achievement for the one semester in which they are dually enrolled. Conversely, bridge students slightly outperform traditional admits.

Student Assessment: Field Experience

In each of the three field experiences (Practicum, Internship I and Internship II), students receive an evaluation from the site supervisor on 40 skills/disposition areas. They complete the same assessment as a self-evaluation. Rating scale is 1-5, with 1 as “below expectation”; 3 as “meets expectation”; and 5 as “exceeds expectations.” Benchmark ratings are 3. Below are findings from each assessment.

Practicum

Below are data from the site supervisor and student self-evaluations in Practicum.

Site Supervisor Evaluation of Students

Skill or Disposition Competency	Aggregate Rating Top 3
Is punctual and completes tasks in a timely manner	2.53
Demonstrates openness to supervision	2.53
Follows site policies and procedures	2.50
Skill or Disposition Competency	Aggregate Rating Bottom 3
Demonstrates diagnostic impression skills	2.20
Skill in writing progress notes	2.23
Skill in utilizing existing documentation	2.23

Student Self Evaluation

Skill or Disposition Competency	Aggregate Rating Top 3
Demonstrates rapport building skills	2.15
Applies listening skills	2.13
Demonstrates observation skills	2.13
Skill or Disposition Competency	Aggregate Rating Bottom 3
Knows the commonly used referral sources and procedures for one's site	2.0
Demonstrates mental status assessment skills	2.03
Skill in utilizing existing documentation	2.23

Analysis:

Site supervisors' evaluations and student self-evaluations indicate that students met or exceeded the benchmark in all areas for practicum. Openness to supervision, being punctual, being sensitive to clients, building rapport with clients, and working independently were all themes that emerged among the highest data points in the practicum. These attributes are an indicator that the CMHC program is providing students with a solid foundation from which they can build more advanced clinical work.

Internship I

Below are data from the site supervisor and student self-evaluations in Internship I.

Site Supervisor Evaluation

Skills or Disposition Competency	Aggregate Rating – Top 3
Openness to Supervision	4.6

Professionalism/Conscientiousness/Interpersonal Skills	4.5
Ability to Establish Relationships with Clients	4.5
Skills or Disposition Competency	Aggregate Rating – Bottom 3
Emergency Management Procedures	3.7
Assessing Co-Occurring Disorders (e.g., addiction/mental health)	3.64
Definable Treatment Modality/Modalities in Group Counseling	3.61

Student Self-Evaluation

Skills or Disposition Competency	Aggregate Rating – Top 3
Demonstrates rapport building skills	3.5
Demonstrates openness to supervision	3.5
Ability to Establish Relationships with Clients	3.39
Skills or Disposition Competency	Aggregate Rating – Bottom 4
Demonstrates skill in planning and implementing termination/transfer of treatment	3.0
Shows skill in writing treatment plans and summaries	3.03
Demonstrates risk-prevention skills	3.03
Demonstrates diagnostic impression skills	3.03

Analysis:

Aggregate data indicate that students meet or exceed benchmarks on all areas in the site-supervisor and self-evaluation. The top three rated areas on both tools reflect students' openness to training and mentorship, as well as their formation in foundational skills, particularly developing relationship with clients. The bottom three-rated areas are consistent with past years' evaluation, which indicate that in the first phase of clinical training, students are not as developed in the area of emergency response and diagnosis of co-occurring disorders. The rating likely reflects developmental curves, limited experience in less-frequently occurring clinical issues in some sites. Site supervisors have a higher assessment of students than they do of themselves.

Internship II

Below are data from the site supervisor and student self-evaluations in Internship II.

Site Supervisor Evaluation

Top 3 Skill or Disposition Competency		Average Rating
1	Facilitates therapeutic environment	4.21
2	Openness to supervision	4.21
3	Ability to Establish Relationships with Clients	4.15

Bottom 3 Skill or Knowledge Competency		Average Rating
1	Group counseling modality skills	3.25
2	Treatment planning and goal setting skills	3.21
3	Writing treatment plans and summaries	3.47

Self-evaluation

Top 3 Skill or Disposition Competency		Average Rating
1	Demonstrates rapport building skills	4.50
2	Applies basic skills in treatment (listening, observation, rapport, etc.)	4.33
3	Demonstrates an ability to establish relationships with clients	4.30

Bottom 3 Skill or Knowledge Competency		Average Rating
1	Shows skill applying treatment modalities in Marriage and Family Counseling	4.00
2	Shows skill applying treatment modalities in Group Counseling	4.00
3	Demonstrates treatment planning and goal setting skills	4.00

Analysis

The Internship II Final Site Supervisor Evaluation reflects strong overall student performance across all CACREP-aligned competency domains, including professionalism, counseling skills, assessment, diagnosis, treatment planning, documentation, ethical practice, and systems-level awareness. Across 40 rated items (Questions 3–42), the student consistently met or exceeded expectations, with the majority of weighted averages falling between **3.6 and 4.2** on a 4-point scale. On the self evaluation, all items scored very high overall, with averages tightly clustered between 4.0 and 4.5. The “lowest” items are still solidly at an Internship II expected level, suggesting developmental exposure differences rather than deficiencies. **Items involving family/marriage and group counseling, plus treatment planning skills. A focus on treatment planning is recommended for program adjustments.**

Program Evaluation: Aggregate Data Measuring Program Goal Perception of Preparedness, Advising and Mission (Exit Survey)

The program benchmark is for 85% or more students rating the program as at least *effective* in preparing the students for professional practice as described by the program goals. Below are results from graduating students (N=20).

Program Goal and Perception of Preparedness

Program Goal	Perception of Preparedness on Knowledge or Skill Area
Explain human nature using core counseling theories and Christian anthropology, emphasizing a holistic, developmental, relational, and valuing view of individuals.	(3.C.12; 3.F.7; 3.B.1; 3.D.5) 95% rated effective or higher Avg rating: 4.48
Demonstrate commitment to ethical practices, ongoing personal growth, and supervision for continuous development as a counselor.	(3.A.1) 100% rated effective or higher Avg rating: 4.67
Demonstrate clinical skills needed to support human flourishing for diverse individuals, groups, and communities.	(3.E.10; 5.C.5) 90% rated effective or higher Avg rating: 4.33
Use appropriate, culturally informed clinical assessments at all relevant dimensions of the counseling process.	(3.G.7) 90% rated effective or higher Avg rating: 4.1
Use research findings to choose, assess, and improve counseling outcomes and program evaluations.	(3.H.1) 90% rated effective or higher Avg rating: 4.14

Advising and Program Mission

The program set a benchmark of 85% or more students rating the program as at least *effective* in providing access to and quality advising.

Advising and Mission	Perception of Advising and Mission Integration
Adequate access to advising	95% rated effective or higher Avg rating 4.25
Program offered quality advising	90% rated effective or higher Avg rating 4.15
Program helped me understand what it means to be a counselor who practices from a Catholic perspective	95% rated effective or higher Avg rating 4.48

Program Evaluation: Aggregate Data Measuring Perception of Preparedness (Employer and Alumni Survey)

Below are data from six employers who completed the survey.

Key Performance Indicator	Employer Rating	Alumni Rating
3.A.10 Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	100% rated effective or higher Avg rating 4.0	100% rated effective or higher Avg rating 4.25
3.B.1 Theories and models of multicultural counseling, social justice, and advocacy	67% rated effective or higher Avg rating 3.5	97.6% rated effective or higher Avg rating: 4.14
3.C.12 The influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	100% rated effective or higher Avg rating 4.33	100% rated effective or higher Avg rating: 4.25
3.D.5 Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	83.3% rated effective or higher Avg rating 3.5	97.6% rated effective or higher Avg rating: 4.31
3.E.10 Counseling strategies and techniques used to facilitate the client change process	100% rated effective or higher Avg rating 4.2	100% rated effective or higher Avg rating: 4.6
3.F.7 Types of groups, settings, and other considerations that affect conducting groups	83.3% rated effective or higher Avg rating 3.7	97.6% rated effective or higher Avg rating 4.4
3.G.7 Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	100% rated effective or higher Avg rating 3.8	97.6% rated effective or higher Avg rating 4.4
3.H.1 The importance of research in advancing the counseling profession, including the use of research to inform counseling practice	100% rated effective or higher Avg rating 3.8	100% rated effective or higher Avg rating 4.2
5.C.5 Techniques and interventions for prevention and treatment of a broad range of mental health issues	100% rated effective or higher Avg rating 4.0	100% rated effective or higher Avg rating 4.6

Analysis: Employers (N=6) rated the program as effective or approaching highly effective in all of counselor preparedness aligned with program KPIs. The benchmark of 85% or more respondents rating the program as effective in all areas was not met for 3 KPIs. One respondent noted that for the KPIs related to areas they could not evaluate (3B1, 3D5, 3F7), they provided a “2” rating on that item. This artificially lowered those ratings and skewed these measures of this KPI.

Program Evaluation: Aggregate Data Measuring Program Goal Relevance (Alumni Survey)

Alumni were asked to rate the relevance of program goals to their counseling practice on a scale of 1-5 with 1 being very irrelevant and 5 being highly relevant.

Program Goal	Relevance of PG to Practice
Explain human nature using core counseling theories and Christian anthropology, emphasizing a holistic, developmental, relational, and valuing view of individuals.	97.3% rated relevant or higher 4.58
Demonstrate commitment to ethical practices, ongoing personal growth, and supervision for continuous development as a counselor.	100% rated relevant or higher 4.92
Demonstrate clinical skills needed to support human flourishing for diverse individuals, groups, and communities.	100% rated relevant or higher 4.58
Use appropriate, culturally informed clinical assessments at all relevant dimensions of the counseling process.	97.3% rated relevant or higher 4.39
Use research findings to choose, assess, and improve counseling outcomes and program evaluations.	100% rated relevant or higher 4.36

Analysis: Alumni found all program goals to be high to highly relevant, with 85% or more rated at or above benchmark for each goal. The goals were revised in 2025 and appear to be considered relevant to clinical practice from an alumni perspective.

National Exam Pass Rate*

National Exam Pass Rate	Outcome
Students' Licensure Eligibility (NCE Pass Rate)	NCE National Pass Rate Spring 2025: 87% NCE FUS Pass Rate Spring 2024 (27 students): 96%
	NCE National Mean Spring 2025: 110.8 NCE FUS Mean Spring 2025: 119.9

*Analysis: Data for 2026 NCE exam not available at the time of completion for this annual report.

Completion Rate

Program Area Key Performance Indicator	Outcome
Completion Rate	Completion rate (goal 80% or greater retention rate) – 2025 – 2026: 82 %

Analysis: The program has a completion goal of 80% or greater students completing upon acceptance into the program. The program has met this goal. We believe students who begin the program are motivated to complete in part due to the in-person nature of the program. We also believe our application review process helps us to select candidates who are capable and suitably qualified for the profession.

Employment Rate

The 2026 Alumni Survey (2023-2025 alumni) indicated that 88% percent of respondents are employed in a counseling or related occupation or are enrolled in a counseling terminal degree program. 86% of those respondents found employment in a counseling or comparable occupation within six months of graduation.

Program Benchmark Outcomes

Data	Benchmark		Met	Not Met
Aggregate KPI Data - KPI Exams	85%	89%	✓	
Aggregate KPI Data - Skills Rating	85%		✓	
Aggregate KPI Data - Comp Exam	85%	100%	✓	
Aggregate Disposition Data	85%	97%	✓	
National Exam Pass Rate	87%	96%	✓	
Completion Rate	80%	82%	✓	
Employment Rate	85%	86%	✓	
Field Experience			✓	

Stakeholder Input				
Graduating Students (perception of preparedness for practice)	85% on all 5 program goals	90 - 100% or greater on all goals	✓	
Alumni (perception of relevance of program goals for practice)	85% or greater on relevance of PGs to practice	90% or greater on all goals	✓	
Employers (perception of preparedness for practice)	85% or greater on perception of preparedness on all KPIs	3 KPIs with less than 85% rated at or above expectation	*Data was skewed due to inaccurate ratings noted by respondents	
Alumni (perception of preparedness for practice)	85% or greater on perception of preparedness on all KPIs	97% or greater on all KPIs	✓	

Yearly KPI Review and Trend Analysis for Program Effectiveness

KPI Data Review

The program is meeting expectation in each of the CACREP Standards-based KPI areas as indicated by aggregate data measuring student knowledge, skills, and dispositions. The program further is meeting expectation in its applied (clinical) component of the program in practicum and internship. Finally, the program has exceeded its program completion benchmark. The national exam pass rate

2025-2026 Goal Review

1. Research Map: In 2025, the program identified a goal to better address the need for ongoing formation related to research, including and research integration as a foundation for effective mental health counseling. Specifically, the program committed to creating a research curriculum map to determine opportunities for strengthening students ability to appreciate/use an evidence base in practice. The program completed the research curriculum map and identified opportunities for new or revised research assignments.

2. Supervision Discussion with Supervisors: the Program addressed two areas identified from

student input on supervision related to a desire for more input on setting and following up with goals, as well as connecting theory to practice in its annual site supervisor meeting in April 2026.

3. Implement New Assessment Plan: the Program implemented a new assessment plan in the 2025-26 AY, including 7 new KPI exams, 2 skills-observation rubrics, and a revised Comprehensive Exam that included the creation of a new Comp Exam 0 credit course. Additionally, the program fully implemented its new disposition rating tool across all applicants and students in the program at two points of measurement across the program.

Identified Program Modifications

1. Integrate Faith and Reason Framework across the curriculum in a consistent manner.
2. Integrate treatment planning assignments and practice opportunities in key courses throughout the program (e.g., CSL 504, CSL 520, CSL 505, CSL 624).
3. Implement new and adjusted research-related assignments as identified in the research curriculum map, including emphasis on orientation day.
4. Make adjustments to CSL 503 to better align course content with that course's KPI exam.