

**ANNUAL REPORT OF
THE COMPREHENSIVE ASSESSMENT PROCESS
and
RESULTING PROGRAM MODIFICATIONS**

2025-2026

COUNSELOR EDUCATION PROGRAM

**Clinical Mental Health Counseling (M.A.)
Marriage, Couple, and Family Therapy (M.A.)
School Counseling (M.A., M.Ed., Ed.S.)
Counselor Education and Supervision (Ph.D.)**

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The Assessment Process

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information that the assessment process provides. Assessment (a) informs curriculum development, (b) impacts curriculum delivery, (c) informs students of their progress, and (c) provides data on which to base modifications.

Assessment begins with a vision, which is captured by the Mission Statement (see page 5), viewed through the lens of Core Values (see page 5), and measured through Program Objectives (see page 6). Then, through the use of CACREP Accreditation Standards, the Program faculty have identified specific Key Performance Indicators of Student Learning (see page 7), which serve as markers for the attainment of the knowledge, skills, and dispositions necessary to be a professional counselor/counselor educator.

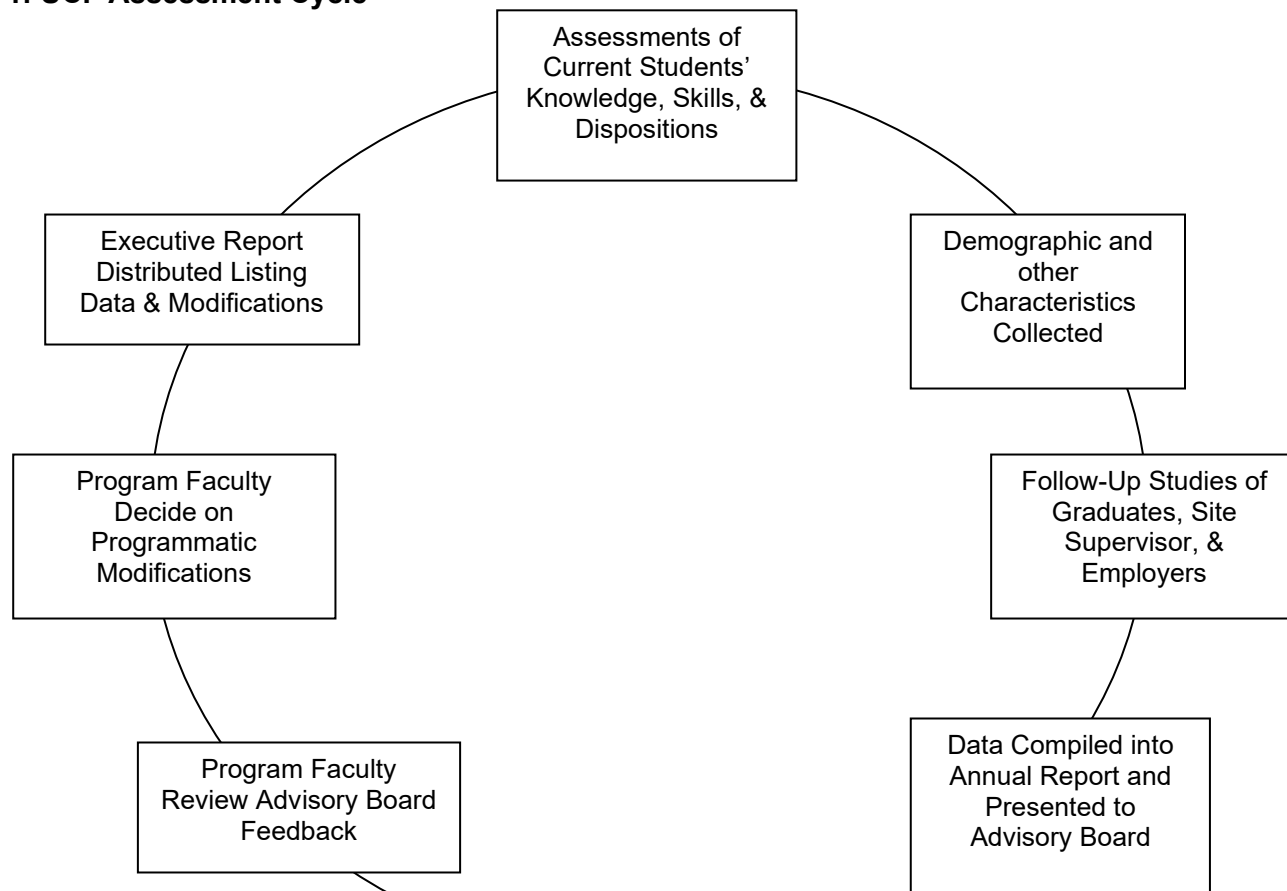
The UCF Counselor Education assessment process is comprehensive and systematic: it uses multiple methods of assessment over multiple points in time to capture data related to the Program Objectives. The assessments are designed to evaluate (a) current students' knowledge, skills, and professional dispositions, (b) demographics and other characteristics of Program applicants, students, and graduates, and (c) follow-up studies of graduates, site supervisors, and employers. The results from the assessment process are presented annually to the Counselor Education Advisory Board, who then makes recommendations to the Program Faculty for the purposes of continual improvement. The Program Faculty evaluate the outcome data and the Advisory Board feedback and implement data-driven program modifications. The Assessment Cycle is represented in Figure 1 on the next page.

Data Collection: The Counselor Education Assessment Plan describes the data that will be collected, to include how and when that data will be collected. Knowledge and Skill outcomes (for both the Master's and Doctoral Program) are collected and analyzed through Via/Watermark (described below). The Dispositional assessment process for (a) the Master's Program is collected and analyzed through Excel and (b) the Doctoral Program is collected and analyzed through Qualtrics). Demographic data for applicants, students, and graduates is collected and analyzed through the university's Institutional Knowledge Management system. Follow-up studies of graduates, site supervisors, and employers is collected and analyzed through Qualtrics. Via/Watermark is a web-based assessment platform that allows faculty and programs to align educational standards and student learning outcomes to learning activities and assessment measures. By capturing these data, Via/Watermark assists programs to track student learning and inform programmatic improvement efforts

Data Analyzation: All data is collected and entered into their corresponding assessment platforms by Program Faculty, Field Experience Supervisors, and the Program Coordinator. As found in the Assessment Results (beginning on p. 10), the Program has identified targets for every data point. Upon running each year's Assessment report, and prior to the Annual Report being presented to the Advisory Board, the Program Coordinator will identify any data points that fall below their identified targets. The entire report is then presented to the Advisory Board, who makes recommendations for curriculum and program improvement. These recommendations are then reviewed, and in light of the data in the Annual Report, the Program Faculty implement data-driven program modifications. Examples for how data will be used for program modifications include:

- In those cases when aggregate student assessment data falls below the identified targets, Program Faculty will evaluate and implement course modifications (e.g., textbooks, teaching methods, and/or assessment strategies)
- In those cases when there are disparities among the demographics of applicants, students, and graduates (as those three groups should be similar demographically to those of the University), Program Faculty will evaluate the efforts made at attracting, enrolling, and retaining a diverse body of students.
- In those cases when the data resulting from follow-up studies (a) fall below the identified targets and/or (b) indicate a disparity between the three groups of surveyed constituents (graduates, site supervisors, and employers), Program Faculty will evaluate and implement such things as course modifications, course sequencing, and the inclusion of supplemental trainings.

Figure 1: UCF Assessment Cycle



Mission Statement

Purpose of the Mission Statement: To define who we are (a nationally ranked and accredited Counselor Education Program), where we are (at a research extensive urban university) and why we exist (to serve clients and students by preparing competent clinicians and educators).

The **Mission** of the Counselor Education Program at the University of Central Florida is to educate and prepare competent professional counselors and counselor educators from diverse backgrounds to advance the profession through practice, scholarship, research, leadership, advocacy, and service.

The Program uses a reflective-practitioner model that integrates the use of intensive clinical experiences, research, intellectual and creative resources, community engagement, and current technology to work within a diverse global society.

Core Values

Purpose of the Core Values: To inform the design and delivery of the curriculum, to evaluate student development, and to inform Programmatic decisions.

1. **Diversity** – A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
2. **Advocacy & Leadership** – Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
3. **Ethical & Competent Practice** – Professional and competent practice guided by ethical standards and best practices.
4. **Professional Scholarship** – Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.
5. **Clinician Self-Care** – Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

Program Objectives

Purpose of the Program Objectives: To inform the design, delivery, and assessment of (a) the curriculum and (b) student development.

The **Objectives** of the Counselor Education **Master's/Specialist** Program at the University of Central Florida are:

1. To attract, enroll, and retain well-rounded students and to create and support a learning community that respects individual differences;
2. To provide opportunities that encourage students to grow personally and engage in self-reflection and self-awareness;
3. To contribute to the local, regional, national, and international communities by:
 - a. providing professional development opportunities for practicing counselors;
 - b. training, consulting, and working with local schools and community agencies; and
 - c. providing counseling services to the community free of charge.
4. To provide master's students with experiential and didactic learning opportunities to acquire the necessary knowledge, skills, and dispositions to:
 - a. practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession;
 - b. work within a society of varied backgrounds and traditions;
 - c. work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan;
 - d. use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications;
 - e. demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills;
 - f. design and facilitate group interventions to serve clients in various settings;
 - g. select, administer, and interpret assessment tools;
 - h. utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations designed to improve counselor effectiveness; and
 - a. develop a professional identity appropriate to their chosen career path.

The **Objectives** of the Counselor Education **Doctoral** Program at the University of Central Florida are:

5. To provide doctoral students with advanced didactic and experiential learning opportunities to acquire the necessary knowledge, skills, and dispositions to:
 - a. Implement research-informed clinical practices through the integration of counseling theories, counseling skills, and current knowledge across multiple contexts of counseling and counselor education.
 - b. Implement supervision theory, skills, and practices that are ethical, developmentally appropriate, and evidence-based.
 - c. Design and implement evidenced-based teaching strategies that employ innovative teaching and learning methods related to teaching in the field of counselor education.
 - d. Critically analyze, design, conduct, and disseminate quantitative, qualitative, and/or mixed methods research to contribute to the fields of Counseling and/or Counselor Education.
 - e. Provide leadership and advocacy to the fields of counseling and/or counselor education that contributes to the advancement of care at the client/student, community/school, and/or public levels.

Key Performance Indicators of Student Learning based on CACREP Standards

Students in the UCF Counselor Education program will be able to demonstrate the knowledge and/or skills necessary to:

CORE CURRICULAR STANDARDS

- PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - Understand and apply self-care, self-awareness, and self-evaluation strategies for ethical and effective practice. (CACREP Standard 3.A.11)
- SOCIAL AND CULTURAL DIVERSITY
 - Understand and apply theories and models of multicultural counseling, social justice, and advocacy. (CACREP Standard 3.B.1)
- HUMAN GROWTH AND DEVELOPMENT
 - Understand and apply theories of personality and psychological development. (CACREP Standard 3.C.4)
- CAREER DEVELOPMENT
 - Understand and implement approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors. (CACREP Standard 3.D.2)
- COUNSELING AND HELPING RELATIONSHIPS
 - Understand and demonstrate the foundational interviewing, attending, and listening skills in the counseling process. (CACREP Standard 3.E.9)
- GROUP COUNSELING AND GROUP WORK
 - Understand and apply the dynamics associated with group process and development. (CACREP Standard 3.F.2)
- ASSESSMENT AND TESTING
 - Understand and demonstrate procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide. (CACREP Standard 3.G.13)
- RESEARCH AND PROGRAM EVALUATION
 - Understand the importance of research in advancing the counseling profession, including the use of research to inform counseling practice. (CACREP Standard 3.H.1)

SPECIALTY AREA STANDARDS

- CLINICAL MENTAL HEALTH COUNSELING

- Demonstrate techniques and interventions for the prevention and treatment of a broad range of mental health issues. (CACREP CMHC Standard 5.C.5)

- MARRIAGE, COUPLE, AND FAMILY COUNSELING

- Demonstrate techniques and interventions of marriage, couple, and family counseling (CACREP MCFC Standard 5.F.10)

- SCHOOL COUNSELING

- Demonstrate techniques of social-emotional and trauma-informed counseling in school settings. (CACREP SC Standard 5.H.14)

- DOCTORAL PROFESSIONAL IDENTITY

- COUNSELING

- Demonstrate the knowledge and skills related to the integration of theories relevant to counseling (CACREP DOC Standard 6.B.1.b)

- SUPERVISION

- Demonstrate the knowledge and skills related to developing a personal style of counseling supervision grounded in theory and research. (CACREP DOC Standard 6.B.2.e)

- TEACHING

- Demonstrate the knowledge and skills related to teaching methods relevant to counselor education. (CACREP DOC Standard 6.B.3.c)

- RESEARCH & SCHOLARSHIP

- Demonstrate the knowledge and skills related to research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses. (CACREP DOC Standard 6.B.4.a)

- LEADERSHIP & ADVOCACY

- Demonstrate the knowledge and skills related to leadership in counselor education programs. (CACREP DOC Standard 6.B.5.c)

Summary of Assessment Results

To contextualize the assessment results, it is important to remember the following:

- The Assessment Plan has particular targets for each assessment point (e.g., “100% of students will score 1 or above on the assignment domain”).
 - Not meeting a target does not imply that students are neither learning nor meeting overall Program goals. The lack of attaining a target provides feedback to the Faculty and initiates a Programmatic review.
- As it relates to **Knowledge and Skills**, each of the Program-identified CACREP Standard (i.e. the Standard that the Faculty have decided to collect data about), have several Key Performance Indicators (e.g., assignments) that are used to assess for the attainment of that knowledge/skill-based Standard.
 - There are 79 assessment points
 - The CPCE is not a Key Performance Indicator (as it does not accurately assess for the attainment of the particular Standard that has been identified). Instead, it serves as a general marker for Student Knowledge.
- As it relates to **Dispositions**, the Program has set developmental targets for both Master’s and Doctoral students, with the overall goal that students meet all dispositional targets before graduation. Any unmet targets initiate a Programmatic review.
 - There are two instruments used to measure Student Dispositions:
 - Master’s Student Dispositional Assessment
 - Counselor Educator in Training Assessment Scale
- As it relates to **Demographics and other Characteristics of Program Applicants, Students, and Graduates**, the Program has set three targets that are designed to ensure that Program Objective 1 is achieved (“To attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community”):
 - Program Applicant, Student, and Graduate demographics will mirror that of the University
 - Program Applicant, Student, and Graduate demographics will be consistent across all three groups
 - Program Graduates will indicate satisfaction with the Program’s creation and support of an inclusive learning community
- As it relates to **Feedback from Employers, Site Supervisors, and Alumni**, the Program has set four targets that are designed to ensure that all Program Objectives, Core Values, and curricular offerings are evaluated
 - Employers, Site Supervisors, and Alumni will indicate their satisfaction ratings on attainment of Program Objectives
 - Employers, Site Supervisors, and Alumni will indicate their satisfaction ratings on attainment of Core Values
 - Employers, Site Supervisors, and Alumni will indicate their overall satisfaction ratings
 - Employers, Site Supervisors, and Alumni will provide input on curricular offerings and overall preparation of students

Below are those targets that were not reached and a discussion of outcomes (if one has been implemented)

- **Knowledge and Skills (Core)**

- Career Development Domain
 - Career Presentation Target: 100% of students will score 5 or above on understanding how the interrelationships among and between work, mental well-being, relationships, and other life roles and factors apply to their Theory & Practice Presentation assignment
 - Observation: Missing data from SDS 6347 (Fall & Summer)
- Group Counseling and Group Work Domain
 - Group Journal Target: 100% of students will score 24 or above on understanding the dynamics associated with group process and development within their Experiential/Personal Growth Group Journal assignment
 - Observation: Missing data from MHS 6500 (Summer)
- Assessment & Testing Domain
 - Case Study Target: 100% of students will score 5 or above on understanding the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide within the Case Study assignment
 - Observation: Missing data from SDS 6411 (Spring)

- **Knowledge and Skills (Specialty Areas)**

- Clinical Mental Health Counseling (Master's)
 - CCS-R Target: 100% will score 4+ on every item of the CCS-R at three points in the Program
 - Observation: Data does not differentiate between the 3 tracks (CMHC, MCFT, SC) in MHS 5005, MHS 6401 nor in MHS 6803, nor MHS 6803 (1) from MHS 6803 (2)
 - ISSEF Target: 100% will score 1+ on every item of the ISSEF (CMHC version)
 - Observation: Data does not differentiate 6830 (1) from 6830 (2)
- Marriage, Couple, and Family Therapy (Master's)
 - CCS-R Target: 100% will score 4+ on every item of the CCS-R at three points in the Program
 - Observation: Data does not differentiate between the 3 tracks (CMHC, MCFT, SC) in MHS 6401 nor in MHS 6803, nor MHS 6803 (1) from MHS 6803 (2)
 - ISSEF Target: 100% will score 1+ on every item of the ISSEF (MCFT version)
 - Observation: Data does not differentiate 6830 (1) from 6830 (2)
- School Counseling (Master's & Specialist)
 - CCS-R Target: 100% will score 4+ on every item of the CCS-R at three points in the Program
 - Observation: Data does not differentiate between the 3 tracks (CMHC, MCFT, SC) in MHS 6401
- Counselor Education & Supervision (Doctoral)
 - Counseling Domain

- Counseling Theory Presentation Target: 100% of students will score 7 or above on conceptualizing clients from multiple theoretical perspectives within the Counseling Theory Presentation assignment
 - Observation: Missing data from MHS 7406
- Case Presentation Target: 100% of students will score 4 or above on conceptualizing clients from multiple theoretical perspectives within the Case Presentation assignment
 - Observation: Missing data from MHS 7801
- Supervision Domain
 - Supervision Model Target: 100% of students will score 3 or above on understanding how to assess supervisees' developmental level (and other relevant characteristics) and how this impacts the supervision process within the Personal Counseling Supervision Model Paper assignment
 - Observation: Missing data from MHS 7611
 - Student Supervisor Evaluation: 100% of students will score 2 or above on demonstrating the ability to assess supervisees' developmental level (and other relevant characteristics) and how this impacts the supervision process) within the Student Supervisor Evaluation
 - Observation: Missing data from MHS 7808
- Teaching Domain
 - Theory of Teaching and Learning Target: 100% of students will score 8 or above on understanding the roles and responsibilities related to educating counselors within the Theory of Teaching and Learning Paper assignment
 - Observation: Missing data from MHS 7840
 - Teaching Evaluation Target: 100% of students will score "very good" or above on demonstrating the roles and responsibilities related to educating counselors within the Teaching Evaluation
 - Observation: Missing data from MHS 7840
- Research & Scholarship Domain
 - Research Questions/Hypotheses Target: 100% of students will score 3 or above on understanding how to develop research questions appropriate for professional research and publication within the Research Questions/Hypotheses assignment
 - Observation: Missing data from IDS 7500
- Leadership & Advocacy Domain
 - Immersion and Advocacy Community Engagement Target: 100% of students will score 8 or above on understanding roles of leaders and leadership development in professional organizations within the Immersion and Advocacy Community Engagement Activity Paper assignment
 - Observation: Missing data from MHS 7497
- **Professional Dispositions**
 - Master's Student Dispositional Assessment (Target: 100% will score 2 or above on every domain of the Dispositional Assessment by the end of the Program)
 - Data:
 - Fall 2025: 10 students scored 1 ("below expectations") on the Master's Student Dispositional Assessment (2024-2025: 8/2023-2024: 7)

- Outcome: All students met with their advisor and all students followed through on recommendations. Two students remain on a remediation plan and are meeting all associated requirements
 - Spring 2026: 4 students scored 1 (“below expectations”) on the Master’s Student Dispositional Assessment (2024-2025: 6/ 2023-2024: 5)
 - Outcome: All students met with their advisor and all students followed through on recommendations. Two students remained on a remediation plan and are meeting all associated requirements
 - Counselor Educator in Training Assessment Scale (Target: 100% will score 3 or above on every domain of the CETAS by the end of the Program)
 - Data:
 - Fall 2025-Spring 2026: 1 student scored 2 (“near expectations”) on one domain of the Counselor Educator in Training Assessment Scale (Last year: 1 student also scored 2) (2024-2025: 8/ 2023-2024: 7)
 - Outcome: Student met with advisor is following through on all recommendations
- **Demographics of Applicants, Students, & Graduates (Currently suspended from assessment)**
- **Feedback from Employers, Site Supervisors, and Alumni**
 - Data: 5 ratings below target
 - Interventions implemented:
 - Human Behavior (Masters)
 - The Lifespan Human Behavior course (EDF 6155) is taught outside of the Program. The faculty teaching that course have agreed to using a Counseling-specific book to help the content to be more applicable to Counseling students
 - Group Facilitation (Masters)
 - The Group Counseling course (MHS 6500) has been modified to include students in the facilitation of the in-class group activity
 - Assessment (Masters)
 - Lower scores were likely the result of adjunct faculty teaching the Assessment courses – core faculty have been assigned to teach these courses moving forward
- **Feedback from Graduating Students (GGSS)**
 - 2 ratings below target
 - Interventions implemented:
 - Group Facilitation (Masters)
 - The Group Counseling course (MHS 6500) has been modified to include students in the facilitation of the in-class group activity
 - Assessment (Masters)
 - The Testing/Assessment course (MHS 6220) has traditionally been taught by adjuncts: core faculty have been assigned to teach these courses moving forward

Counselor Education Advisory Board Recommendations

The next step of the Program's Assessment Plan involves sharing the Assessment Results with the Counselor Education Advisory Board, who then makes recommendations to the Faculty. The following is a summary of recommendations that were made by the Advisory Board and discussed among the Faculty.

Institution and Program Characteristics

- Communication:
 - Clear communication around expectations (emails about CPCE, hours in practicum, meetings, anything that will affect students' work schedules) – Implemented
 - Consistency of messaging around hours and course requirements – Implemented
 - Regular report/updates on clinic in program meetings – Implemented
 - More availability and responsiveness from advisors is needed – Implemented

Practicum and Internship

- Doctoral support in practicum is helpful for adjuncts: being more intentional of pairing would be helpful (e.g., pairing an LMHC with a school counseling instructor) – In Process
- Need a better process for monitoring group sites/hours – In Process
- Need a consistent orientation for practicum instructors that includes information about changes and additional resources – Implemented
- Consistent communication is needed about practicum hours, group hours (minimum and maximum), group sites, co-counseling, etc. – Implemented
- Site Supervisor Orientation: SC orientation has been helpful (opportunity to share updates and new information); is the orientation for CMHC and MCFT site supervisors still occurring? – Implemented
- Site visits and lines of communication should be more consistent from university supervisors.
 - Site supervisors benefit greatly from in person site visits. Direct observations of students needs to be emphasized for site supervisors. – Implemented
 - Have one f2f meeting in the beginning of the semester to establish internship supervisors understanding of the site. Also, it demonstrates UCF is invested. f2f gives an understanding of site and environment the students are working in. Also brings minds together. – Implemented

Program Modifications and Other Substantial Program Changes made as a Result of Assessment Results

As a result of the 2025-2026 Assessment Process, the following modifications were suggested by the Counselor Education Advisory Board and were implemented.

- In order to address the national and state legislative requirements, the Program revised its Mission Statement and Program Objectives. Topics of diversity, equity, and inclusion (as encompassed by the Mission Statement and Program Objectives) were modified to address differences among clients/students.
- Ensure that the Experiential/Personal Growth Group Journal assignment in MHS 6500 is accurately scored by all instructors.
- Ensure that students in the MHS 5005 course learn the value of research in order to accurately complete the Research Paper assignment
 - A new Library Module has been created for all students to complete as a part of the MHS 5005 course
- To address lower CPCE Scores
 - The program has developed and offers a preparation program that is offered to all students each semester
- To ensure more demographic consistency between Program applicants, students, and graduates
 - Specialty student groups are shared with applicants/students where they can join or find belonging in
- To ensure consistency in field experiences between all three master's tracks (CMHC, MCFC, SC) as well as to match the curriculum in competitive Counseling programs, the Program removed 1 of the 2 semesters of Practicum for CMHC and MCFC. All tracks now have 1 semester of Practicum.
- To ensure that alumni and site supervisor satisfaction scores improve in the areas of Human Behavior, Technology, Group Facilitation, Assessment and Research/Program Evaluation:
 - Continue to ensure that core faculty are teaching core courses
 - Increase response rate to more accurately reflect satisfaction scores
- To address desires for increased training/opportunities
 - Trauma/crisis counseling: given the continued feedback regarding the need for additional preparation in Trauma Counseling, the Program moved the MHS 6466 course from an elective to a required course (beginning with Fall 2026 admissions).
 - Theory-specific training: the Program is considering offering mini-classes/sessions/symposiums focused on theory-specific trainings (current offerings include TF-CBT, MI, and Play Therapy)
 - How to start a small business: A seminar has been designed by CSI to address this content

Assessment Results

The following pages present the results of the Annual Assessment Plan. These include the following:

- **Assessment Results of Students' Knowledge and Skills**
 - *Core Curricular Standards (Master's Students)*
 - Professional Counseling Orientation and Ethical Practice
 - Social And Cultural Diversity
 - Human Growth and Development
 - Career Development
 - Counseling and Helping Relationships
 - Group Counseling and Group Work
 - Assessment and Testing
 - Research and Program Evaluation
 - *Specialty Area Standards (Master's Students)*
 - Clinical Mental Health Counseling
 - Marriage, Couple, and Family Counseling
 - School Counseling
 - *Core Professional Identity Standards (Doctoral Students)*
 - Counseling
 - Supervision
 - Teaching
 - Research and Scholarship
 - Leadership and Advocacy
- **Assessment Results of Students' Professional Dispositions**
- **Demographics and other Characteristics of Program Applicants, Students, and Graduates**
- **Results of Follow-Up Studies of Employers, Site Supervisors, and Alumni**

Assessment Results of Students' Knowledge and Skills

- **PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**
 - Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
 - Program Objective #4a: To practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
 - CACREP Standard 3.A.11: Understand and apply self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.

Measure 1: Wellness Plan

- Target: 100% of students will score 80% or above on their Personal Wellness Plan at three points in the Program.
 - MHS 5005
 - Data: 89% (2024-2025: 95% / 2023-2024: 90%)
 - Outcome: No intervention necessary
 - MHS 6803
 - Data: 95% (2024-2025: 87% / 2023-2024: 90%: 95%)
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data:
 - CMHC & MCFT: 90% (2024-2025: 84%/ 2023-2024: 97%)
 - Outcome: No intervention necessary
 - SC: 100% (2024-2025: 67%/ 2023-2024: 92%)
 - Outcome: No intervention necessary

Measure 2: CCS-R

- Target: 100% of students will score 4 or above on 2.C. (Professional & Personal Boundaries) and 2.G. (Emotional Stability & Self-control) of the CCS-R at three points in the Program.
 - MHS 5005
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6401
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6803
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 3: ISSEF

- Target: 100% of students will score 1 or above on the Professionalism Part I (Personal Behaviors) Domain of the ISSEF by the end of MHS 6830/SDS 6947
 - Data:
 - CMHC: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

- MCFT: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
- SC: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 4: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Professional Counseling Orientation and Ethical Practice subscale of the CPCE prior to graduation.
 - Data:
 - Summer 2025: 100% (2024-2025: 75%/ 2023-2024: 83%)
 - Fall 2025: 91% (2024-2025: 96%/ 2023-2024: 94%)
 - Spring 2026: 70% (2024-2025: 57%/ 2023-2024: 95%)
 - The Program implemented a new CPCE review session in Fall 2024 and attendance has steadily increased.

Assessment Results of Students' Knowledge and Skills

- **SOCIAL AND CULTURAL DIVERSITY**

- Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
- Program Objective #4b: To work with an increasingly diverse and multicultural society
- CACREP Standard 3.B.1: Understand and apply theories and models of multicultural counseling, social justice, and advocacy.

Measure 1: Case Study

- Target: 100% of students will score 5 or above on understanding how the MCC apply to their Ethical Case Study assignment in one of two places in the Program
 - MHS 6702
 - Data: 100% (2024-2025: no data%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - SPS 6815
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 2: Group Presentation

- Target: 100% of students will score 4 or above on understanding how the MCC apply to their Group Presentation assignment by the end of MHS 6420
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 3: CCS-R

- Target: 100% of students will score 4 or above on 2.F. (Multicultural Competence in Counseling Relationship) of the CCS-R at three points in the Program.
 - MHS 5005
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6401
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6803
 - Data: 100% (2024-2025: 100%/ 2023-2024: 99%)
 - Outcome: No intervention necessary
 - Observation: Missing data

Measure 4: ISSEF

- Target: 100% of students will score 1 or above on the Multicultural Competency Domain of the ISSEF by the end of MHS 6830/SDS 6947
 - Data:
 - CMHC: 100% (2024-2025: 100%/ 2023-2024: 99.2%)
 - Outcome: No intervention necessary
 - MCFT: 100% (2024-2025: 100%/ 2023-2024: 100%)

- Outcome: No intervention necessary
- SC: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 5: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Social and Cultural Diversity subscale of the CPCE prior to graduation.
 - Data:
 - Summer 2025: 75% (2024-2025: 25%/ 2023-2024: 88%)
 - Fall 2025: 79% (2024-2025: 88%/ 2023-2024: 98%)
 - Spring 2026: 75% (2024-2025: 50%/ 2023-2024: 68%)
 - Outcome: The Program implemented a new CPCE review session in Fall 2024 and attendance has steadily increased.

Assessment Results of Students' Knowledge and Skills

- **HUMAN GROWTH AND DEVELOPMENT**

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices
- Program Objective #4c: To work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
- CACREP Standard 3.C.4: Understand and apply theories of personality and psychological development.

Measure 1: Theory Paper

- Target: 100% of students will score 10 or above on understanding how the theories of normal and abnormal personality development apply to their Personal Theory Paper assignment by the end of MHS 6400
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 2: Case Presentation

- Target: 100% of students will score 1 or above on the application of normal and abnormal personality development in their Case Presentation assignment at two points in the Program.
 - MHS 6803
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data:
 - CMHC & MCFT: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - SC: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Human Growth and Development subscale of the CPCE prior to graduation.
 - Data:
 - Summer 2025: 75% (2024-2025: 88%/ 2023-2024: 90%)
 - Fall 2025: 82% (2024-2025: 96%/ 2023-2024: 94%)
 - Spring 2026: 70% (2024-2025: 71%/ 2023-2024: 63%)
 - Outcome: The Program implemented a new CPCE review session in Fall 2024 and attendance has steadily increased.

Assessment Results of Students' Knowledge and Skills

- **CAREER DEVELOPMENT**

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objective #4d: To use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
- CACREP Standard 3.D.2: Understand and implement approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.

Measure 1: Career Presentation

- Target: 100% of students will score 5 or above on understanding how the interrelationships among and between work, mental well-being, relationships, and other life roles and factors apply to their Theory & Practice Presentation assignment by the end of SDS 6347.
 - Data: **Data not available**% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: Intervention warranted
 - Ensure that data is collected by Instructors

Measure 2: Case Presentation

- Target: 100% of students will score 1 or above on the application of the interrelationships among and between work, mental well-being, relationships, and other life roles and factors in their Case Presentation assignment at two points in the Program.
 - MHS 6803
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data:
 - CMHC & MCFT: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - SC: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Career Development subscale of the CPCE prior to graduation.
 - Data:
 - Summer 2025: 50% (2024-2025: 75%/ 2023-2024: 75%)
 - Fall 2025: 84% (2024-2025: 88%/ 2023-2024: 86%)
 - Spring 2026: 56% (2024-2025: 64%/ 2023-2024: 68%)
 - Outcome: The Program implemented a new CPCE review session in Fall 2024 and attendance has steadily increased.

Assessment Results of Students' Knowledge and Skills

- **COUNSELING AND HELPING RELATIONSHIPS**

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objective #4e: To demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
- CACREP Standard 3.E.9: Understand and demonstrate the foundational interviewing, attending, and listening skills in the counseling process.

Measure 1: CCS-R

- Target: 100% of students will score 4 or above on all items in Part I of the CCS-R (Counseling Skills & Therapeutic Conditions) at two points in the Program.
 - MHS 6401
 - Data: 51% (2024-2025: 98%/ 2023-2024: 97%)
 - Intervention warranted
 - Due to a grading error (by adjunct instructors), this domain was rated incorrectly
 - MHS 6803
 - Data: 100% (2024-2025: 100%/ 2023-2024: 96%)
 - Outcome: No intervention necessary

Measure 2: ISSEF

- Target: 100% of students will score 1 or above on all items in the Intervention & Treatment Planning Domain of the ISSEF by the end of MHS 6830/SDS 6947
 - Data:
 - CMHC: 100% (2024-2025: 100%/ 2023-2024: 99%)
 - Outcome: No intervention necessary
 - MCFT: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - SC: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Counseling and Helping Relationships subscale of the CPCE prior to graduation.
 - Data:
 - Summer 2025: 75% (2024-2025: 75%/ 2023-2024: 83%)
 - Fall 2025: 80% (2024-2025: 83%/ 2023-2024: 88%)
 - Spring 2026: 75% (2024-2025: 71%/ 2023-2024: 74%)
 - Outcome: The Program implemented a new CPCE review session in Fall 2024 and attendance has steadily increased.

Assessment Results of Students' Knowledge and Skills

- **GROUP COUNSELING AND GROUP WORK**

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objective #4f: To design and facilitate group interventions to serve clients in various settings
- CACREP Standard 3.F.2: Understand and apply the dynamics associated with group process and development.

Measure 1: Group Journal

- Target: 100% of students will score 24 or above on understanding the dynamics associated with group process and development within their Experiential/Personal Growth Group Journal assignment by the end of MHS 6500.
 - Data: Data not available% (2024-2025: 88%/ 2023-2024: 49%)
 - Outcome: Intervention warranted
 - Ensure that data is collected by Instructors

Measure 2: Group Evaluation

- Target: 100% of students will score 1 or above on demonstrating the importance of group dynamics, group process, and group development within their group assignment by the end of the Program (Practicum and/or Internship) as verified by faculty advising webcourses.
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Group Counseling and Group Work subscale of the CPCE prior to graduation.
 - Data:
 - Summer 2025: 75% (2024-2025: 75%/ 2023-2024: 75%)
 - Fall 2025: 84% (2024-2025: 90%/ 2023-2024: 94%)
 - Spring 2026: 63% (2024-2025: 64%/ 2023-2024: 74%)
 - Outcome: The Program implemented a new CPCE review session in Fall 2024 and attendance has steadily increased.

Assessment Results of Students' Knowledge and Skills

- **ASSESSMENT AND TESTING**

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objective #4g: To select, administer, and interpret assessment tools
- CACREP Standard 3.G.13: Understand and demonstrate procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.

Measure 1: Case Study

- Target: 100% of students will score 5 or above on understanding the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide within the Case Study in one of two places in the Program
 - MHS 6070 (CMHC and MCFT)
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - SDS 6411 (SC)
 - Data: Data not available% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: Intervention warranted
 - Ensure that data is collected by Instructors

Measure 2: Case Presentation

- Target: 100% of students will score 1 or above on demonstrating the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide within their Case Presentation assignment at two points in the Program.
 - MHS 6803
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data:
 - CMHC & MCFT: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - SC: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Assessment and Testing subscale of the CPCE prior to graduation.
 - Data:
 - Summer 2025: 75% (2024-2025: 50%/ 2023-2024: 75%)
 - Fall 2025: 78% (2024-2025: 92%/ 2023-2024: 90%)
 - Spring 2026: 56% (2024-2025: 64%/ 2023-2024: 90%)
 - Outcome: The Program implemented a new CPCE review session in Fall 2024 and attendance has steadily increased.

Assessment Results of Students' Knowledge and Skills

- **RESEARCH AND PROGRAM EVALUATION**

- Core Value #4 Professional Scholarship: Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.
- Program Objective #4h: To utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations designed to improve counselor effectiveness
- CACREP Standard 3.H.1: Understand the importance of research in advancing the counseling profession, including the use of research to inform counseling practice.

Measure 1: Research Paper

- Target: 90% of students will score 15 or above on understanding the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, within the Research Paper assignment by the end of MHS 5005
 - Data: 96.4% (2024-2025: 84%/ 2023-2024: 76%)
 - Outcome: No intervention necessary

Measure 2: Case Presentation

- Target: 100% of students will score 1 or above on understanding the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice within their Case Presentation assignment at two points in the Program
 - MHS 6803
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6830/SDS 6947
 - Data:
 - CMHC & MCFT: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - SC: 80% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: Intervention warranted
 - 1 student did poorly on the Case Presentation and redid the assignment

Measure 3: Program Evaluation (not tied to CACREP Standard)

- Target: 90% of students will match or exceed the national mean for the Research and Program Evaluation subscale of the CPCE prior to graduation.
 - Data:
 - Summer 2025: 100% (2024-2025: 25%/ 2023-2024: 100%)
 - Fall 2025: 84% (2024-2025: 98%/ 2023-2024: 98%)
 - Spring 2026: 73% (2024-2025: 86%/ 2023-2024: 84%)
 - Outcome: The Program implemented a new CPCE review session in Fall 2024 and attendance has steadily increased.

Assessment Results of Students' Knowledge and Skills

- **CLINICAL MENTAL HEALTH COUNSELING**

- Core Values
 - Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
 - Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
 - Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
 - Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
- Program Objectives
 - Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
 - Program Objective #4b: Work with an increasingly diverse and multicultural society
 - Program Objective #4c: Work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
 - Program Objective #4g: Select, administer, and interpret assessment tools
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 5.C.5: Demonstrate techniques and interventions for the prevention and treatment of a broad range of mental health issues.

Measure 1: CCS-R

- Target: 100% of students will score 4 or above on every item of the CCS-R at three points in the Program.
- **Observation: Data does not differentiate between the 3 tracks (CMHC, MCFT, SC) nor MHS 6803 (1) from MHS 6803 (2)**
 - MHS 6401
 - Data: **51%** (2024-2025: 98%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Due to a grading error (by adjunct instructors), this domain was rated incorrectly
 - MHS 6803 (1)
 - Data: 100% (2024-2025: 98%/ 2023-2024: 98%)
 - Outcome: No intervention necessary
 - MHS 6803 (2)
 - Data: 100% (2024-2025: 98%/ 2023-2024: 99%)
 - Outcome: No intervention necessary

Measure 2: ISSEF

- Target: 100% of students will score 1 or above on every item of the ISSEF (CMHC version) at two points in the Program
- **Observation: Data does not differentiate 6830 (1) from 6830 (2)**
 - MHS 6830 (1)

- Data: 98.4% (2024-2025: 98%/ 2023-2024: 99%)
- Outcome: Intervention warranted
 - 1 student was remediated (retook Internship and demonstrated competency the following semester)
- MHS 6830 (2)
 - Data: 98.4% (2024-2025: 98%/ 2023-2024: 99%)
 - Outcome: Intervention warranted
 - 1 student was remediated (retook Internship and demonstrated competency the following semester)

Assessment Results of Students' Knowledge and Skills

- **MARRIAGE, COUPLE, AND FAMILY COUNSELING**

- Core Values
 - Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
 - Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
 - Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
 - Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
- Program Objectives
 - Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
 - Program Objective #4b: Work with an increasingly diverse and multicultural society
 - Program Objective #4c: Work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
 - Program Objective #4g: Select, administer, and interpret assessment tools
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 5.F.10: Demonstrate techniques and interventions of marriage, couple, and family counseling.

Measure 1: CCS-R

- Target: 100% of students will score 4 or above on every item of the CCS-R at three points in the Program.
- Observation: Data does not differentiate between the 3 tracks (CMHC, MCFT, SC), nor MHS 6803 (1) from MHS 6803 (2)
 - MHS 6401
 - Data: 86% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: Intervention warranted
 - Due to a grading error (by adjunct instructors), this domain was rated incorrectly
 - MHS 6803 (1)
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
 - MHS 6803 (2)
 - Data: Data not available% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: Intervention warranted
 - Ensure that data is collected by Instructors

Measure 2: ISSEF

- Target: 100% of students will score 1 or above on every item of the ISSEF (MCFT version) at two points in the Program
- Observation: Data does not differentiate 6830 (1) from 6830 (2)

- MHS 6830 (1)
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary
- MHS 6830 (2)
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **SCHOOL COUNSELING**

- Core Values
 - Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
 - Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
 - Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
 - Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
- Program Objectives
 - Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
 - Program Objective #4b: Work with an increasingly diverse and multicultural society
 - Program Objective #4c: Work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
 - Program Objective #4g: Select, administer, and interpret assessment tools
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 5.H.14: Demonstrate techniques of social-emotional and trauma-informed counseling in school settings.

Measure 1: CCS-R

- Target: 100% of students will score 4 or above on every item of the CCS-R at two points in the Program.
- **Observation: Data does not differentiate between the 3 tracks (CMHC, MCFT, SC)**
 - MHS 6401
 - Data: **33%** (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Due to a grading error (by adjunct instructors), this domain was rated incorrectly
 - MHS 6803 (1)
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 2: ISSEF

- Target: 100% of students will score 1 or above on every item of the ISSEF (SC version) by the end of SDS 6947
 - Data: 100% (2024-2025: 100%/ 2023-2024: 95%)
 - Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: COUNSELING**

- Core Values
 - Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
 - Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
 - Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
- Program Objectives
 - Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
 - Program Objective #4b: Work with an increasingly diverse and multicultural society
 - Program Objective #4c: Work with the spectrum of behaviors found in individuals, couples, families, and groups across the lifespan
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
 - Program Objective #4g: Select, administer, and interpret assessment tools
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 6.B.1.b: Demonstrate the knowledge and skills related to the integration of theories relevant to counseling.

Measure 1: Counseling Theory Presentation

- Target: 100% of students will score 7 or above on conceptualizing clients from multiple theoretical perspectives within the Counseling Theory Presentation assignment by the end of MHS 7406.
 - Data: **Data not available**% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Ensure that data is collected by Instructors

Measure 2: Case Presentation

- Target: 100% of students will score 4 or above on conceptualizing clients from multiple theoretical perspectives within the Case Presentation assignment by the end of MHS 7801.
 - Data: **Data not available**% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Ensure that data is collected by Instructors

Measure 3: Comprehensive Exam

- Target: 100% of students will score 1 or above on conceptualizing clients from multiple theoretical perspectives within the Counseling Theory Comp Question before entering candidacy.
 - Data: 100% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: SUPERVISION**

- Core Values
 - Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
 - Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objectives
 - Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
 - Program Objective #4b: Work with an increasingly diverse and multicultural society
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
 - Program Objective #4g: Select, administer, and interpret assessment tools
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 6.B.2.e: Demonstrate the knowledge and skills related to developing a personal style of counseling supervision grounded in theory and research.

Measure 1: Supervision Model Paper

- Target: 100% of students will score 3 or above on understanding how to assess supervisees' developmental level (and other relevant characteristics) and how this impacts the supervision process within the Personal Counseling Supervision Model Paper assignment by the end of MHS 7611.
 - Data: **Data not available**% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Ensure that data is collected by Instructors

Measure 2: Student Supervisor Evaluation

- Target: 100% of students will score 2 or above on demonstrating the ability to assess supervisees' developmental level (and other relevant characteristics) and how this impacts the supervision process within the Student Supervisor Evaluation by the end of MHS 7808.
 - Data: **Data not available**% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Ensure that data is collected by Instructors

Measure 3: Comprehensive Exam

- Target: 100% of students will score 1 or above on assessing supervisees' developmental level (and other relevant characteristics) and how this impacts the supervision process within the Supervision Theory Comp Question before entering candidacy.
 - Data: 100% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: TEACHING**

- Core Values
 - Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling profession.
 - Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Program Objectives
 - Program Objective #4a: Practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession
 - Program Objective #4b: Work with an increasingly diverse and multicultural society
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4f: Design and facilitate group interventions to serve clients in various settings
 - Program Objective #4g: Select, administer, and interpret assessment tools
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 6.B.3.c: Demonstrate the knowledge and skills related to teaching methods relevant to counselor education.

Measure 1: Interviews of Counselor Educators Paper

- Target: 100% of students will score 10 or above on understanding the roles and responsibilities related to educating counselors within the Interviews of Counselor Educators Paper assignment by the end of MHS 7700.
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 2: Theory of Teaching and Learning Paper

- Target: 100% of students will score 8 or above on understanding the roles and responsibilities related to educating counselors within the Theory of Teaching and Learning Paper assignment by the end of MHS 7840.
 - Data: **Data not available**% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Ensure that data is collected by Instructors

Measure 3: Teaching Evaluation

- Target: 100% of students will score "very good" or above on demonstrating the roles and responsibilities related to educating counselors within the Teaching Evaluation by the end of MHS 7840.
 - Data: **Data not available**% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Ensure that data is collected by Instructors

Measure 4: Comprehensive Exam

- Target: 100% of students will score 1 or above on understanding the roles and responsibilities related to educating counselors (e.g., developmental assessment, multi-modal teaching strategies, use of technology, culturally relevant techniques, gatekeeping) within the Teaching Theory Comp Question before entering candidacy.
 - Data: 100% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: RESEARCH AND SCHOLARSHIP**

- Core Values
 - Core Value #4 Professional Scholarship: Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.
- Program Objectives
 - Program Objective #4d: Use technology in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications
 - Program Objective #4h: Utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations designed to improve counselor effectiveness
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 6.B.4.a: Demonstrate the knowledge and skills related to research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses.

Measure 1: Research Questions/Hypotheses Assignment

- Target: 100% of students will score 3 or above on understanding how to develop research questions appropriate for professional research and publication within the Research Questions/ Hypotheses assignment by the end of IDS 7500.
 - Data: **Data not available**% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Ensure that data is collected by Instructors

Measure 2: Comprehensive Exam

- Target: 100% of students will score 1 or above on demonstrating the ability to develop research questions appropriate for professional research and publication within the Research Comp Question before entering candidacy.
 - Data: 100% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Assessment Results of Students' Knowledge and Skills

- **DOCTORAL PROFESSIONAL IDENTITY: LEADERSHIP AND ADVOCACY**

- Core Values
 - Core Value #2 Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession; leading and serving the counseling.
- Program Objectives
 - Program Objective #4e: Demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills
 - Program Objective #4i: Develop a professional identity appropriate to their chosen career path.
- CACREP Standard 6.B.5.c: Demonstrate the knowledge and skills related to leadership in counselor education programs.

Measure 1: Interviews of Counselor Educators Paper

- Target: 100% of students will score 10 or above on understanding the roles of leaders and leadership development in professional organizations within the Interviews of Counselor Educators Paper assignment by the end of MHS 7700.
 - Data: 100% (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Measure 2: Immersion and Advocacy Community Engagement Activity

- Target: 100% of students will score 8 or above on understanding roles of leaders and leadership development in professional organizations within the Immersion and Advocacy Community Engagement Activity Paper assignment by the end of MHS 7497.
 - Data: **Data not available**% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: **Intervention warranted**
 - Ensure that data is collected by Instructors

Measure 3: Comprehensive Exam

- Target: 100% of students will score 1 or above on demonstrating an understanding of the necessary elements involved with leadership and leadership development as it relates to their role as counselor educators (with an emphasis on service and advocacy) within the Leadership & Advocacy Comp Question before entering candidacy.
 - Data: 100% (2024-2025: Missing data%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Assessment Results of Students' Professional Dispositions

- Core Value #3 Ethical & Competent Practice: Professional and competent practice guided by ethical standards and best practices.
- Core Value #5 Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.
- Program Objective #2: Provide opportunities that encourage students to grow personally and engage in self-reflection and self-awareness
- CACREP Standard I.O: Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional policies and procedures, the counseling profession's ethical codes, and standards of practice

Measure 1: Master's Student Dispositional Assessment

- Target: 100% of Master's students will score 2 or above on every domain of the Master's Student Dispositional Assessment by the end of the Program (or will have been remediated/dismissed)
 - Data:
 - Fall 2025: 10 students scored 1 ("below expectations") on the Master's Student Dispositional Assessment (2024-2025: 8/ 2023-2024: 7)
 - Outcome: All students met with their advisor and all students followed through on recommendations. Two students remain on a remediation plan and are meeting all associated requirements
 - Spring 2026: 4 students scored 1 ("below expectations") on the Master's Student Dispositional Assessment (2024-2025: 6/ 2023-2024: 5)
 - Outcome: All students met with their advisor and all students followed through on recommendations. Two students remained on a remediation plan and are meeting all associated requirements

Measure 2: Counselor Educator in Training Assessment Scale (CETAS)

- Target: 100% of Doctoral students will score 3 or above on every domain of the CETAS by the end of the Program (or will have been remediated/ dismissed)
 - Data:
 - Fall 2025-Spring 2026: 1 student scored 2 ("near expectations") on one domain of the Counselor Educator in Training Assessment Scale (Last year: 1 student also scored 2) (2024-2025: 8/ 2023-2024: 7)
 - Outcome: Student met with advisor is following through on all recommendations

Demographics and other Characteristics of Program Applicants, Students, and Graduates

- Core Value #1 Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.
- Program Objective #1: Attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community
- CACREP Standard I.H: The counselor education program has a process for identifying underrepresented populations and makes continuous and systematic efforts to recruit, enroll, and retain students that enhance and support the diversity of the program.

Measure 1: Applicant Demographics

Currently this area of assessment has been suspended by CACREP

Measure 2: Student Demographics

Currently this area of assessment has been suspended by CACREP

Measure 3: Graduate Demographics

Currently this area of assessment has been suspended by CACREP

Measure 4: Alumni Survey

- Target: Program alumni will indicate an average rating of 4.0 (on a 1-5 scale) related to their satisfaction with the Program's creation and support of an inclusive learning community
 - Data: Alumni rated this domain as 4.43 (Last year: 4.3) (2024-2025: 100%/ 2023-2024: 100%)
 - Outcome: No intervention necessary

Results of Follow-Up Studies of Employers, Site Supervisors, and Alumni (+ Graduating Students)

Employers

N = 8 (return rate 15%)

Site Supervisors

N = 19 (return rate 13%)

Alumni

N = 79 (graduation date: 2022-2025 / Return rate: 22.1%)

Setting/Employees

CMHC: 5
MCFT: 0
SC: 0
University: 3

Setting/Supervisees

CMHC: 9
MCFT: 0
SC: 8
PhD: 2

Degree Type

Clinical Mental Health Counseling: 51 Marriage,
Couple, & Family Therapy: 8 School Counseling: 8
Doctoral: 11

Licensure Pass Rates (1st time)

CMHC: 100%
(2024-2025: 100% / 2023-2024: 89%)
MCFT: 100%
(2024-2025: 100% / 2023-2024: 63%)
SC: 100%
(2024-2025: 100% / 2023-2024: 100%)

Employment (within 6 months)

CMHC: 100%
(2024-2025: 97% / 2023-2024: 92%)
MCFT: 86%
(2024-2025: 100% / 2023-2024: 86%)
SC: 100%
(2024-2025: 83% / 2023-2024: 100%)
PhD: 100%
(2024-2025: 100% / 2023-2024: 100%)

Satisfaction with Preparation (on a 5-point scale): Alumni, Employers, & Site Supervisors

Target = 4.0+ (Numbers in parentheses are provided as a comparison of the last two years' evaluations)

Program Objectives: Master's

#	Objective	Alumni	Employers	Site Supervisor
1	Ethics and Standards of Practice: How prepared (were you, are graduates, are interns) to practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession?	4.4 (4.4, 4.6)	4.8 (4.8, 5.0)	4.3 (4.5, 4.3)
2	Diversity: How prepared (were you, are graduates, are interns) to work with an increasingly diverse and multicultural society?	4.4 (4.4, 4.1)	4.8 (4.8, 5.0)	4.3 (4.7, 4.1)
3	Human Behavior: How prepared (were you, are graduates, are interns) to work with the spectrum of behaviors found in individuals, couples, families, and/or groups, across the lifespan?	3.9 (4.0, 3.9)	5.0 (4.7, 5.0)	4.1 (4.3, 3.7)
4	Technology: How prepared (were you, are graduates, are interns) to use technology for use in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications?	3.8 (4.1, 4.1)	4.4 (4.9, 5.0)	4.1 (4.6, 3.9)
5	Engaging Clients/Students: How prepared (were you, are graduates, are interns) to demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills?	4.6 (4.4, 4.3)	5.0 (4.9, 5.0)	4.2 (4.5, 4.1)
6	Group Facilitation: How prepared (were you, are graduates, are interns) to facilitate group interventions to serve clients/students in various settings? (*was not assessed last year)	3.7 (3.9, 3.9)	4.0 (4.7, 5.0)	4.0 (4.0, 4.0)
7	Assessment: How prepared (were you, are graduates, are interns) to select, administer, and interpret assessment tools?	3.5 (3.6, 3.4)	5.0 (4.1, 5.0)	4.0 (4.1, 3.5)
8	Research & Program Evaluation: How prepared (were you, are graduates, are interns) to utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations in order to improve your/others' effectiveness?	3.4 (3.4, 3.4)	4.8 (4.5, 5.0)	3.9 (4.1, 3.8)
9	Professional Identity: How prepared (were you, are graduates, are interns) in exhibiting the identity of a professional counselor/educator?	4.5 (4.4, 4.3)	4.6 (4.8, 5.0)	4.4 (4.7, 4.3)

Program Objectives: Doctoral

#	Objective	Alumni	Employers	Site Supervisors
1	Counseling: How prepared (were you, are graduates, are interns) to conceptualize clients/students from multiple theoretical perspectives?	4.2 (3.8, 4.0)	4.7 (4.3, no resp)	5.0 (4.3, 4.3)
2	Supervision: How prepared (were you, are graduates, are interns) to assess supervisees' developmental levels and tailor supervisory approaches accordingly?	4.3 (4.1, 4.6)	4.3 (4.7, no resp)	4.5 (4.7, 4.3)
3	Teaching: How prepared (were you, are graduates, are interns) to understand the roles and responsibilities related to educating counselors?	4.7 (4.4, 4.9)	4.7 (4.0, no resp)	4.5 (4.7, 4.3)
4	Research & Scholarship: How prepared (were you, are graduates, are interns) to develop research questions appropriate for professional research and implement a research study?	4.3 (4.4, 4.2)	4.7 (4.0, no resp)	4.5 (4.7, 4.5)
5	Leadership & Advocacy: How prepared (were you, are graduates, are interns) to lead and advocate within the counselor education profession and professional counseling associations?	4.3 (4.1, 4.4)	4.3 (4.7, no resp)	5.0 (4.7, 4.0)

Core Values

How evident were the following Core Values in the Counselor Education Program?

#	Objective	Alumni	Employers	Site Supervisors
1	Diversity: A commitment to diversity that ensures that each individual, couple, and family is treated with compassion and respect.	4.5 (4.3, 4.4)	4.9 (5.0, 5.0)	4.8 (4.9, 4.6)
2	Advocacy & Leadership: Advocacy for individuals, couples, families, and the counseling profession.	4.4 (4.2, 4.3)	4.8 (4.8, 5.0)	4.6 (4.6, 4.2)
3	Ethical & Competent Practice: Professional and competent practice guided by ethical standards.	4.5 (4.3, 4.5)	4.9 (4.8, 5.0)	4.6 (4.8, 4.5)
4	Professional Scholarship: Effective helping/teaching strategies informed by the critical evaluation of, and contributions to, the professional counseling literature.	4.5 (4.2, 4.2)	4.7 (4.7, 5.0)	4.4 (4.5, 4.1)
5	Clinician Self-Care: Holistic and optimal clinician health guided by intentional and meaningful self-care strategies.	4.1 (3.9, 4.1)	4.9 (4.7, 5.0)	4.4 (4.3, 4.5)

- Data: 5 ratings below target
- Interventions implemented:
 - Human Behavior (Masters)
 - The Lifespan Human Behavior course (EDF 6155) is taught outside of the Program. The faculty teaching that course have agreed to using a Counseling-specific book to help the content to be more applicable to Counseling students
 - Group Facilitation (Masters)
 - The Group Counseling course (MHS 6500) has been modified to include students in the facilitation of the in-class group activity
 - Assessment (Masters)
 - Lower scores were likely the result of adjunct faculty teaching the Assessment courses – core faculty have been assigned to teach these courses moving forward
 - Research & Program Evaluation (Masters)
 - The Research Methodology course (EDF 6481) is taught outside of the Program. The faculty teaching that course have agreed to using a Counseling-specific book to help the content to be more applicable to Counseling students

Overall Evaluation

#	Objective	Alumni	Employers	Site Supervisors
1	Overall, the UCF Counselor Education Program aims to create and support an inclusive learning community . How well are we doing?	4.5 (4.3, 4.4)	(not assessed)	(not assessed)
2	Overall, the UCF Counselor Education Program aims to provide opportunities that encourage students to grow personally and engage in self-reflection and self-awareness . How well are we doing?	4.5 (4.4, 4.5)	(not assessed)	(not assessed)
3	Overall, the UCF Counselor Education Program endeavors to prepare graduates to contribute to their local, state, regional, national, and/or international communities . How well are we doing?	4.5 (4.4, 4.1)	(not assessed)	(not assessed)
4	Overall, how satisfied are you (as an alumni, as an employer, as a site supervisor) with your (education, graduates, interns) from the UCF Counselor Education Program?	4.5 (4.5, 4.5)	4.6 (4.5, 5.0)	4.7 (4.7, 4.6)

Satisfaction with Preparation: Current Students (Assessed their last semester)

(Numbers represent the % of students who indicated their level of agreement with the statement)

Total Students Completing Survey: CMHC – 56, MCFT – 13, SC – 6, PhD – 4

Target: 80% of Graduating Students will Strongly Agree or Agree with the Statement

1. **Ethics and Standards of Practice:** The program provided you with learning opportunities to acquire the following: to practice according to the codes of ethics, legal precedence, and other appropriate standards relevant to the counseling profession.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	66	28.5	1.7	3.5		95 (2024-2025: 92%/ 2023-2024: 91%)
MCFT (N=13)	76.9	23				100 (2024-2025: 100%/ 2023-2024: 100%)
SC (N=6)	100					100 (2024-2025: 100%/ 2023-2024: 100%)

2. **Diversity:** The program provided you with learning opportunities to acquire the following: to work with an increasingly diverse and multicultural society.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	60.7	33.9	3.5	1.7		95 (2024-2025: 96%/ 2023-2024: 97%)
MCFT (N=13)	69.2	30.7				100 (2024-2025: 94%/ 2023-2024: 93%)
SC (N=6)	100					100 (2024-2025: 100%/ 2023-2024: 100%)

3. **Human Behavior:** The program provided you with learning opportunities to acquire the following: to work with the spectrum of behaviors found in individuals, couples, families, and/or groups, across the lifespan.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	55.3	37.5	7.1			93 (2024-2025: 88%/ 2023-2024: 98%)
MCFT (N=13)	53.8	38.4	7.6			92.2 (2024-2025: 88%/ 2023-2024: 100%)
SC (N=6)	50	50				100 (2024-2025: 100%/ 2023-2024: 100%)

4. **Technology:** The program provided you with learning opportunities to acquire the following: to use technology for use in treatment planning, learning and career exploration, personal growth, research, and other appropriate applications.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	57.1	33.9	8.9			91 (2024-2025: 90%/ 2023-2024: 84%)
MCFT (N=13)	30.7	53.8	7.6	7.6		84.5 (2024-2025: 82%/ 2023-2024: 93%)
SC (N=6)	50	50				100 (2024-2025: 100%/ 2023-2024: 100%)

5. **Engaging Clients/Students:** The program provided you with learning opportunities to acquire the following: to demonstrate excellent helping, communication, problem solving, conflict resolution, consultation, and other intrapersonal and interpersonal skills.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	64.2	35.7	7			100 (2024-2025: 96%/ 2023-2024: 97%)
MCFT (N=13)	69.2	23	7.6			92.4 (2024-2025: 100%/ 2023-2024: 100%)
SC (N=6)	83.3	16.6				100 (2024-2025: 100%/ 2023-2024: 100%)

6. **Group Facilitation:** The program provided you with learning opportunities to acquire the following: to facilitate group interventions to serve clients/students in various settings.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	53.5	37.5	8.9			91 (2024-2025: 90%/ 2023-2024: 88%)
MCFT (N=13)	38.4	30.7	30.7			69.1 (2024-2025: 76%/ 2023-2024: 86%)
SC (N=6)	87.5	12.5				100 (2024-2025: 100%/ 2023-2024: 100%)

7. **Assessment:** The program provided you with learning opportunities to acquire the following: to select, administer, and interpret assessment tools.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	46.4	39.2	10.7	3.5		86 (2024-2025: 84%/ 2023-2024: 71%)
MCFT (N=13)	30.7	46.1	15.3	7.6		76.8 (2024-2025: 82%/ 2023-2024: 73%)
SC (N=6)	50	33.8		16.6		84 (2024-2025: 100%/ 2023-2024: 100%)

8. **Research & Program Evaluation:** The program provided you with learning opportunities to acquire the following: to utilize a variety of research methods, statistical procedures, needs assessments, and program evaluations in order to improve counselor effectiveness.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	44.6	39.2	12.5	3.5		84 (2024-2025: 56%/ 2023-2024: 67%)
MCFT (N=13)	38.4	46.1	15.3			84.5 (2024-2025: 88%/ 2023-2024: 67%)
SC (N=6)	50	33.3	16.6			83 (2024-2025: 100%/ 2023-2024: 100%)

9. **Professional Identity:** The program provided you with learning opportunities to acquire the following: to develop a professional identity for my chosen career path (CMHC, MCFT, SC, or PhD).

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	57.1	32.1	8.9	1.7		89 (2024-2025: 92%/ 2023-2024: 90%)
MCFT (N=13)	61.5	30.7	7.6			92 (2024-2025: 94%/ 2023-2024: 93%)
SC (N=6)	87.5	12.5				100 (2024-2025: 100%/ 2023-2024: 100%)
PhD (N=4)	83.3	16.6				100 (2024-2025: 100%/ 2023-2024: not%)

10. **Doctoral Counseling:** The program provided you with learning opportunities to conceptualize clients/students from multiple theoretical perspectives.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
PhD (N=4)	75	25				75 (2024-2025: 80%/ 2023-2024: not%)

11. **Doctoral Supervision:** The program provided you with learning opportunities to assess supervisees' developmental levels and tailor supervisory approaches accordingly.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
PhD (N=4)	100					100 (2024-2025: 80%/ 2023-2024: not%)

12. **Doctoral Teaching:** The program provided you with learning opportunities to understand the roles and responsibilities related to educating counselors.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
PhD (N=4)	100					100 (2024-2025: 100%/ 2023-2024: not%)

13. **Doctoral Research & Scholarship:** The program provided you with learning opportunities to develop research questions appropriate for professional research and implement a research study.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
PhD (N=4)	100					100 (2024-2025: 80%/ 2023-2024: not%)

14. **Doctoral Leadership & Advocacy:** The program provided you with learning opportunities to lead and advocate within the counselor education profession and professional counseling associations.

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
PhD (N=4)	75		25			75 (2024-2025: 100%/ 2023-2024: not%)

15. **Personal Growth:** The program provided you with opportunities and encouragement to grow personally and to engage in self-examination and self-reflection (CMHC, MCFT, SC, and PhD).

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	69.6	28.5	1.7			98 (2024-2025: 96%/ 2023-2024: not%)
MCFT (N=13)	76.9	23				100 (2024-2025: 100%/ 2023-2024: not%)
SC (N=6)	100					100 (2024-2025: 100%/ 2023-2024: not%)
PhD (N=4)	75	25				100 (2024-2025: 80%/ 2023-2024: not%)

16. **Inclusive and Equitable Community:** The program created and supported an inclusive and equitable learning community that respected individual differences (CMHC, MCFT, SC, and PhD).

CMHC (N=56)	Not assessed	(2024-2025: not%/ 2023-2024: not%)
MCFT (N=13)	Not assessed	(2024-2025: not%/ 2023-2024: not%)
SC (N=6)	Not assessed	(2024-2025: not%/ 2023-2024: not%)
PhD (N=4)	Not assessed	(2024-2025: not%/ 2023-2024: not%)

17. **Core Value (Diversity):** The program helped you learn the value of committing to diversity so as to ensure that each individual, couple, and family is treated with compassion and respect (CMHC, MCFT, SC, and PhD).

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	71.4	23.2	5.3			95 (2024-2025: 94%/ 2023-2024: not%)
MCFT (N=13)	76.9	23				100 (2024-2025: 100%/ 2023-2024: not%)
SC (N=6)	100					100 (2024-2025: 100%/ 2023-2024: not%)
PhD (N=4)	100					100 (2024-2025: 100%/ 2023-2024: not%)

18. **Core Value (Advocacy & Leadership):** The program helped you learn the value of advocating for individuals, couples, families, and the counseling profession (CMHC, MCFT, SC, and PhD).

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	71.4	23.2	3.5	1.7		95 (2024-2025: 96%/ 2023-2024: not%)
MCFT (N=13)	76.9	23				100 (2024-2025: 100%/ 2023-2024: not%)
SC (N=6)	100					100 (2024-2025: 100%/ 2023-2024: not%)
PhD (N=4)	75		25			75 (2024-2025: 100%/ 2023-2024: not%)

19. **Core Value (Ethical & Competent Practice):** The program helped you learn the value of professional and competent practice guided by ethical standards (CMHC, MCFT, SC, and PhD).

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	67.8	26.7	5.3			95 (2024-2025: 96%/ 2023-2024: not%)
MCFT (N=13)	76.9	23				100 (2024-2025: 100%/ 2023-2024: not%)
SC (N=6)	100	0				100 (2024-2025: 100%/ 2023-2024: not%)
PhD (N=4)	100					100 (2024-2025: 100%/ 2023-2024: not%)

20. **Core Value (Professional Scholarship):** The program helped you learn the value of using effective helping/teaching strategies that are informed by the critical evaluation of, and contributions to, the professional counseling literature (CMHC, MCFT, SC, and PhD).

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	62.5	30.3	3.5	3.5		93 (2024-2025: 96%/ 2023-2024: not%)
MCFT (N=13)	76.9	23				100 (2024-2025: 100%/ 2023-2024: not%)
SC (N=6)	83.3	16.6				100 (2024-2025: 100%/ 2023-2024: not%)
PhD (N=4)	100					100 (2024-2025: 100%/ 2023-2024: not%)

21. **Core Value (Clinician Self-Care):** The program helped you learn the value of fostering your own holistic and optimal health through the development of intentional and meaningful self-care strategies. (CMHC, MCFT, SC, and PhD).

Program	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Target
CMHC (N=56)	67.8	23.2	5.3	5.3		91 (2024-2025: 94%/ 2023-2024: not%)
MCFT (N=13)	69.2	23	7.6			85.9 (2024-2025: 100%/ 2023-2024: not%)
SC (N=6)	100					100 (2024-2025: 100%/ 2023-2024: not%)
PhD (N=4)	75		25			80 (2024-2025: 80%/ 2023-2024: not%)

- Data: 2 ratings below target
- Interventions implemented:
 - Group Facilitation (Masters)
 - The Group Counseling course (MHS 6500) has been modified to include students in the facilitation of the in-class group activity
 - Assessment (Masters)
 - The Testing/Assessment course (MHS 6220) has traditionally been taught by adjuncts: core faculty have been assigned to teach these courses moving forward