



**FORT VALLEY
STATE UNIVERSITY**

COUNSELING

*College of Education
and Professional Studies*

Counseling Department Annual Assessment Report 2025

(Aligned with 2024 CACREP Standards)

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Executive Summary

The Counseling Department's 2025–2026 Annual Assessment Report presents a comprehensive evaluation of student learning outcomes, professional dispositions, program effectiveness, and academic quality across the academic unit. Using the department's three-pillar assessment framework, student advising profile, specialty evaluation, and departmental evaluation, the department systematically collected and analyzed data across Fall 2025, Spring 2026, and Summer 2026 terms. These results demonstrate strong alignment with the 2024 CACREP Standards, particularly as these standards relate to program evaluation, academic quality indicators, and data-informed program improvement.

Throughout the academic year, students demonstrated consistently strong academic performance. Average GPAs of 3.66 in Fall 2025 and 3.54 in Spring 2026 exceeded institutional requirements and affirmed the rigor and effectiveness of departmental coursework. Professional disposition ratings reflected expected developmental progression, with new students showing emerging competency in areas such as commitment, conflict management, empathy, and field readiness, while advanced students demonstrated strengthened counselor identity, multicultural responsiveness, and ethical practice. These results confirm that students are meeting departmental objectives related to cultural competence (DO1), application of counseling theories (DO2), research and assessment integration (DO3), and professional identity and ethics (DO4).

Specialty evaluation data provided additional evidence of program quality. Demographic analyses showed strong representation of Black/African American students across both Clinical Mental Health Counseling and Clinical Rehabilitation Counseling programs, supporting the department's commitment to diversity, equity, inclusion, and access. Course evaluation results from Spring 2026 indicated high levels of student satisfaction with cultural integration, technology use, and experiential learning opportunities. These findings affirm the department's effectiveness in delivering culturally responsive, student-centered instruction aligned with CACREP expectations.

Departmental evaluation measures—including core course KPIs, field experience evaluations, stakeholder feedback, and post-graduation indicators—further confirmed that graduates demonstrate ethical practice, multicultural competence, and effective application of counseling theories and techniques in professional settings. These results validate the department's ability to prepare graduates for diverse practice environments and uphold CACREP's standards for professional readiness.

Program evaluation results informed several data-driven curriculum and program improvements during the 2025–2026 academic year. In response to early-program disposition trends, faculty strengthened developmental supports by expanding structured skills practice, increasing formative feedback checkpoints, and implementing a new pre-practicum readiness module. GPA trends informed enhancements to advising and academic support for newly admitted students. Declining admissions prompted revisions to recruitment strategies, including

expanded community partnerships, participation in university sponsored recruitment fairs, and specialty-specific virtual information sessions. Course evaluation feedback led to instructional improvements such as expanded culturally responsive teaching strategies, increased simulation and telehealth training, and enhanced experiential learning opportunities.

The department also implemented several significant program changes aligned with CACREP 2024 expectations. These included adoption of a revised CACREP-aligned assessment framework, expansion of specialty KPI tracking, integration of Microsoft Forms for centralized data collection, onboarding training for Watermark's Student Learning and Licensure module for ongoing assessment needs, strengthened partnerships with site supervisors and community agencies, and revisions to admissions screening procedures to support equitable evaluation and early identification of student needs.

Overall, the 2025–2026 assessment results demonstrate that the Counseling Department continues to meet and exceed academic quality indicators, uphold CACREP 2024 Standards, and engage in continuous, data-informed program improvement. The department remains committed to preparing culturally responsive, ethical, and competent professional counselors equipped to serve diverse communities and advance the counseling profession.

Introduction

This report presents a comprehensive summary of the Counseling Department's assessment findings for the 2025–2026 academic year, which spans the Fall 2025, Spring 2026, and Summer 2026 semesters. The department's three-pillar assessment framework guides the systematic collection and analysis of data related to student learning, professional dispositions, and overall program effectiveness. Each pillar contributes essential evidence of students' acquisition of knowledge, skills, and professional behaviors, as well as the program's alignment with departmental objectives and CACREP 2024 Standards. The assessment report includes aggregated data across all pillars, encompassing academic performance indicators, professional disposition ratings, specialty-specific evaluation measures, and departmental-level outcomes used to support continuous program improvement. Below is a brief overview of the items included within the three-pillar assessment framework:

- Pillar I – Student Advising Profile Data
 - Student GPAs
 - Professional Disposition Ratings
- Pillar II- Specialty Evaluation Data
 - Student demographic information
 - Stakeholder feedback
 - Student course evaluations
 - Comprehensive Examination scores
 - Specialty KPI measures
- Pillar III- Departmental Evaluation Data
 - Departmental student demographic information
 - Core class KPI measures
 - Employer surveys
 - Graduate surveys
 - Site supervisor evaluations
 - Field experience evaluations
 - Licensure surveys

Overview of the 3 Pillars: Departmental Comprehensive Assessment Approach

The department organizes its systematic assessment and evaluation processes into three broad pillars; each aligned with departmental objectives and designed to measure the program's effectiveness in meeting those objectives. Together, these pillars form the framework that guides how data are collected, analyzed, and used for continuous improvement.

The Student Advising Profile (Pillar I) focuses on monitoring student development across the entirety of the program. This pillar includes data gathered during admissions, throughout each academic semester, and at program completion. Measures include information from the pre-admission application packet and departmental screening tool, graduate GPA within

departmental coursework, and professional disposition ratings collected at the beginning, midpoint, and end of the program.

Specialty Evaluation (Pillar II) centers on specialty-area evaluation. Data collected for this pillar includes student demographic information, program applications and enrollment trends, stakeholder feedback, student course evaluations, comprehensive examination scores, specialty program outputs, and specialty-specific KPI measures.

Departmental Evaluation (Pillar III) encompasses departmental-level evaluation across all programs. This includes analysis of student demographic patterns, KPI measures from core counseling courses, employer and graduate surveys, site supervisor evaluations, field experience evaluations, and licensure survey data from alumni.

Across all three pillars, the department employs multiple assessment methods throughout the academic year. Data are collected each semester and synthesized to provide a comprehensive view of student performance, program quality, and alignment with CACREP standards.

Departmental Objectives

Alignment with Departmental Objectives

The department's three-pillar comprehensive assessment framework is intentionally designed to evaluate and support all departmental objectives for graduate preparation. Pillar I (Student Advising Profile) monitors students' developmental progress from admission through program completion, providing longitudinal evidence of their emerging counselor identity, cultural responsiveness, ethical conduct, academic performance, and readiness for professional practice. These measures directly reflect competencies outlined in DO1, DO2, and DO4, including students' ability to counsel diverse populations, apply counseling theories, and demonstrate professional dispositions aligned with ethical and legal standards. Departmental objectives are listed below for reference.

Pillar II (Specialty Evaluation) examines specialty-specific performance through demographic analyses, course evaluations, comprehensive examinations, stakeholder feedback, and specialty KPI measures. The data sources assess students' mastery of counseling theories and techniques (DO2), their ability to integrate research, assessment, and evaluation into practice (DO3), and their capacity to provide culturally responsive services and advocate for marginalized groups (DO1).

Pillar III (Departmental Evaluation) incorporates field-based and post-graduation indicators—including site supervisor evaluations, employer surveys, graduate surveys, core course KPI measures, and licensure outcomes—to verify that students and graduates embody a strong counselor identity and uphold ethical and legal standards (DO4). These measures also confirm graduates' effectiveness in diverse practice settings (DO1), their application of

counseling theories and techniques (DO2), and their use of research, assessment, and evaluation in professional roles (DO3).

Collectively, the three pillars provide a systematic, multi-method assessment structure that ensures the program continuously evaluates and demonstrates its effectiveness in meeting all departmental objectives. This integrated approach supports data-informed decision-making, promotes continuous improvement, and affirms that graduates are well-prepared to enter the counseling profession with the knowledge, skills, dispositions, and ethical grounding as required by the counselor education field. The following objectives were adopted and revised with input from stakeholders to meet 2024 standard requirements:

DO1: Graduates will demonstrate culturally responsive counseling skills with clients across diverse racial, ethnic, gender, sexual orientation, religious/spiritual, ability, and age groups by meeting or exceeding performance benchmarks on multicultural competence rubrics, field supervisor evaluations, and advocacy-focused assignments that assess their ability to support and advocate for historically marginalized populations.
DO2: Graduates will apply counseling theories, techniques, and evidence-based career/vocational frameworks in individual, group, and community settings by achieving proficiency on skills-based evaluations, case conceptualization rubrics, and signature assignments, demonstrating accurate theoretical integration and effective intervention planning.
DO3: Graduates will utilize research, assessment tools, and evaluation methods to inform clinical decision-making and monitor client progress by successfully completing research and assessment assignments, demonstrating competency on evaluation projects, and meeting program benchmarks on standardized assessments related to research literacy and measurement.
DO4: Graduates will demonstrate a strong professional counselor identity and consistently engage in ethical and legal practice by meeting program standards on professional disposition assessments (e.g., CCS-R), earning satisfactory ratings on ethics case analyses and field evaluations, and demonstrating readiness for professional practice through licensure-related indicators and stakeholder feedback.

DATA COLLECTION AND ANALYSIS

The Student Advising Profile

*GPA*s

In accordance with requirements specified by FVSU Graduate Studies, students are required to maintain a GPA of 3.0 or above for the duration of their enrollment in the program. The average GPA for program students during Fall 2025 was 3.66. The average GPA for program students during Spring 2026 was 3.54. Both averages were well above the Graduate Studies minimum GPA, suggesting that students are meeting and exceeding academic expectations. In accordance with FVSU Graduate Studies policy, students are required to

maintain a minimum GPA of 3.0 throughout their enrollment in the program. Student GPA averages exceeded the institutional benchmark and reflected sustained academic rigor, effective instructional practices, and student mastery of course content across core and specialty coursework.

Within the Academic Quality standards, these GPA trends function as a key indicator of student learning and program effectiveness. The slight decrease in Spring 2026 corresponds with typical enrollment patterns (e.g., admission of new students and graduation of advanced students) and provides meaningful information about early-program academic readiness. Faculty regularly review GPA data as part of the department's systematic student assessment processes, using these results to identify emerging academic needs, inform advising and remediation decisions, and ensure that students continue to progress toward mastery of the knowledge and skills required for professional counseling practice. The program will continue to evaluate existing curricular and advising practices while continuing to monitor GPA trends to ensure sustained student success and early identification of emerging needs.

Professional Dispositions

The Counseling Department maintains a comprehensive professional dispositions framework designed to evaluate and support students' development as emerging counselors. Using a department-modified version of the Counselor Competencies Scale-Revised (CCS-R), accessible through Microsoft Forms, faculty assess key behavioral, ethical, interpersonal, and professional qualities that reflect the standards of the counseling profession. In 2022, program faculty collaboratively reviewed the CCS-R and refined it to a set of fifteen dispositions that represent the knowledge, skills, and professional behaviors essential for competent practice. Each disposition is rated on a four-point scale ranging from "3" (exceeds expectations) to "0" (not observed), providing a structured method for monitoring student growth across multiple stages of the program. Dispositions are evaluated at admission, mid-program benchmarks, prior to field experience, and again at program completion, ensuring ongoing assessment and early identification of areas requiring remediation. This systematic approach allows the department to uphold high professional standards, promote continuous development, and ensure students demonstrate the competencies necessary for ethical and effective counseling practice. The Counseling Department identified 15 dispositions which are listed below:

- Professional Ethics
- Professional Behavior
- Commitment
- Professional & Personal Boundaries
- Field Experience Functionality
- Multicultural and Social Justice Competency
- Emotional Stability & Self-Awareness
- Motivated to Learn & Grow/Initiative

- Openness to Feedback
- Flexibility/Adaptability
- Congruence and Genuineness
- Self-Expression
- Interpersonal Functionality
- Conflict
- Empathy

The following tables summarize disposition ratings for Fall 2025 and Spring 2026:

Fall 2025

N=60

Professional Disposition Area	Average
Professional Ethics	2.0
Professional Behavior	2.33
Commitment	1.05
Professional & Personal Boundaries	2.10
Field Experience Functionality	1.03
Multicultural and Social Justice Competency	2.30
Emotional Stability & Self-Awareness	2.2
Motivated to Learn & Grow/Initiative	2.78
Openness to Feedback	2.4
Flexibility/Adaptability	2.0
Congruence and Genuineness	2.13
Self-Expression	2.01
Interpersonal Functionality	2.0
Conflict	.44
Empathy	1.81
Average	1.75

Spring 2026

N= 54

Professional Disposition Area	Average
Professional Ethics	2.12
Professional Behavior	2.05
Commitment	1.78

Professional & Personal Boundaries	2.10
Field Experience Functionality	1.88
Multicultural and Social Justice Competency	2.30
Emotional Stability & Self-Awareness	2.2
Motivated to Learn & Grow/Initiative	2.78
Openness to Feedback	2.4
Flexibility/Adaptability	2.0
Congruence and Genuineness	2.13
Self-Expression	2.33
Interpersonal Functionality	2.11
Conflict	1.33
Empathy	1.91
Average	2.09

Faculty noted that student disposition scores were lower in the Fall semester compared to the Spring semester, a trend consistent with the admission of new students who are still developing foundational professional behaviors. Lower ratings in areas such as commitment, field experience functionality, conflict management, and empathy reflect typical early-program developmental needs and provide meaningful insight into students' emerging readiness for professional practice. In contrast, higher disposition ratings among advanced students demonstrate strengthened counselor identity, increased engagement in professional organizations, and greater consistency in ethical and interpersonal competencies.

These patterns align with expected developmental trajectories in counselor training and serve as important indicators of academic and professional quality within the program. Faculty use disposition data as part of the department's systematic evaluation process to monitor student growth, identify areas requiring additional support, and ensure that students are progressing toward mastery of the professional dispositions required for competent counseling practice. The observed trends also inform ongoing curriculum and advising discussions, particularly regarding early-program supports, readiness for field experience, and opportunities to strengthen interpersonal skill development.

In alignment with the department's assessment plan and CACREP expectations for continuous program improvement, faculty will continue to review disposition data each term, examine differences across student groups and program stages, and implement targeted strategies to support both new and continuing students. These efforts reinforce departmental objectives related to cultural responsiveness (DO1), application of counseling theories and techniques (DO2), and development of a strong, ethically grounded counselor identity (DO4).

Specialty Evaluation

Student Demographics and Enrollment

The specialty programs systematically collect and maintain demographic information for applicants, enrolled students, and graduates as part of the department's ongoing program evaluation processes. These data support the department's commitment to equity, access, and inclusive excellence and provide essential evidence for understanding who the program serves, how students progress, and whether recruitment and retention efforts are meeting institutional and community needs.

Demographic patterns allow faculty to evaluate admissions and retention procedures and examine whether student learning outcomes are equitably achieved across student populations. These data also help determine whether the curriculum, advising practices, and field experiences are responsive to the needs of the students enrolled and the communities they will serve. Maintaining accurate demographic records is therefore a critical component of demonstrating program quality, accountability, and alignment with the department's mission and institutional priorities. The tables below present specialty-specific demographic information for students enrolled in Fall 2025 and Spring 2026.

Clinical Mental Health Counseling

n= 24

Ethnicity	
Black/African American	20
Caucasian/White	4
Native American/Pacific Islander	0
Hispanic	0
Gender	
Female	22
Male	2
Non-binary	N/A

Clinical Rehabilitation Counseling

n=36

Ethnicity	
Black/African American	27
Caucasian/White	8
Native American/Pacific Islander	0
Hispanic	1

Gender	
Female	27
Male	9
Non-binary	N/A

The Counseling Department observed a general decline in overall admissions during the reporting period and is actively examining demographic trends to better understand how recruitment strategies, marketing efforts, and community partnerships can be strengthened. These data inform ongoing efforts to attract and retain a diverse student body and to ensure that specialty programs remain responsive to workforce needs, stakeholder feedback, and alumni perspectives. Continued innovation in specialty training, recruitment, and student support aligns with departmental objectives DO1, DO2, and DO4 and reinforces the department's commitment to preparing culturally responsive, competent professional counselors.

Student Course Evaluations

The Office of Institutional Research, Planning, and Effectiveness administers course evaluations each academic semester as part of the university's systematic approach to monitoring instructional quality and student learning. Faculty receive anonymized summaries of their evaluation results, which support reflective practice, inform instructional development, and guide planning for subsequent semesters. These evaluations serve as an important academic quality indicator, providing insight into students' perceptions of course organization, instructional effectiveness, cultural responsiveness, and the overall learning environment.

The following table presents average composite ratings for specialty courses offered during the Spring 2026 semester. Due to unforeseen technological issues affecting data retrieval, course evaluation results for Fall 2025 were not accessible. Ratings range from "5" (strongly agree) to "1" (strongly disagree). Survey items include questions related to cultural integration, experiential learning, instructional technology, and instructor flexibility, such as:

- "The course integrated cultural perspectives to enhance my knowledge in a global aspect."
- "The course exposed me to learning beyond the classroom (e.g., service-learning, site visits, guest speakers)."
- "The instructor effectively used technology such as D2L, Collaborate, videos, etc. to facilitate learning."
- "The instructor was flexible in accommodating individual student needs."

Spring 2026

Clinical Mental Health Counseling

Course	Number of Respondents	Composite Rating Average
COUN 5650 Counseling Skills & Techniques	n=4 Total # of students: 13	4.58
COUN 5734 Clinical Diagnosis and Treatment Planning	n=4 Total # of students: 11	4.85
COUN 5743 Crisis Counseling	n=3 Total# of students: 5	4.53
COUN 5840 Intro to Telemental Health Counseling	n=5 Total# of students: 9	4.33

Clinical Rehabilitation Counseling

Course		Composite Rating
COUN 5433 Substance Abuse Counseling	n=5 Total# of students: 9	4.32
COUN 5643 Family Counseling and Guidance	n=6 Total# of students: 9	4.36
COUN 5742 Crisis Counseling	n=6 Total# of students: 14	4.77
RCCM 5423 Medical Case Management	n=6 Total# of students: 12	4.03

Composite course evaluation ratings indicate that students reported high levels of satisfaction with course content, instructional methods, and overall learning experiences across both specialty areas. These results suggest that courses are meeting expectations for academic quality, cultural responsiveness, and instructional effectiveness. Faculty will continue to use course evaluation data to refine teaching practices, strengthen experiential learning opportunities, and enhance learning environments in alignment with departmental objectives and ongoing program improvement efforts.

Comprehensive Examination Score Pass Rates

Specialty programs have adopted comprehensive examination processes for gauging student knowledge, skills, and abilities. The Clinical Mental Health Counseling program, in partnership with FVSU's Accommodations and Testing Services, administers the CPCE Examination each academic semester. Students must pass 5 out of 8 areas with a score of "70" or above and must meet or exceed the group average in each area. The Clinical Rehabilitation Counseling program administers its comprehensive examination through a proctoring service. Students must earn a passing score of "80" or above. The tables below show specialty comprehensive examination score averages for Fall 2025 and Spring 2026.

Fall 2025

CPCE (Clinical Mental Health Counseling)

n=3; Passed 3

Content Area	Average
Professional Counseling Orientation and Ethical Practice	9.00
Social and Cultural Diversity	8.00
Human Growth and Development	7.67
Career Development	8.00
Counseling and Helping Relationships	6.67
Group Counseling and Group Work	8.67
Assessment and Testing	8.33
Research and Program Evaluation	8.33
Total Score	64.67

CLRC (Clinical Rehabilitation Counseling)

n= 3; Passed 3

Average: 75%

Spring 2026

CPCE (Clinical Mental Health Counseling)

n=1; Passed

Content Area	Score
Professional Counseling Orientation and Ethical Practice	11.0
Social and Cultural Diversity	7.0
Human Growth and Development	8.0
Career Development	8.0
Counseling and Helping Relationships	9.0
Group Counseling and Group Work	11.0
Assessment and Testing	3.0
Research and Program Evaluation	12.0
Total Score	69.0

CLRC (Clinical Rehabilitation Counseling)

n= 3

Average: 80%

During Fall 2025, both specialty programs had students to successfully attempt comprehensive examinations. Faculty noted that the CMHC group average was less than 70% with the lower scores being in the areas of Human Growth and Development and Counseling and Helping Relationships. Faculty will review core curriculum and focus additional efforts on better alignment and preparation of students for standardized examinations to include alterations of sequencing. During Spring 2026, one CMHC student attempted the comprehensive examination and achieved an average score marginally below 70%, reflecting an isolated data point rather than a cohort trend. Given the students' performance in the Assessment and Testing area, faculty discussed remediation alternatives in addition to retesting and will revisit during the next faculty meeting. The Clinical Rehabilitation Counseling program is currently pursuing avenues for the utilization of the CRC examination as the program's comprehensive examination.

Graduate Exit Interviews

The Counseling Department conducts exit interviews as an additional qualitative measure to evaluate graduating students' experiences and perceptions of program effectiveness. Exit interviews are facilitated by a program alum to promote openness and reduce potential bias. Faculty do not attend these sessions to ensure that students can share feedback candidly. Although sessions are not recorded, facilitators provide structured notes summarizing key themes across four domains: clinical experience, academic experience, institutional processes, and community engagement. These qualitative data contribute to the department's systematic evaluation processes and support continuous improvement efforts aligned with CACREP expectations. The summary below reflects feedback from the Spring 2026 exit interview. Due to scheduling conflicts, an exit interview could not be conducted for Fall 2026.

Clinical Experience

- Students requested an updated and centralized spreadsheet for practicum and internship sites.
- Recommendations were made concerning field experience sites
- Some students reported challenges with practicum communication, particularly within one program, including unclear expectations and feeling dismissed.

Academic

- Students enjoyed hands-on learning experiences, including AI-related lessons and substance abuse training videos.
- Concerns were raised about one specific specialty course, including workload, grading transparency, and unclear expectations.
- Students noted that some rigorous courses may be better suited for in-person delivery rather than online formats.

Institutional

- Students expressed concerns about D2L content
- Students reported scheduling conflicts, particularly overlapping courses such as internship and other required classes.
- Students recommended improved alignment between course schedules to prevent missed instructional time.

Community Engagement

- Students in online programs expressed interest in more virtual engagement opportunities such as guest speakers and virtual study halls.
- Students recommended increasing programming and events at the Warner Robins center.
- There is interest in creating more opportunities for connection among online and hybrid students

Student feedback across clinical experience, academic instruction, institutional processes, and community engagement highlights strengths in experiential learning and student interest in professional development, while also identifying areas for improvement in communication, course design, scheduling, and learning environment consistency. These findings have direct implications for practicum/internship coordination, instructional quality, program organization, and student support.

The program will implement targeted modifications aligned with departmental objectives including strengthening communication and clarity in field experience processes, enhancing transparency and modality appropriateness in specialty coursework, improving departmental scheduling, LMS organization, and expanding community engagement opportunities for online and hybrid learners. These actions will be integrated into the department's three-pillar assessment framework to support continuous improvement and ensure alignment with CACREP expectations and program objectives.

Specialty KPIs

Key Performance Indicators (KPIs) are used to measure specialty specific knowledge and skills. KPIs are rated on a 0 to 3 scale: 0= unsatisfactory, 1= developing, 2= proficient, and 3= advanced. The target for each specialty KPI is 80% or higher. The tables below depict scores for each specialty program.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling specialty has identified three performance indicators as aligned with program objectives

Departmental Objectives	Key Performance Indicators	Signature Assignment/Measure
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DO1, DO2, DO3	KP CMH1	Students will demonstrate knowledge and skills that reflect foundational understandings of key principles and models of 21st Century clinical mental health counseling.	MLHC 5413 Clinical Mental Health Counseling SAMSHA Project Target: 80% Fall/Summer 2025 n=5 Mean: 93.3%
DO3, DO4	KP CMH2	Students will demonstrate knowledge and skills that promote mental health practice that is professional, legal, ethical, and culturally responsive to the needs of diverse individuals, groups, and communities	COUN 5734 Clinical Diagnosis and Treatment Planning Pic Assessment Assignment Target 80% Spring 2026 n=11 Mean: 85%
DO1, DO2	KP CMH3	Students will develop and demonstrate skills that encourage dynamic professional identity development through active engagement and participation in the learning environment; professional advisement and mentorship with program faculty; positive peer interactions, active professional organization membership, and successful completion of experiential activities to include field experience work.	MLHC 5782 Internship II Case Conceptualization Assignment Target: 80% Spring 2026 n=3 Mean: 100%

The program's Key Performance Indicators (KPIs) demonstrate strong alignment with departmental objectives DO1–DO4 and provide evidence that students are meeting expected levels of competency across core areas of clinical mental health counseling. Across all KPIs assessed during the 2025–2026 academic year, student performance exceeded the established benchmark of 80%, indicating effective curriculum delivery, successful integration of CACREP core standards, and positive student learning outcomes. For KPCMH1, Students demonstrated strong mastery of foundational principles, models, and frameworks essential to 21st-century

clinical mental health counseling. Performance well above the benchmark indicates effective instruction in core knowledge areas, alignment with CACREP curricular standards, and successful development of culturally responsive foundational skills (DO1), theoretical application (DO2), and research-informed practice (DO3). For KPCMHC2, students demonstrated competency in ethical decision-making, legal practice, diagnostic accuracy, and culturally responsive treatment planning. Finally, as it relates to KPCMHC3, students demonstrated exceptional performance in case conceptualization during Internship II, reflecting advanced development of professional identity, strong peer/faculty engagement, and successful integration of experiential learning.

Rehabilitation Counseling

Department Objectives	Key Performance Indicators		Signature Assignment
DO1, DO2, DO4	KP RC1	Students will develop the skills and knowledge necessary to address varied issues within the rehabilitation counseling context.	RCCM 5403 Module 4 Discussion Assignment Target: 80% Fall 2025 n=7 Mean = 96%
DO1, DO2, DO3	KP RC2	Students will develop the skills to effectively work with individuals with disabilities, their support systems, and their environment to achieve their personal, social, psychological, and vocational goals.	RCCM 5413 Module 1 Discussion Assignment Target: 80% Fall 2025 n=7 Mean= 93.14%
DO2, DO4	KP RC3	Students will develop competence in the medical and psychosocial aspects of disabilities, technology, labor and job analysis, assessments, and the historical foundations of rehabilitation counseling.	RCCM 5423 Medical Case Management Case Conceptualization Paper Target: 80% Spring 2026 n=11 Mean = 92%

The Rehabilitation Counseling program's Key Performance Indicators (KPIs) demonstrate strong alignment with departmental objectives DO1–DO4 and reflect high levels of student competency across core rehabilitation counseling domains. All KPIs exceeded the established benchmark of 80%, indicating effective curriculum delivery, strong student learning outcomes, and alignment with CACREP core standards related to knowledge, skills, ethical practice, and professional identity. Students demonstrated strong mastery of foundational rehabilitation counseling principles, models, and approaches on KPRC1. Performance significantly above the benchmark indicates effective instruction in core knowledge areas and alignment with CACREP standards related to counseling diverse populations (DO1), application of counseling theories and techniques (DO2), and development of ethical and professional counselor identity (DO4). For KPRC2, Students demonstrated strong competency in understanding how to work with individuals with disabilities, their families, and environmental systems to support personal, social, psychological, and vocational goals. For KPRC3, students demonstrated strong competence in medical and psychosocial aspects of disability, vocational rehabilitation processes, technology, job analysis, and assessment.

Departmental Evaluation

Departmental evaluation encompasses the program-level measures used to assess academic quality, student learning outcomes, and overall program effectiveness across all counseling programs. Consistent with the department's three-pillar assessment framework, this section summarizes results from core course KPI measures, employer surveys, field experience evaluations, graduate surveys, and stakeholder feedback. These data sources provide evidence of student mastery of departmental objectives (DO1–DO4) and inform ongoing program improvement efforts. The final subsection includes a brief discussion of licensure and certification pass rates.

Core course KPIs serve as direct measures of student learning outcomes and are central to Pillar III (Departmental Evaluation). Each KPI is mapped to departmental objectives and assessed through key assignments embedded in required coursework. Results from Fall 2025 through Spring 2026 demonstrate strong student performance across knowledge (K) and skills (S) indicators, with all targets met. Below is a synthesized narrative for each KPI cluster.

Core Class KPI Measures

Fall 2025- Spring 2026						
	Outcome		Data Collection			
Department Objectives	Key Performance Indicator	Course where outcome can be achieved	Key Assignment	Results of Assessment	When Assessed	How results are used for improvement
DO4: Graduates embody a	KPI 1: Graduates will be able to	RCCM 5413 Intro to Case Management	Ethical Dilemma Assignment N= 7	99.76% Target met	Fall 2025	Faculty noted improvement in student

strong counselor identity, and are committed to ethical and legal practice as professional counselors	develop an ethical decision-making paradigm focused on ethical and legal considerations in regard to the counseling profession. (K) KPI 2: Graduates will be able to demonstrate proven methods to identify and solve ethical and cultural dilemmas (S)	RCCM 5403 Intro to Rehabilitation Counseling MLHC 5422 Seminar in Professional Orientation and Ethical Practice	N= 12	94% Target met		performance in comparison to the previous year however, additional efforts are needed to improve validity and reliability of this measure. Faculty will continue to work on the incorporation of validity measures
DO1: Graduates will be able to effectively counsel diverse groups, including race, ethnicity, gender, sexual orientation, religious/spiritual, and age groups. They are culturally responsive and competent; and advocate for those who have been historically marginalized	KPI 3: Graduates will be able to demonstrate ability to identify the possible multicultural aspects of persons in need of counseling services (K) KPI 4: Graduates will be able to conduct self-exploration to their personal cultural competency. (S)	COUN 5553 Multicultural Counseling	Cultural Analysis Paper N= 17	95.33% Target met	Spring 2026	Faculty regard scores as indicators of student comprehension of multicultural concepts, but seek additional opportunities to incorporate experiential components uniformly across the program for additional measures of student professionalism as well as knowledge and skills.
DO2: Graduates are able to effectively apply counseling theories, techniques, and frameworks (including	KPI 5: Graduate will be able to apply developmental theories of counseling to individuals across the entire lifespan. (K) KPI 6:	COUN 5463 Human Growth and Development	Developmental Stages Paper N= 22	91.25% Target met	Spring 2026	Faculty note student scores and believe that students understand lifespan and developmental concepts. No additional actions were recommended at this time.

career/vocational theories) in individual and group settings	Graduates will be able to identify internal, external, and systematic factors that affect human development, functioning, and behavior. (K)					
DO2 Graduates are able to effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings DO3 Graduates are able to utilize and conduct research, assessment, and evaluation in the counseling process	KPI 7 Graduates will be able to apply theories of career development, counseling, decision making, and its role in case conceptualization. (K) KPI 8 Graduates will be able to understand career assessment tools used for career counseling and planning. (K)	COUN 5443 Career & Lifestyle Development	Personal Case Study N= 19	84.63% Target met	Spring 2026	Faculty are continuing program efforts at alignment across programs for this specific assignment. While mean scores reflect mastery, faculty will revisit this assignment during the curriculum meeting for possible restructuring for the upcoming academic year.
DO1 Graduates will be able to effectively counsel diverse groups, including race, ethnicity, gender, sexual orientation, religious/spiritual, and age groups. They are culturally responsive and competent;	KPI 9 Graduates will be able to apply theories and techniques of counseling including treatment planning. (K) KPI 10 Graduates will be able to apply interviewing and counseling skills to facilitate the counseling process. (S)	COUN 5623 Counseling Theories and Process	Theoretical Orientation Paper N= 33	92% Target met	Fall 2025	There is a continuation in discussions related to curricular opportunities for students to have multiple opportunities to demonstrate interviewing and counseling skills in conjunction with theoretically based case conceptualization.

and advocate for those who have been historically marginalized						
DO2 Graduates are able to effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings						
DO2 Graduates are able to effectively apply counseling theories, techniques, and frameworks (including career/vocational theories) in individual and group settings	KPI 11 Graduates will be able to identify the theoretical foundations of group counseling and group work. (K) KPI 12 Graduates will be able to demonstrate the characteristics and functions of effective group leaders and the therapeutic factors for group effectiveness. (S)	COUN 5633 Group Theory and Process	Group Observation Critique N= 18	88.21% Target met	Spring 2026	Ongoing discussions about assignment revision to provide more clarity for students to demonstrate knowledge of theoretical foundations.
DO3 Graduates are able to utilize and conduct research, assessment, and evaluation in the counseling process	KPI 13 Graduates will be able to select, administer, score, and interpret various assessments for diagnostic and treatment planning. (S)	COUN 5733 Psychological Test and Evaluation	Instrument Review and Presentation N=8	100%	Fall 2025	Students demonstrated strong competency in assessment selection, administration, scoring, and interpretation. No modifications were recommended.

	KPI 14 Graduates will understand effective methods used to prepare and conduct initial assessment intake. (K)					
DO3 Graduates are able to utilize and conduct research, assessment, and evaluation in the counseling process	KPI 15 Graduates will be able to identify similarities and differences in research design methods. (K) KPI 16 Graduates will be able to advance the counseling profession by evaluating evidence-based practices. (S)	COUN 5543 Research and Program Evaluation	Research and Program Evaluation N= 17	80.11% Target Met	Fall 2025	Student scores reflect mastery with noticeable increases in campus wide research events and efforts at applying knowledge and skills acquired in this course.

Across all KPIs assessed during Fall 2025 and Spring 2026, students met or exceeded performance targets, demonstrating strong alignment with departmental objectives and expected learning outcomes. Faculty used these results to identify areas for refinement in assignment design, assessment validity, experiential learning opportunities, and curricular alignment across delivery modalities. These data contribute directly to Pillar III (Departmental Evaluation) and inform ongoing program improvements consistent with CACREP's expectations for systematic evaluation and continuous enhancement of academic quality.

Employer Surveys

The program continues to strengthen its processes for collecting employer surveys as part of its systematic follow-up evaluation activities. The program regards employer feedback as an invaluable component of the department's assessment plan because it provides external validation of graduate preparedness, workforce readiness, and alignment between program outcomes and community needs. During this reporting cycle, employer participation was minimal, and no employer surveys were received. As a result, faculty identified the need to enhance engagement strategies with employers and community partners to ensure more robust data collection in future cycles.

One recommended action involves hosting a job and internship fair for current and prospective employers. This initiative is intended to deepen relationships with stakeholders,

increase employer familiarity with program competencies, and create additional opportunities for graduates to connect with workforce partners. Strengthening employer engagement aligns with the department's commitment to continuous improvement, supports Pillar III (Departmental Evaluation), and reinforces CACREP expectations for monitoring graduate outcomes, workforce alignment, and program effectiveness.

Graduate Surveys

Graduate survey data collected during Fall 2025 (n=14), Spring 2026 (n=13), and Summer 2026 (n=2) provide important follow-up evidence of student satisfaction, perceived preparedness, and alignment with departmental objectives and CACREP 2024 expectations for systematic program evaluation. Responses were scored using a standardized four-point scale, with “Strongly Agree” = 4 points, “Agree” = 3 points, “Disagree” = 2 points, and “Strongly Disagree” = 1 point. This scoring system allows faculty to quantify perceptions of academic quality, instructional effectiveness, and field readiness across cohorts and delivery modalities.

Across all semesters, graduates consistently rated faculty accessibility, responsiveness, and knowledge highly, with most items averaging between 3.5 and 4.0, indicating strong agreement. Students reported feeling heard when communicating with faculty and affirmed that faculty helped them understand their responsibilities and rights within the program. These results reflect a supportive learning environment and align with DO4, which emphasizes the development of a strong counselor identity grounded in ethical and professional practice.

Academic preparation ratings were similarly strong. Students across Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling programs reported high levels of agreement (averages between 3.4 and 4.0) that coursework helped them learn to effectively counsel diverse groups (DO1), apply counseling theories and techniques (DO2), utilize research and assessment in practice (DO3), and embody ethical and legal practice (DO4). Specialty-specific items also demonstrated strong preparation: School Counseling students reported high agreement with ASCA-aligned competencies; Rehabilitation Counseling students affirmed competency in disability-related knowledge and vocational rehabilitation skills; and CMHC students indicated preparedness in foundational mental health counseling principles and culturally responsive practice.

Field experience items showed similarly positive trends. Most students agreed or strongly agreed (averages between 3.3 and 4.0) that they felt adequately prepared at the beginning of practicum or internship, continued to feel prepared throughout the experience, and were able to apply their knowledge, skills, and abilities in real-world settings. Students also reported that faculty provided the support necessary for success during field placements. These results reinforce the effectiveness of the department's field experience preparation processes and align with CACREP's expectations for supervised clinical practice and workforce readiness.

Employment outcomes were favorable across all semesters. Graduates reported employment or job offers in roles such as school counselor, clinical mental health counselor, rehabilitation counselor, caseworker, and related positions. Several students passed licensure or certification exams—including the GACE School Counseling Assessment, Certified Rehabilitation Counselor Exam, and National Counselor Examination—while others indicated clear plans to test within the next six months. These outcomes demonstrate strong workforce alignment and affirm that graduates are entering professional roles consistent with their training.

Students also provided constructive feedback related to communication, course clarity, and field site information. Recommendations included maintaining an updated spreadsheet of practicum and internship sites, improving consistency in course expectations, and strengthening communication across faculty and departmental processes. These insights offer valuable direction for continuous improvement and will be incorporated into departmental discussions within Pillar II and Pillar III of the assessment plan.

Overall, the graduate survey results indicate that students perceive the program as academically rigorous, supportive, and effective in preparing them for professional counseling roles. The scoring trends demonstrate strong alignment with departmental objectives and CACREP 2024 expectations for academic quality, professional preparation, and systematic program evaluation.

Field Experience Evaluations

Due to technological difficulties encountered during the collection of field experience evaluations, the department is continuing to compile and reconcile evaluation data from the Fall and Spring semesters. While several site supervisors successfully submitted evaluations through the program's electronic Microsoft Forms system, a substantial number provided paper-based evaluations that have not yet been analyzed. This gap in data processing limits the department's ability to fully evaluate field experience outcomes for the current assessment cycle and restricts the completeness of evidence available for CACREP's expectations related to supervised clinical practice, program evaluation, and continuous improvement.

Field experience evaluations are a critical component of Pillar II (Specialty Evaluation) and Pillar III (Departmental Evaluation) within the department's assessment plan. These evaluations provide direct evidence of student readiness, professional skill development, and alignment with CACREP 2024 Standards related to practicum and internship quality, supervision effectiveness, and student competency development. Ensuring consistent, accurate, and timely collection of these evaluations is essential for demonstrating academic quality, monitoring student progress, and informing data-driven program modifications.

To strengthen future data collection and ensure full alignment with CACREP expectations, faculty identified several considerations for improvement. These include transitioning fully to a digital submission system to eliminate paper-based evaluations, providing

supervisors with clearer instructions and deadlines, implementing automated reminders for outstanding evaluations, and conducting periodic audits to ensure data completeness. Faculty also discussed the potential value of offering brief supervisor training modules, in addition to the supervisor orientation, to reinforce expectations for evaluation quality and consistency. Additionally, the department may explore integrating evaluation submission into the onboarding process for new site supervisors to ensure early clarity and compliance. The program is currently in the process of onboarding training for the incorporation of Watermark’s Student Licensure and Learning module which will provide a central location for data collection and analysis.

By addressing these considerations, the department can enhance the reliability of field experience data, improve the efficiency of evaluation processes, and strengthen the evidence base used to assess student competency development. These improvements will support more robust reporting within the three-pillar assessment framework and ensure continued alignment with standards related to program evaluation, supervised clinical practice, and continuous quality enhancement.

Stakeholder Feedback

Stakeholder feedback collected from ten respondents—including community partners, clinical supervisors, and school counselors—provides valuable external insight into program effectiveness and alignment with workforce needs. Most stakeholders reported being *very familiar* or *somewhat familiar* with the program’s objectives and consistently indicated that the objectives strongly align with the needs of the target audience. Stakeholders overwhelmingly rated the program as highly effective or moderately effective in achieving its stated goals, citing strengths such as the structured curriculum, strong student-faculty relationships, supportive staff, accountability expectations, and opportunities for students to apply theories and practices in real-world settings. These findings reinforce CACREP’s emphasis on academic quality, supervised practice, and professional preparation.

Stakeholders also highlighted several areas of excellence that contribute to program effectiveness. These included the depth and substance of coursework, preparation for licensure and workforce entry, faculty engagement, and the program’s reputation for producing well-trained counselors. Multiple respondents noted that students demonstrate professionalism, readiness, and strong ethical grounding—key indicators of alignment with CACREP’s professional identity and competency standards. Several stakeholders expressed pride in the program’s evolution and its ability to meet diverse student needs across specialty areas.

Although most respondents indicated no major concerns, a few offered constructive suggestions for continuous improvement. Recommendations included reviewing recruitment strategies, strengthening semester-to-semester evaluation of goals, and enhancing inclusion and belonging efforts in light of shifting DEI landscapes. One stakeholder suggested incorporating recent graduates into future evaluation processes to provide real-time feedback on workforce transition and role readiness. Another recommended exploring the development of a

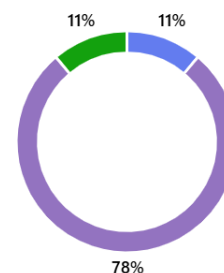
doctoral-level option to expand professional pathways and meet emerging workforce demands. These suggestions align with CACREP’s expectations for ongoing program enhancement, responsiveness to community needs, and systematic evaluation of program objectives.

Overall, stakeholder feedback affirms that the Counseling Department’s objectives are clear, relevant, and strongly aligned with professional standards and workforce expectations. The results demonstrate high levels of confidence in the program’s effectiveness and provide actionable insights that will be integrated into Pillar III (Departmental Evaluation) and inform future planning, curriculum refinement, and community partnership development. The excerpts below provide a summary of the most recent stakeholder survey results:

1. What is your role in relation to the Counseling Department program? (Select one)

[More details](#)

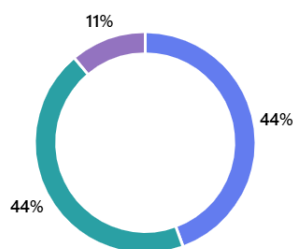
● Counselor/Clinical Supervisor	1
● Agency Administrator	0
● Retired Faculty	0
● Community Partner	7
● Other	1



2. How long have you been engaged with the program?

[More details](#)

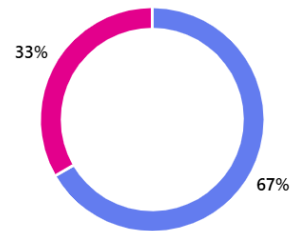
● Less than 6 months	4
● 6 months to 1 year	0
● 1-3 years	4
● More than 3 years	1



3. How familiar are you with the stated objectives of the counseling program?

[More details](#)

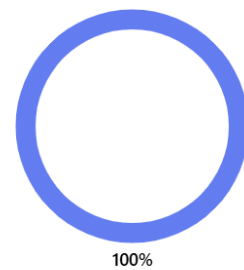
Very familiar	6
Somewhat familiar	3
Not familiar at all	0



4. To what extent do the program objectives align with the needs of the target audience?

[More details](#)

Strongly align	9
Somewhat align	0
Neutral	0
Somewhat misaligned	0
Strongly misaligned	0



5. In your opinion, are there any objectives that need to be clarified or adjusted?

[More details](#)

8
Responses

Latest Responses
"Not at this time"
"NO"
"No"
...

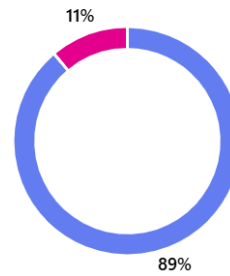
4 respondents (50%) answered No for this question.

Not at this time **No** moment

6. How effective do you feel the program has been in achieving its stated objectives?

[More details](#)

● Highly effective	8
● Moderately effective	1
● Neutral	0
● Minimally effective	0
● Not effective	0



7. What aspects of the program contribute most to achieving its objectives?

[More details](#)

9
Responses

Latest Responses

"The staff engagement and curriculum"

"THE SCHOOL COUNSELING PROGRAM HAS MANY ASPECTS IN REGARDS T... "

"The opportunities given to effeively apply theories and practices."

...

4 respondents (44%) answered Program for this question.

OBJECTIVES OF THE PROGRAM

PROGRAM HAS MANY ASPECTS

Curriculum Program student
theories Rehabilitation Program
COUNSELING PROGRAM

8. Are there areas where the program could improve in achieving its goals? Please use the space below to elaborate.

[More details](#)

9
Responses

Latest Responses

"Not at this time"

"IN MY PERSONAL OPINION, I'M NOT SURE IF ANY OTHER PROGRAM COUL...

"As a whole I am very please with the level of education that I received from ... "

...

3 respondents (33%) answered program for this question.

level of education professional opinion SCHOOL COUNSELING Not sure PERSONAL OPINION
excellent training excellent program goals students SCHOOL COUNSELOR
review of goals opinion excellent job COUNSELING DEPARTMENT FVSU semester review
ide tidied needs for students Semester to semester

9. What additional objectives or focus areas should be considered for the program moving forward?

[More details](#)

7
Responses

Latest Responses

"Inclusion and belonging in as much as DEI is being removed"

"NONE"

...

1 respondents (14%) answered Recruitment should be Reviewed for this question.

moment Inclusion necessary students program
Recruitment should be Reviewed
DEI NONE comments at this time

10. Do you have any additional comments or suggestions for improving program objectives and effectiveness?

[More details](#)

7
Responses

Latest Responses

"Not at this time"

"I THINK THIS IS A GREAT OPPORTUNITY TO RE-EVALUATE THE PROGRAMS E..."

"Based on the success of the program, I would like to see a Doctorate option ..."

...

3 respondents (43%) answered program for this question.

GREAT OPPORTUNITY
success of the program
GREAT START
option in the future
program
RECENT GRADUATES
proud
time
NEW ROLES
students
Doctorate option

Licensure/Certification Pass Rates

The department continues to explore strategies to incentivize alumni participation in reporting licensure and certification progress, recognizing that post-graduation outcomes are a critical component of CACREP's expectations for systematic program evaluation and follow-up studies. Accurate and timely reporting from graduates strengthens the department's ability to monitor workforce readiness, assess alignment with program objectives, and evaluate the effectiveness of training across specialty areas. Based on student self-report for the Fall 2025–Spring 2026 academic year, graduates obtained the following professional credentials:

- Associate Professional Counselor (APC): 3 graduates
- Licensed Professional Counselor (LPC): 3 graduates
- Certified Rehabilitation Counselor (CRC): 1 graduate

These outcomes demonstrate that graduates are progressing toward independent practice and specialty-specific professional recognition, reinforcing the department's commitment to preparing students for licensure pathways and credentialing aligned with CACREP 2024 Standards. Continued efforts to strengthen alumni engagement—such as automated follow-up reminders, alumni networking events, and integration of licensure tracking into exit procedures—will support more comprehensive data collection in future cycles.