

Southern Adventist University
Graduate Studies in Professional Counseling

An Entry-level Counselor Preparation Program

Assessment Outcomes Report

School of Education and Psychology
Assessment System Office
December 2025

Contact Information

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Graduate Studies in Professional Counseling

An Entry-level Counselor Preparation Program

Counseling Assessment Outcomes Report

December 2025 on Outcomes of 2024-2025

Program Objective and Outcomes

The objective of the MS in Professional Counseling program is to prepare graduates who demonstrate the following:

- Evidence of personal and professional dispositions essential for counseling practice;
- Evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society;
- Evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

Operationally, the program objective breaks out into three outcomes, thus:

1. The program prepares graduates who demonstrate evidence of the personal and professional dispositions essential for counseling practice.
2. The program prepares graduates who demonstrate evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society.
3. The program prepares graduates who demonstrate evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

The attainment of each outcome is assessed and monitored through the assessment system of the program.

Table 1. Program Outcome Objectives and Indicators for Each Outcome

Program Objective Outcomes	How Indicated
1. The program prepares graduates who demonstrate evidence of the personal and professional dispositions essential for counseling practice.	Assessments of professional conduct and dispositions
2. The program prepares graduates who demonstrate evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society	Clinical observation assessments; key performance indicators for each of the eight core areas; dispositional and practice indicators within dispositional and clinical observation assessments that focus on dispositions and practices essential for practice in a multicultural and pluralistic society
3. The program prepares graduates who demonstrate evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.	Membership and participation in counseling organizations ACA and ASCA; presentation at conferences; research and research presentations. Site supervisor feedback; Alumni and employer surveys (employment in field, continued performance in the eight core areas)

Characteristics of Program Candidates, Faculty, and Clinical Experiences

The diversity among the student population, faculty, site supervisors, and the clients and P-12 students served through clinical experiences provides the setting within which cultural competence is developed. Program participants at fall 2025 are from fifteen states, with three international students representing Pakistan, Bolivia, and Curacao. Gender composition is predominately female (80%). Racial composition is 46% White alone and 54% non-White, with Hispanic individuals at 23%. Persons who identify as Black are at 20% and Asian at 8%. The 2024-25 completer group included students identifying as Black, Asian, Hispanic, Two or more races, and White.

The current demographic composition of full-time faculty is one black male of Kenyan origin and two white females, one of whom is Cuban-American. The affiliates include representation of White, Hispanic, and Black individuals, one of whom has a history of involvement in advocacy efforts, including activities to help young African Americans.

The 2024-25 completer cohort (N=18) submitted diversity reports on their varied clinical experiences in practicum and internship.

Candidates reported that they had worked with clients or P-12 students who identified as African American or Black, Asian, Caucasian, South Pacific Islander, and other races.

They reported working with supervisors or other professionals who identified as African American or Black, Asian, and Hispanic as well as Caucasian.

CMHC emphasis candidates reported working with clients who were English-language learners, or who were coping with physical or psychological challenges. SC emphasis candidates reported working with P-12 students who were identified as English language learners or gifted; who had vision or hearing impairments; and who had physical, psychological, or emotional challenges. The reports indicated that school counseling placements included Title I school and urban settings.

School counseling candidates reported working with boys or young men, girls or young women, and students who identified as transgender or non-conforming.

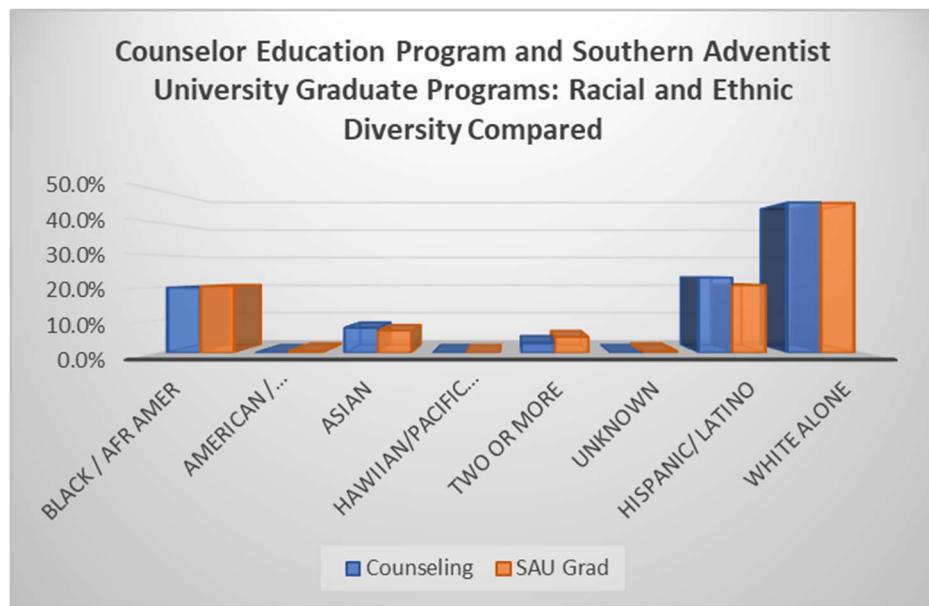
Table 2. Race and Ethnic Identity of Program Students Compared

Race/Ethnicity Identity	Counselor Educ Prog F25		SAU Graduate Programs		Southern Adventist University		Hamilton County	U.S.
	#	%	#	%	#	%		
Black or African American alone	13	20.0%	72	20.5%	294	8.8%	18.2%	13.1%
American Indian and Alaska Native alone	0	0.0%	2	0.6%	5	0.1%	0.7%	1.3%
Asian alone	5	7.7%	24	6.8%	493	14.7%	2.3%	6.3%
Asian//Hawaiian Pacific Islander	0	0.0%	0	0.0%	11	0.3%	0.2%	0.3%
Two or More Races	2	3.1%	17	4.8%	214	6.4%	2.3%	3.0%
Unknown (includes non-Hispanic)	0	0.0%	2	0.6%	104	3.1%	0.0%	0.0%
Hispanic or Latino	15	23.1%	73	20.7%	922	27.6%	8.2%	19.0%
White alone, not Hispanic or Latino	30	46.2%	162	46.0%	1300	38.9%	69.5%	58.4%
Totals	65	100%	352	100%	3343	100%	101%	101%

Sources for Table 2 and Charts 1 - 4: SEPC Assessment System Office; SAU InfoCenter, Enrollment by Ethnicity; U.S. Census QuickFacts ([U.S. Census Bureau QuickFacts](#))

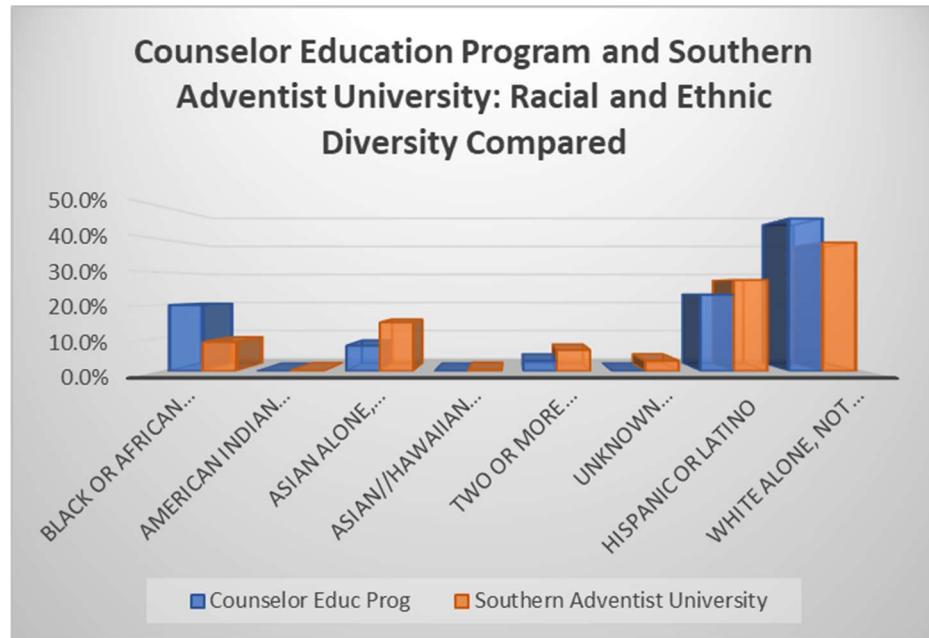
The data of Table 2 are illustrated in Charts 1 to 4, following.

Chart 1. Racial and Ethnic Diversity: Counselor Education F25 Students and Southern Adventist University Graduate Programs Compared



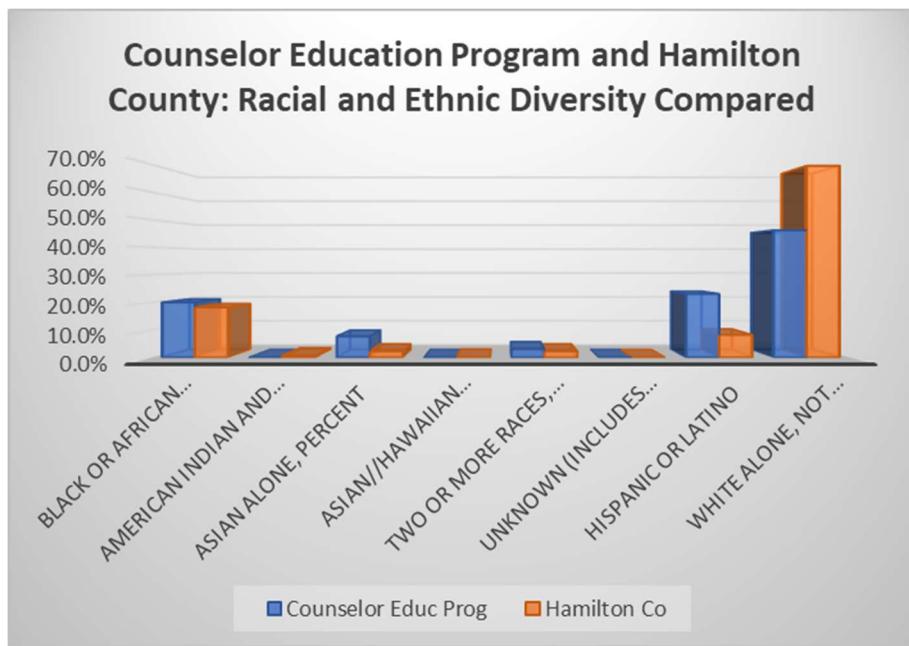
Referenced on data in Table 2.

Chart 2. Racial and Ethnic Diversity: Counselor Education F25 Students and Southern Adventist University Compared



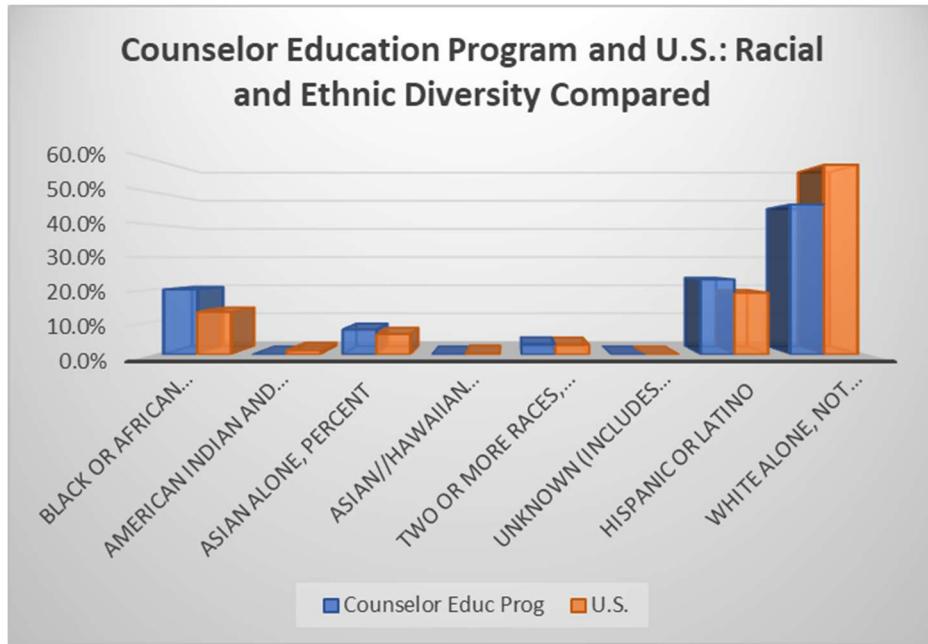
Referenced on data in Table 2.

Chart 3. Racial and Ethnic Diversity: Counselor Education F25 Students and Hamilton County Compared



Referenced on data in Table 2.

Chart 4. Racial and Ethnic Diversity: Counselor Education F25 Students and U.S. Population Compared



Referenced on data in Table 2.

Candidate Learning Outcomes

Essential elements of professional conduct and disposition are monitored through two instruments:

- E-5a Student Semester Progress and Annual Review
- E-5b Field Professional Conduct and Disposition

The two instruments are alike except that the first is designed to be completed by faculty and contains some elements that can only be observed by faculty (e.g., measures of satisfactory academic progress), and the second is adapted for administration by site supervisors.

Clinical observation also uses two instruments:

- E-4 CMHC Evaluation of Candidate's Clinical Practice
- E-4 SC Evaluation of Candidate's Clinical Practice

Many of the performance indicators of the two E-4 instruments are the same except where wording is specific to clients vs. students; other indicators are specific to one or the other of the two entry-level specialties. Their similarity permits combining results on those indicators that address core competencies.

The key performance indicators (KPIs) incorporate selected performance indicators from the E-4 and E-5 forms along with course-based assessments and the comprehensive final—the Counselor Preparation Comprehensive Exam (CPCE). Designated throughout the curriculum, KPIs use multiple measures at multiple points to monitor candidate achievement in each of eight core curricular areas and each of the two specialty areas, Clinical Mental Health Counseling (CMHC) and School Counseling (SC).

Feedback from site supervisors, alumni, and employers further informs the effectiveness of the preparation program, candidate learning outcomes, and the three program outcomes.

Monitoring Data in Support of Program Outcomes

Outcome 1

1. *The program prepares graduates who demonstrate evidence of the personal and professional dispositions essential for counseling practice.*

Results of the E-5b Field Professional Conduct and Disposition Assessment are reported in support of this outcome. The E-5a is used every semester by faculty and the E-5b every term in which a student is in external practicum or internship. The assessment provides continual guidance in dispositional development. The final field assessment, as the culmination of candidates' growth through the program, is reported in Tables 3 through 7, with the corresponding visual representation by Charts 5 through 9. An overall mean of 3.00 on an indicator is optimal, achieved when every individual candidate is rated at "Expectation exceeded." A rating of 2 indicates "Expectation met," and is acceptable; thus, a mean between 2.00 and 3.00 is something above "Expectation met."

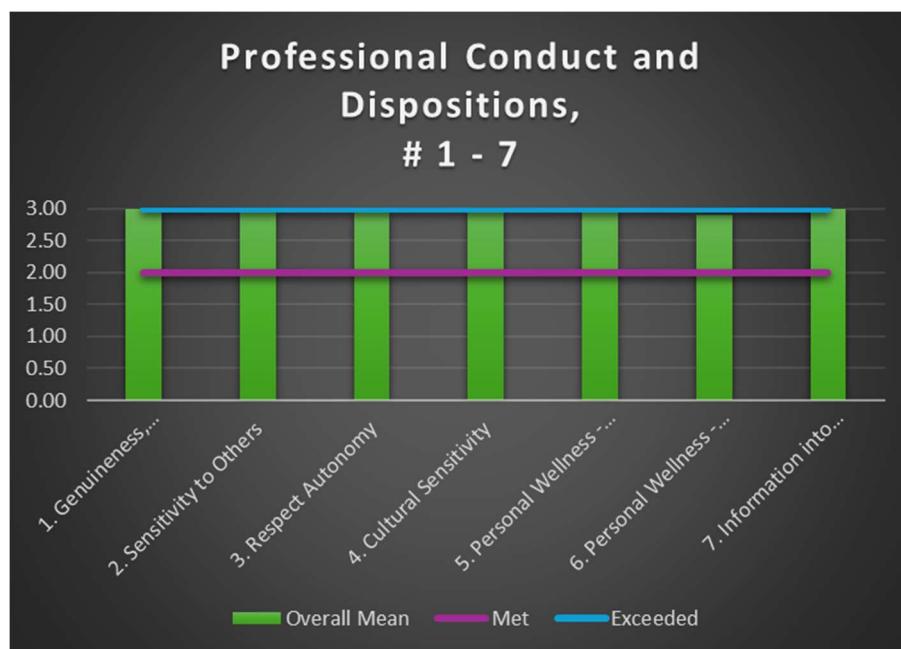
Shaded rows highlight dispositions that are considered particularly essential to effective practice in a multicultural and pluralistic society.

Table 3. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 1 – 7)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 1 - 7 (N = 13, actual response range = 2- 3)	
Performance Indicator	Overall Mean
1. Genuineness, Empathy, and Interest in Others	3.00
2. Sensitivity to Others	3.00
3. Respect Autonomy	2.94
4. Cultural Sensitivity	3.00
5. Personal Wellness - Physical Health	2.75
6. Personal Wellness - Mental Health	2.89
7. Information into Practice	3.00

Data Set for Tables 3 – 7 & Charts 5 – 9: I:\A Counseling\Assessment Outcomes Report\Outcomes Report 2025

Chart 5. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 1 – 7)

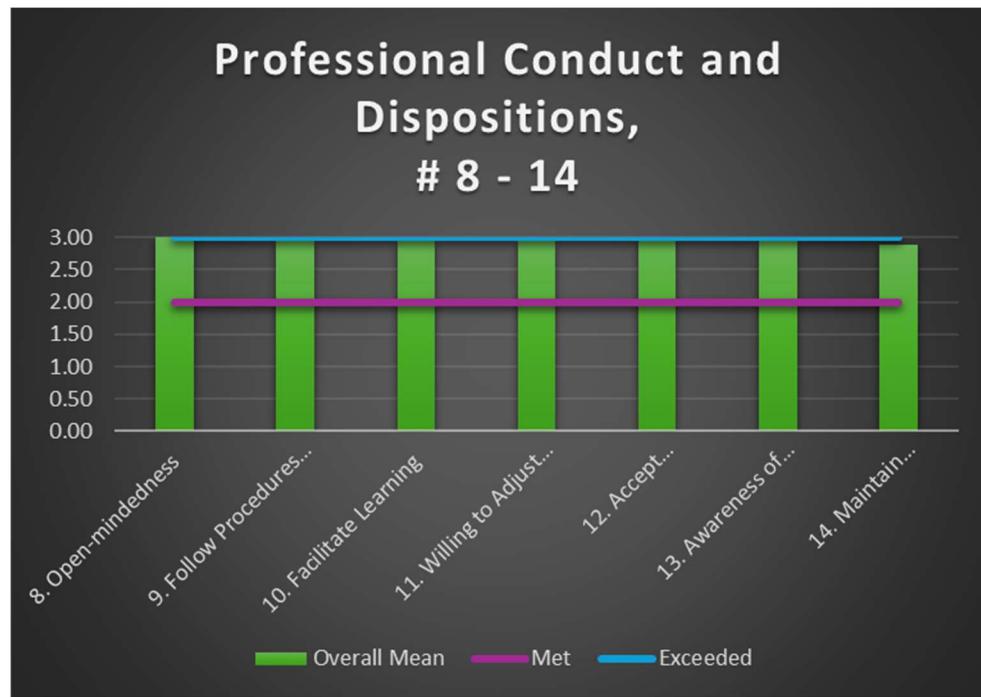


Referenced on data in Table 3.

Table 4. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 8 – 14)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 8 – 14 (N = 13, actual response range = 2- 3)	
Performance Indicator	Overall Mean
8. Open-mindedness	3.00
9. Follow Procedures and Policies	2.94
10. Facilitate Learning	2.94
11. Willing to Adjust and Improve	2.94
12. Accept Supervision and Consultation	3.00
13. Awareness of Impact on Others	2.94
14. Maintain Objectivity	2.89

Chart 6. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 8 – 14)

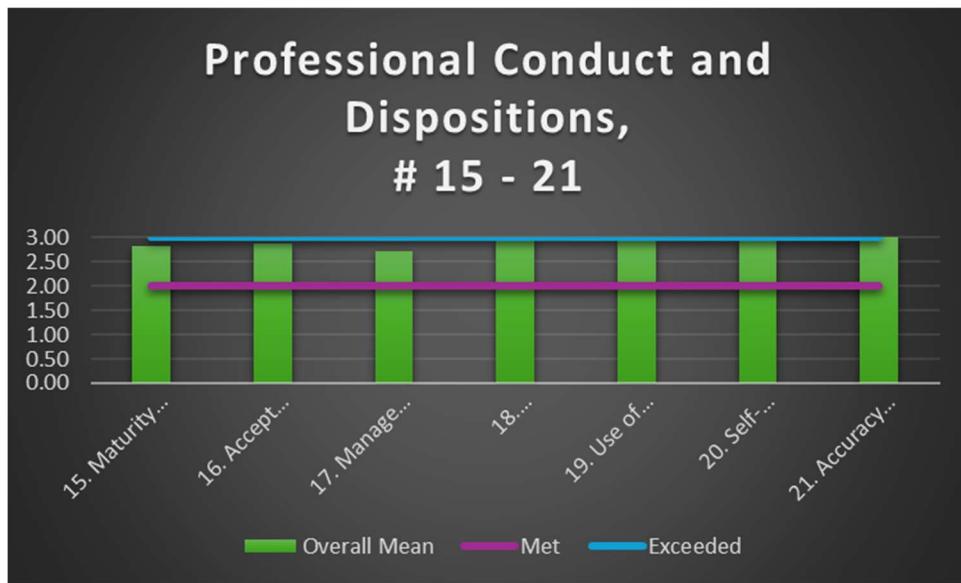


Referenced on data in Table 4.

Table 5. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 15 – 21)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 15- 21 (N =13, actual response range = 2 - 3)	
Performance Indicator	Overall Mean
15. Maturity and Judgment	2.83
16. Accept Responsibility for Own Actions	2.89
17. Manage Own Issues	2.72
18. Demonstrate Integrity	3.00
19. Use of Constructive Feedback	2.94
20. Self-reflection	3.00
21. Accuracy and Truthfulness	3.00

Chart 7. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 15 – 21)

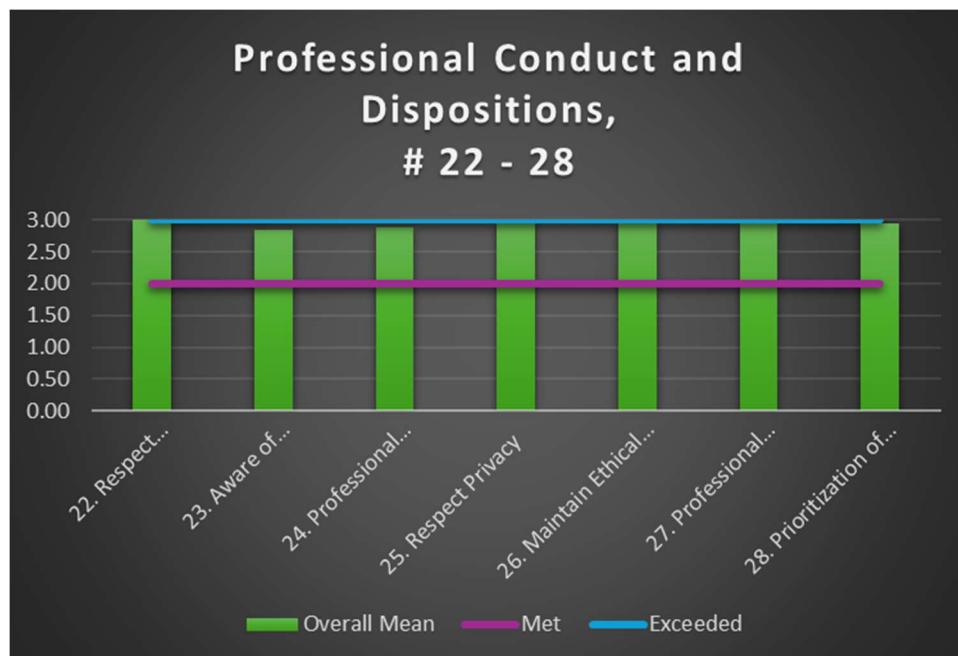


Referenced on data in Table 5.

Table 6. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 22 – 28)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Ratings options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 22 - 28 (N = 13, actual response range = 2- 3)	
Performance Indicator	Overall Mean
22. Respect Interpersonal Boundaries	3.00
23. Aware of Personal Beliefs	2.83
24. Professional Identity	2.89
25. Respect Privacy	3.00
26. Maintain Ethical Guidelines	3.00
27. Professional Growth	2.94
28. Prioritization of Interests	2.94

Chart 8. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 22 – 28)

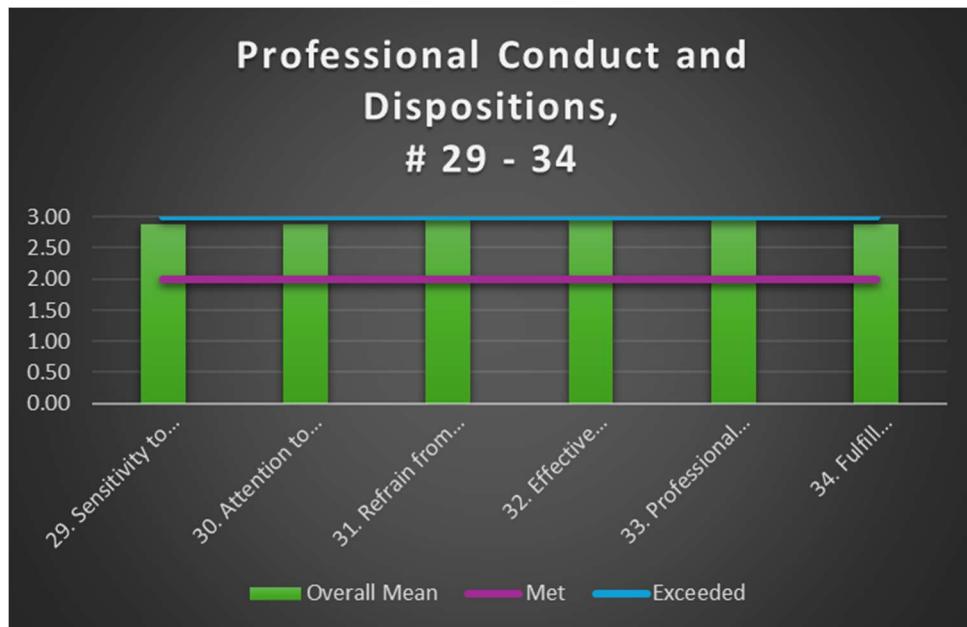


Referenced on data in Table 6.

Table 7. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 29 – 34)

Professional Conduct & Dispositions	
as rated by external site supervisors at conclusion of Internship	
Rating options: 0 =Unacceptable; 1 =Developing; 2 = Expectation Met; 3 = Expectation Exceeded (possible response range of 0 - 3)	
Indicators 29 - 34 (N = 13, actual response range = 2- 3)	
Performance Indicator	Overall Mean
29. Sensitivity to Role and Dynamics	2.89
30. Attention to Professional Appearance	2.89
31. Refrain from Substance Abuse	3.00
32. Effective Relationships	2.94
33. Professional Communication	2.94
34. Fulfill Obligations	2.89

Chart 9. Professional Conduct and Dispositions on 2024-25 Completers (Indicators # 29 – 34)



Data Set for Tables 3 – 7 & Charts 5 – 9: I:\\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Observations: Site supervisors (at conclusion of internship) rated all candidates at either “Expectation met” (2) or “Expectation exceeded” (3) across all indicators, with no ratings below “Expectation met.” Of the 34 performance indicators, 23 had means above 2.90 and 13 were at a mean of 3.00 (indicating that

all were rated at “Expectation Exceeded”). The item “Manage Own Issues” had the lowest Item mean (2.72), still well above 2.00 which would have indicated “Expectation Met.”

These results reflect and inform the continuing attention faculty give to supporting all candidates in attaining expectations in all aspects of professional conduct and disposition.

Outcome 2

2. *The program prepares graduates who demonstrate evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society.*

First, key performance indicators (KPI) for each of the eight core areas are presented in support of outcome 2. KPIs incorporate multiple assessments in areas of knowledge, skills, and dispositions over multiple points through the program of study.

Second, the full set of results from the clinical observation instruments for CMHC and SC are presented (E-4 CMHC and E-4-SC, Evaluation of Candidate’s Clinical Practice). These instruments are administered at multiple points within clinical experiences to provide guidance to candidates as they develop their knowledge and practice skills. The results summarized here reflect the ratings by site supervisors at the conclusion of internship.

Key Performance Indicators for Completers of 2024-25

Table 8. Core Areas and Key Performance Indicator Statements

Professional Counseling Identity Core Area	Key Performance Indicator
1. Professional Orientation and Ethical Practice	1. Students will understand ethical standards of professional counseling organizations and credentialing bodies. They will demonstrate competency in application of ethical and legal considerations in professional counseling.
2. Social and Cultural Diversity	2. Students will demonstrate the knowledge, skills, and self-awareness to effectively counsel clients of various cultures and ethnicities.
3. Human Growth and Development	3. Students will demonstrate a thorough knowledge of the theories of normal and abnormal development, including personality, social and physical development, learning, and the effects trauma has on development.
4. Career Development	4. Students will demonstrate ability to: <ul style="list-style-type: none"> Assess client abilities, interests, values, personality, and other factors that contribute to career development and facilitate client skill development for career, educational, and lifework planning and management
5. Counseling and Helping Relationships	5. Students will demonstrate competent application of essential interviewing, counseling and case conceptualization skills.
6. Group Counseling and Group Work	6. The students will demonstrate thorough understanding of theoretical foundations of group counseling and group work.
7. Assessment and Testing	7. The students will understand assessment processes and will be able to evaluate and provide intervention based on IQ and achievement, personality, career, behavioral, and diagnostic assessments.
8. Research and Program Evaluation	8. The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.

Table 9. Specialty Areas and Key Performance Indicator Statements

Specialty Areas	Key Performance Indicator
Specialty Area: Clinical Mental Health Counseling	9. Clinical Mental Health Counseling emphasis students will demonstrate competence in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.
Specialty Area: Professional School Counseling	10. School Counseling emphasis students will demonstrate competence in the design and evaluation of a school counseling program

Summary of Course Assessments Data (KPI first point)

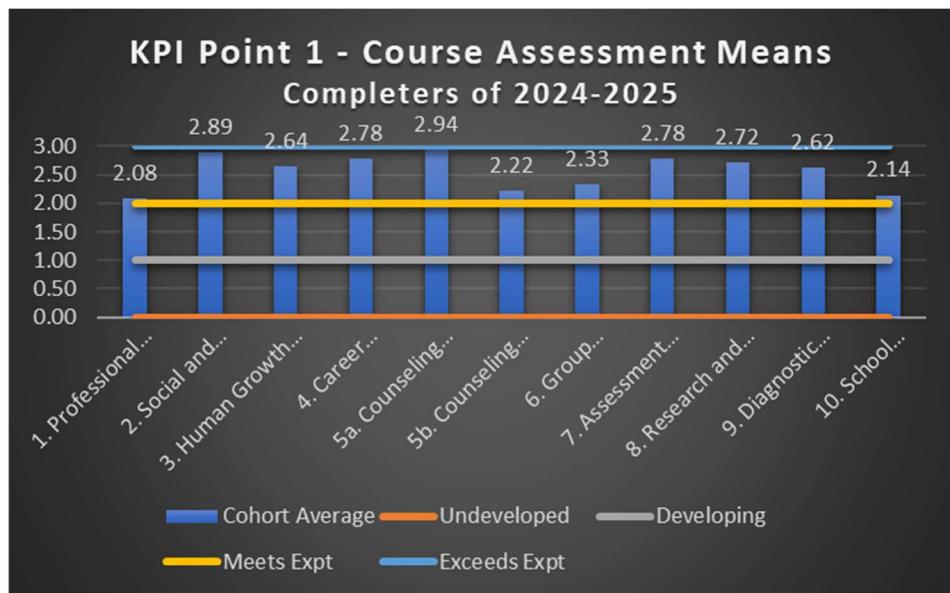
The course assessments typically represent point 1 of the sequential KPI assessments in each area. Point 1 assessments indicate candidate progress levels early in the program. The data of Table 10 are pictured in Charts 10 - 12, which follow.

Table 10. Summary of KPI Course-embedded Assessments

Area	Course	All Completion Years	2023-24 Completers	2024-25 Completers		
		Possible Range	Mean	N	Mean	Actual Range
1. Professional Identity and Ethical Practice	COUN 537	0 - 3	1.82	18	2.08	1 - 3
2. Social and Cultural	COUN 561	0 - 3	2.09	18	2.89	2 - 3
3. Human Growth and Development	COUN 510	0 - 3	2.36	18	2.64	2 - 3
4. Career Development	COUN 516	0 - 3	2.23	18	2.78	2 - 3
5. Counseling and Helping Relationships	COUN 556 (KPI 5a) Case Conceptualization	0 - 3	3.00	18	2.94	2 - 3
	COUN 579 (KPI 5b) Interviewing and Counseling Skills	0 - 3	2.64	18	2.22	2 - 3
6. Group Counseling and Group Work	COUN 553	0 - 3	3.00	18	2.33	1 - 3
7. Assessment and Testing	COUN 530	0 - 3	2.91	18	2.78	2 - 3
8. Research and Program Evaluation	COUN 598	0 - 3	2.64	18	2.72	1 - 3
9. Diagnostic Procedures	COUN 521	0 - 3	2.00	13	2.62	1 - 3
10. School Counseling Program Design and Evaluation	COUN 577	0 - 3	3.00	7	2.14	1 - 3

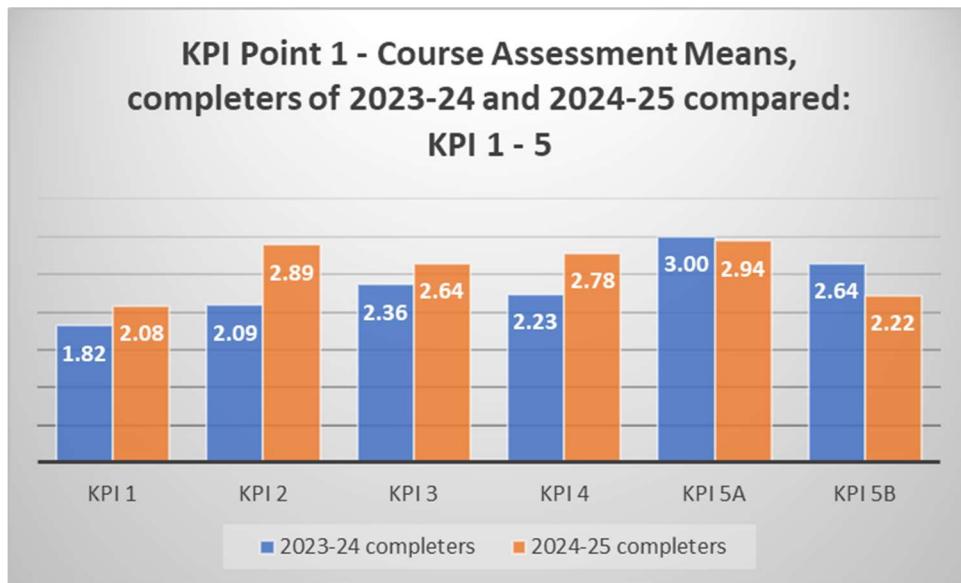
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Chart 10. Course Assessments (Point 1) Results Overview



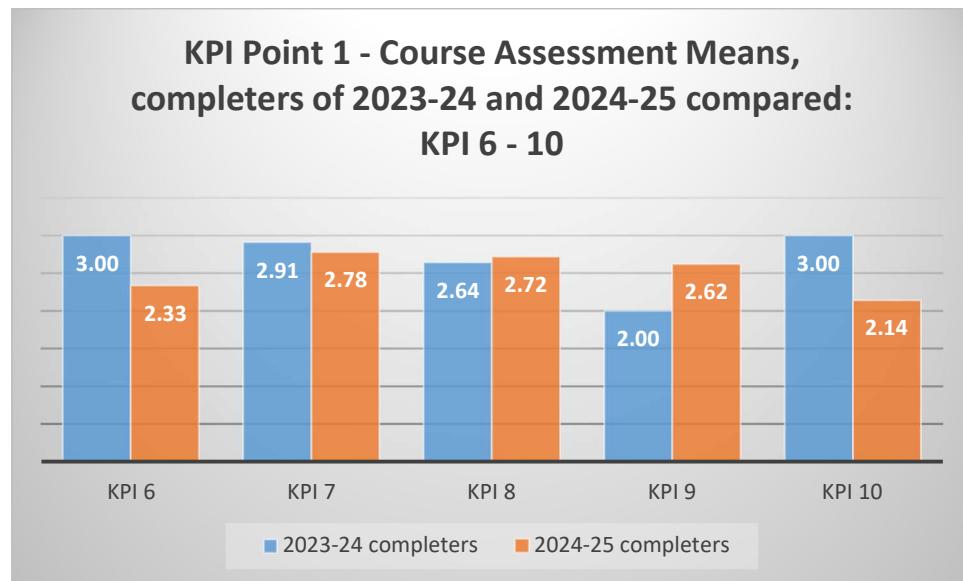
Referenced on data of Table 10.

Chart 11. Course Assessments (Point 1), 2023-24 and 2024-25 Completer Means Compared (KPI 1 – 5)



Referenced on data of Table 10.

Chart 12. Course Assessments (Point 1) 2023-24 and 2024-25 Completer Means Compared (KPI 6 – 10)



Referenced on data of Table 10.

Comment on Summary of Course Assessment Means (Table 10, Charts 10 - 12): One may observe from these results that the averages of the 2024-25 completer scores all fall within “Meets expectation” (2.00) and “Expectation exceeded” (3.00) at this initial assessment point. The low mean of the 2023-24 cohort for KPI 1, Professional Identity and Ethical Practice is an unexplained aberration—both previous year’s cohort and the 2024-25 cohort show means within “Meets expectation.”

Term-to-term, a course will use the same methods to derive KPI ratings unless there is a considered modification of course assessments. The course assessments are unique to each course, however, and there is no standardization of assessments among the different key courses in which the subject matter behind each KPI is largely presented. As the first of multiple assessment points, the point 1 scores reflect candid observations of where the student is performing in each area early in the program; therefore, low averages, when they occur, may represent a starting point from which improvements are expected.

Summary of Clinical Observation Assessments (KPI midpoint)

The clinical observation assessments typically represent midpoints in the sequential KPI measures. The data of Table 11 are pictured in Charts 13 through 15.

Table 11. Clinical Observation Assessments Data

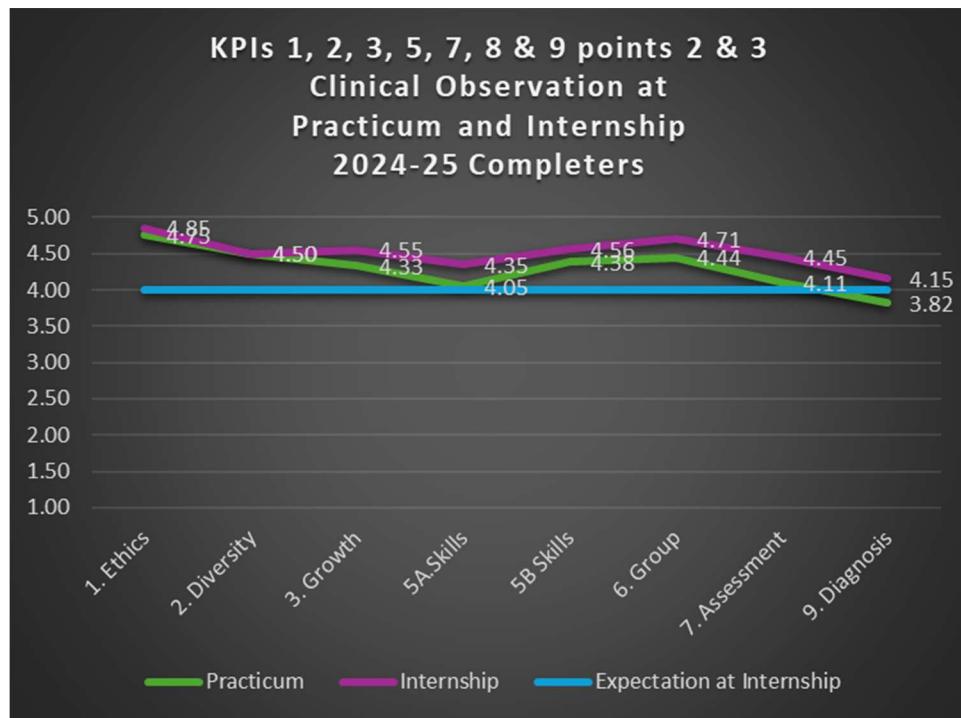
Clinical Observation Assessments
Points 2 & 3 for KPIs 1, 2, 3, 5, 6, 7, and 9
CMHC E-4 and SC E-4 at Conclusion of Practicum II (Point 2) and Clinical Internship II (Point 3)
Possible Range: 1 - 5¹

KPI	Point	N	Lo/Hi	Mean	Mean	Mean
		2024-25	2024-25	2022-23	2023-24	2024-25
		completers	completers	completers	completers	completers
KPI 1. Professional Orientation and Ethical Practice (CMHC 25/SC 36. Ethical Behavior)	Point 2.1	20	3/5	4.14	4.24	4.75
	Point 3.1	20	4/5	4.86	4.94	4.85
KPI 2. Social and Cultural Diversity (CMHC 9/SC 27. Diversity Competency)	Point 2.1	20	3/5	3.5	3.82	4.50
	Point 3.1	20	3/5	4.71	4.69	4.50
KPI 3. Human Growth and Development (CMHC 10/SC 9. Recognition of Normal and Abnormal Development)	Point 2	18	3/5	3.7	3.63	4.33
	Point 3	20	3/5	4.64	4.63	4.55
KPI 5(a). Counseling and Helping Relationships (KPI 5a: CMHC 14/SC 13. Theory-specific Case Conceptualization)	Point 2	19	3/5	3.57	3.47	4.05
	Point 3	20	3/5	4.36	4.53	4.35
KPI 5(b). Counseling and Helping Relationships (KPI 5b: CMHC 1,2,3,4,6; SC 2,3,4,5,6. Counseling and Interviewing Skills)	Point 2	20	3/5	3.87	4.04	4.38
	Point 3	20	3/5	4.68	4.73	4.56
KPI 6. Group Counseling and Group Work (CMHC 18/SC 21. Small Groups for Clients'/Students' Identified Needs or Interests)	Point 2	9	3/5	3.86	4.25	4.44
	Point 3	17	3/5	4.67	4.75	4.71
KPI 7. Assessment and Testing (CMHC 11/SC 10. Assessment)	Point 2	19	3/5	3.43	3.76	4.11
	Point 3	20	3/5	4.57	4.69	4.45
KPI 9. Specialty Area: Clinical Mental Health Counseling: Competence in Diagnosis (CMHC 5. Diagnostic Process)	Point 2	11	3/5	3.46	3.27	3.82
	Point 3	13	3/5	4.31	4.4	4.15

Data Sets I:\\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025.xls

¹ Bloom's Taxonomy, 2001. 1 = Unacceptable; 2 = Understands; 3 = Applies; 4 = Analyzes and Evaluates; 5 = Creates

Chart 13. Clinical Observations Assessments Summary (Points 2a and 3a of Listed KPIs)

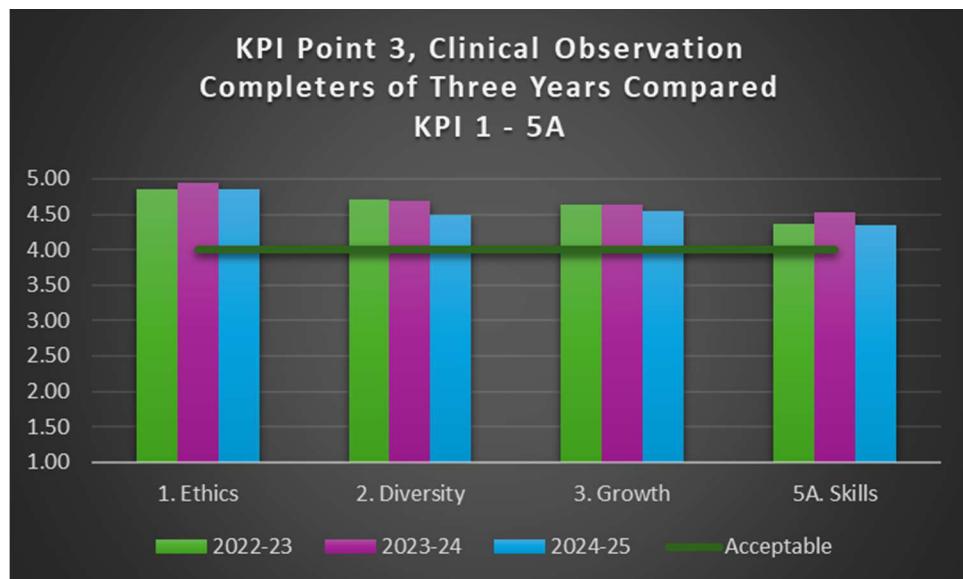


Referenced on data of Table 11. Data Sets I:\\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025.xls

Comments on Clinical Observation Assessments (Table 11, Chart 13): Level 3 (3.00) is the minimum expected at conclusion of Practicum II. Levels 4 – 5 (4.00 – 5.00) are expected at the conclusion of Internship II. As might be expected, the means at conclusion of internship are typically higher than those at conclusion of practicum. Most means, even at conclusion of practicum, are within the range expected by conclusion of internship. All of the averages meet expectations.

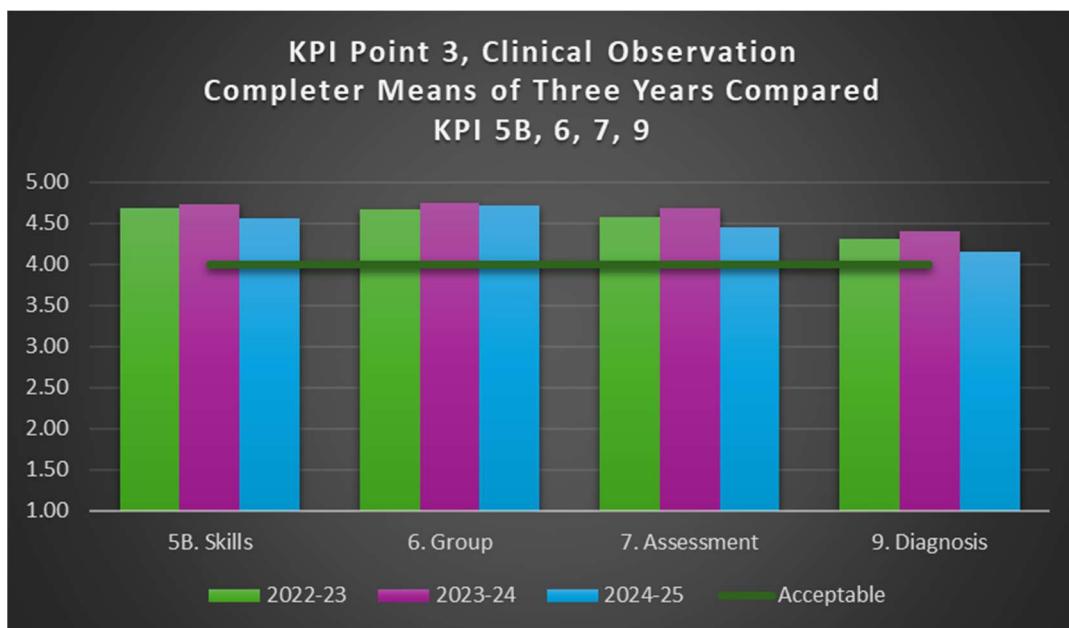
Note that not all KPIs are represented in clinical observation. Career (KPI 4), Research and Evaluation (KPI 8), and School Counseling (KPI 10) are the exceptions.

Chart 14. Clinical Observations, Completers of 2022-23, 2023-24, and 2024-25 Means Compared (Point 3 of Listed KPIs): KPI 1 – 5(a)



Referenced on data of Table 11. Data Sets: I:\A Counseling\Assessment Outcomes Report\Outcomes Report 2025.xls

Chart 15. Clinical Observations, Completers of 2022-23, 2023-24, and 2024-25 Means Compared (Point 3 of Listed KPIs): KPI 5(b), 6, 7, 9



Referenced on data of Table 11. Data Sets: I:\A Counseling\Assessment Outcomes Report\Outcomes Report 2025.xls

Comment on three years' comparison: All means are within 4.00 and 5.00, as expected at conclusion of internship. These means are derived from independent ratings by the different site supervisors.

Summary of Dispositional Assessments Used in KPIs (2.2 and 3.2 of KPIs 1 and 2)

Relevant items from the dispositional assessment are monitored for KPIs 1 and 2, Professional Counseling Orientation and Ethical Practice, and Social and Cultural Diversity. These data are for the 2024-25 completers at midpoint (Practicum II) and exit (Internship II).

Table 12. Dispositional Assessments Summary, KPI 1 – Ethics (points 2.2 & 3.2)

KPI 1. Professional Orientation and Ethical Practice

Rating scale: 0 = Unacceptable; 1 = Developing; 2 = Expectation Met; 3 = Expectation Exceeded					
E-5 Dispositions	Assessment	N	Possible Range	Actual Range	Mean
Item Committed Professional #3. <i>Understands and maintains the ethical guidelines for counselors as published by the profession.</i>	E-5b (KPI 1 point 2.2 - Midpoint)	18	0 - 3	2 - 3	2.94
	E-5b (KPI 1 point 3.2 – Exit)	18	0 - 3	3 - 3	3.00

Data Set: I:\\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025.xls

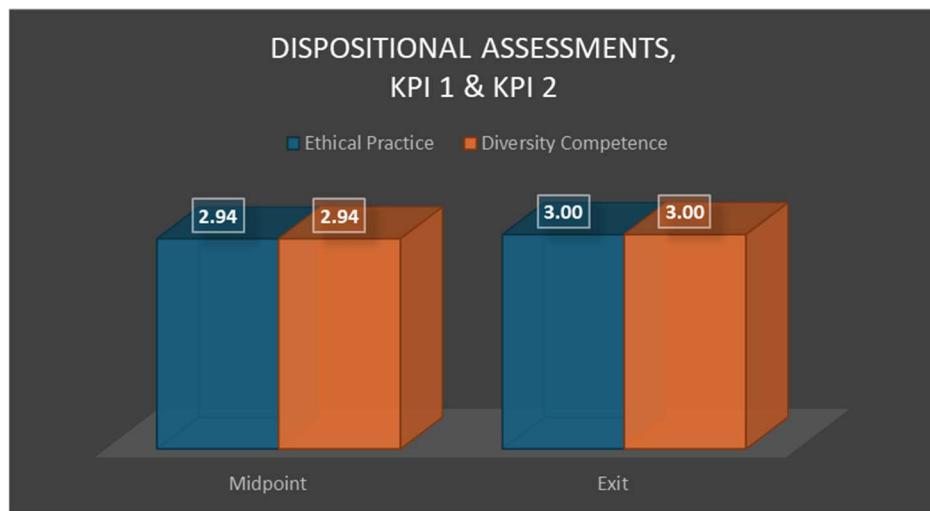
Table 13. Dispositional Assessments Summary, KPI 2 – Diversity (points 2.2 & 3.2)

KPI 2. Social and Cultural Diversity

E-5 Dispositions	Assessment	N	Possible Range	Actual Range	Mean
Item Caring Person #4. <i>Exhibits sensitivity to the individual and cultural identities of others and displays cultural competence by acting respectfully and skillfully in interactions with others.</i>	E-5b (KPI 2 point 2.2 - Midpoint)	18	0 - 3	2 - 3	2.94
	E-5b (KPI 2 point 3.2 - Exit)	18	0 - 3	3 - 3	3.00

Data Set: I:\\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025.xls

Chart 16. Dispositional Assessments Summary (additional midpoint)



Referenced on data of Tables 12 and 13.

Comment on Dispositional Assessments Summary (Tables 12 & 13, Chart 16): A rating of 3 indicates “Expectation exceeded”; 2 indicates “Expectation Met.” Ratings are near optimal at midpoint and at optimal at exit. These averages represent ratings given by site supervisors in clinical internship, at conclusion of practicum (midpoint) and conclusion of internship (exit).

Summary of CPCE Results (last point KPI assessment for core areas)

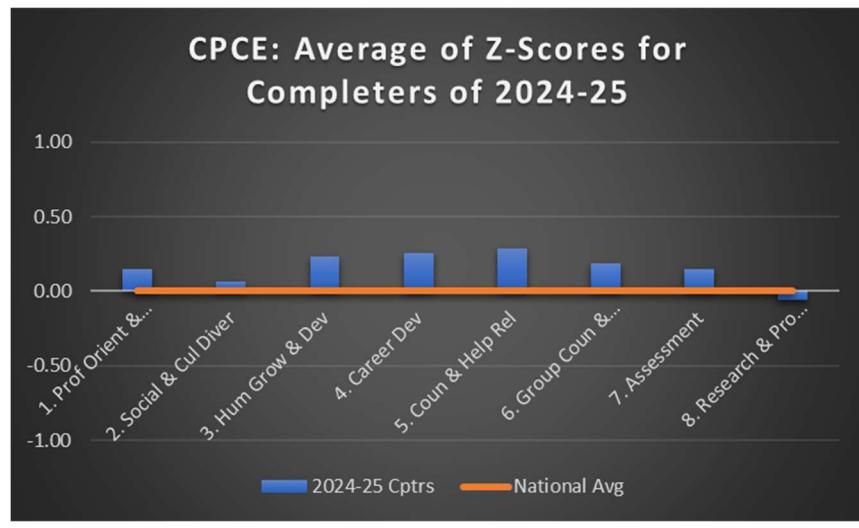
The completers of 2024-25 tested at three different test administrations, F23, F24, and W25. Because reporting is in reference to national averages (which fluctuate monthly), the combined analysis of these scores requires reference to the CPCE national averages and standard deviations of each of those testing periods. A z-score analysis is used to normalize the scores, i.e., show the +/- difference from the national average (which is represented as zero in z-score analysis).

Table 14. CPCE Results of 2024-25 Completers

Core Area	Average of Z-Scores for 2024-25 Completers
1. Professional Counseling Orientation and Ethical Practice	0.15
2. Social and Cultural Diversity	0.07
3. Human Growth and Development	0.23
4. Career Development	0.25
5. Counseling and Helping Relationships	0.29
6. Group Counseling and Group Work	0.18
7. Assessment and Testing	0.15
8. Research and Program Evaluation	-0.06

Data Set: I:\A Counseling\Assessment Outcomes Report\Outcomes Report 2025

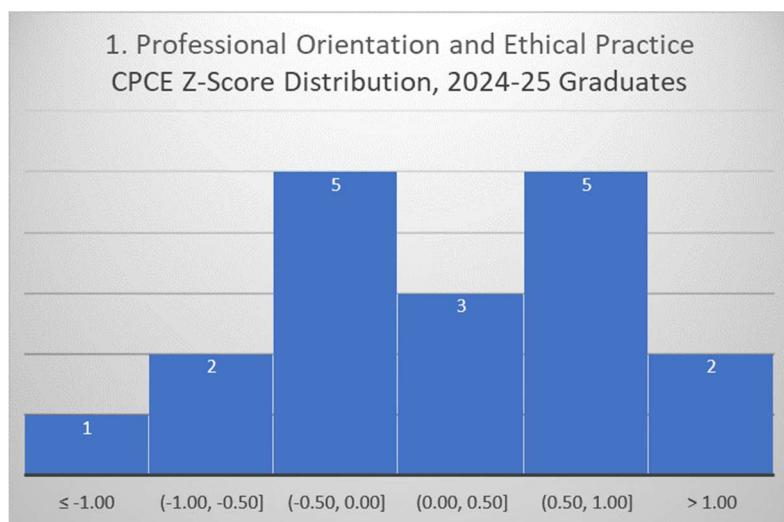
Chart 17. CPCE Results of 2024-25 Completers



Referenced on data of Table 14.

Comments on Table 14 and Chart 17: The Center for Credentialing and Education (CCE) does not set a passing or cut-off score for the CPCE. Rather, the mean results and related standard deviations of all the individuals nationally who tested within a given month are provided to institutions who administered the exam in that month. The 2024-25 completers took the CPCE in F23, F24, and W25. Table 14 presents these against the national averages and standard deviations of each respective time frame. The means (in z-scores) of the SAU 2024-25 completers are within one-half standard deviation of the national averages. The individual z-scores for each area are plotted in Charts 18 to 25.

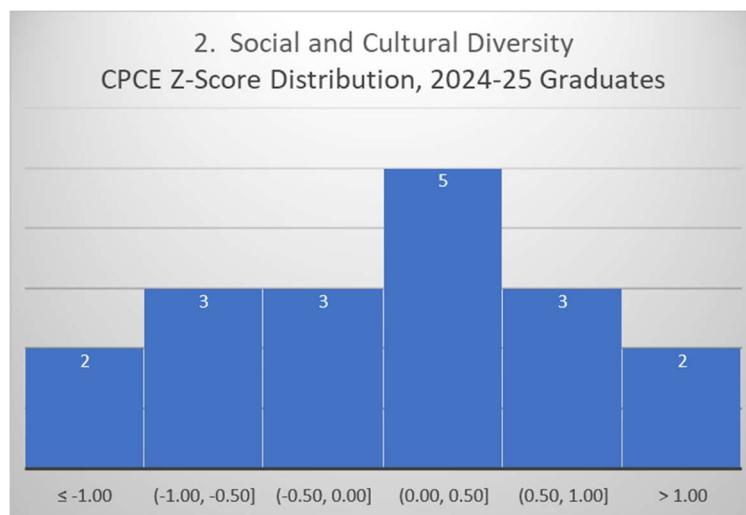
Chart 18. CPCE Z-Score Distribution for (1) Professional Orientation and Ethical Practice



Referenced on data of Table 14.

Area 1: Ten candidates scored at or above the national average, with two scoring more than one standard deviation above. One candidate scored more than one standard deviation below the national average.

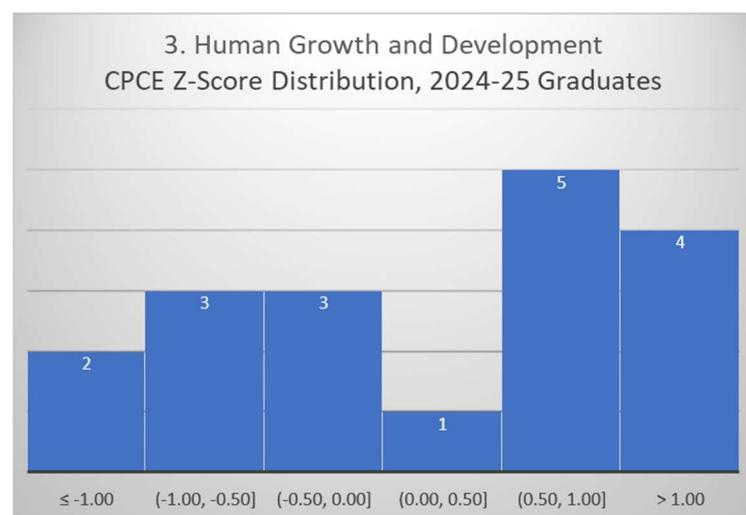
Chart 19. CPCE Z-Score Distribution for (2) Social and Cultural Diversity



Referenced on data of Table 14.

Area 2: Ten candidates scored on the high side of the national average, with two more than one standard deviation above. Two candidates scored more than one standard deviation below the national average.

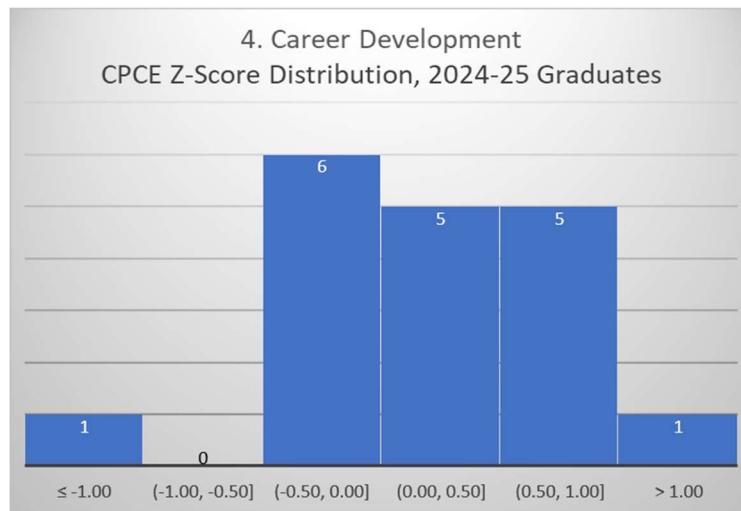
Chart 20. CPCE Z-Score Distribution for (3) Human Growth and Development



Referenced on data of Table 14.

Area 3: Four candidates scored more than one standard deviation above the national average. Two scored more than one standard deviation below.

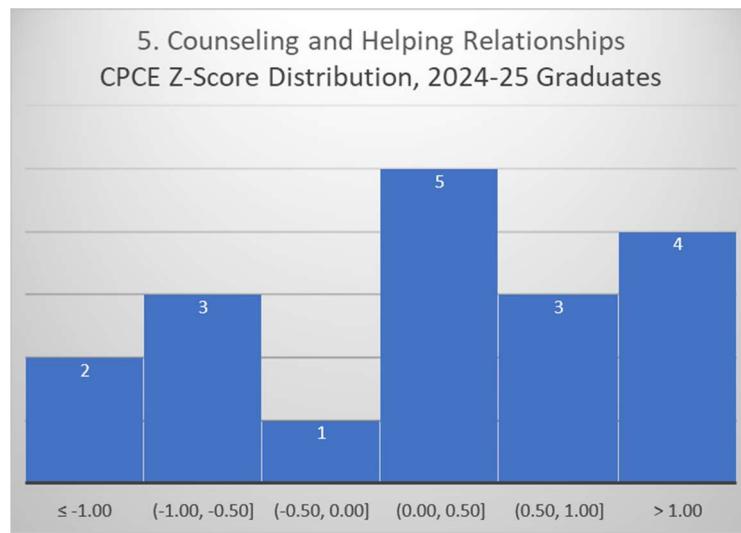
Chart 21. CPCE Z-Score Distribution for (4) Career Development



Referenced on data of Table 14.

Area 4: One candidate scored more than one standard deviation above the national average. One scored more than one standard deviation below national average. Most (16 of the 18) fell within -0.50 and 1.00 of the national average.

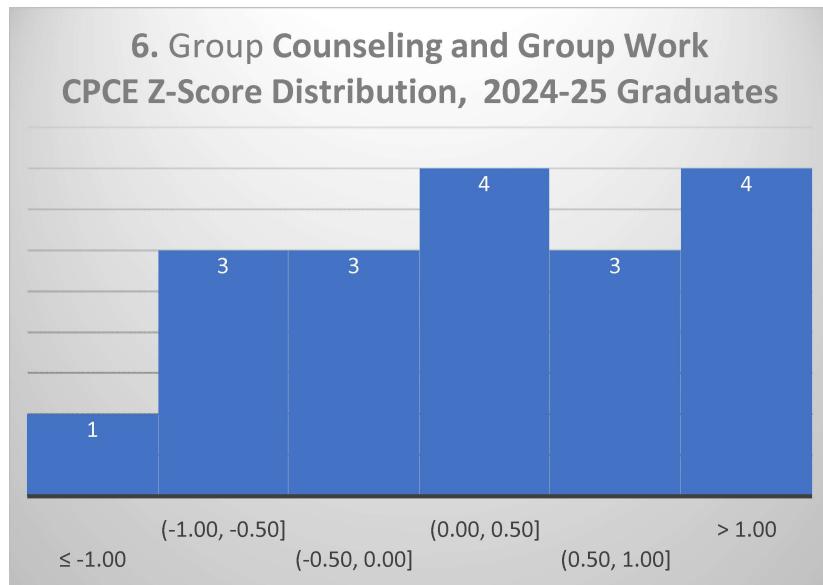
Chart 22. CPCE Z-Score Distribution for (5) Counseling and Helping Relationships



Referenced on data of Table 14.

Area 5: Twelve scored at or above the national average, with four exceeding the national average by more than one standard deviation. Two scored more than one standard deviation below.

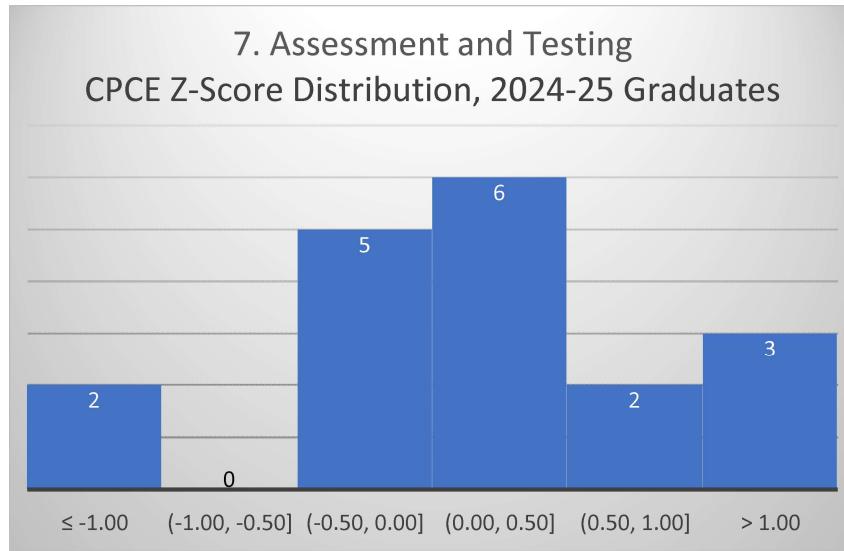
Chart 23. CPCE Z-Score Distribution for (6) Group Counseling and Group Work



Referenced on data of Table 14.

Area 6: Four candidates scored more than one standard deviation above the national average. One candidate scored more than one standard deviation below the national average.

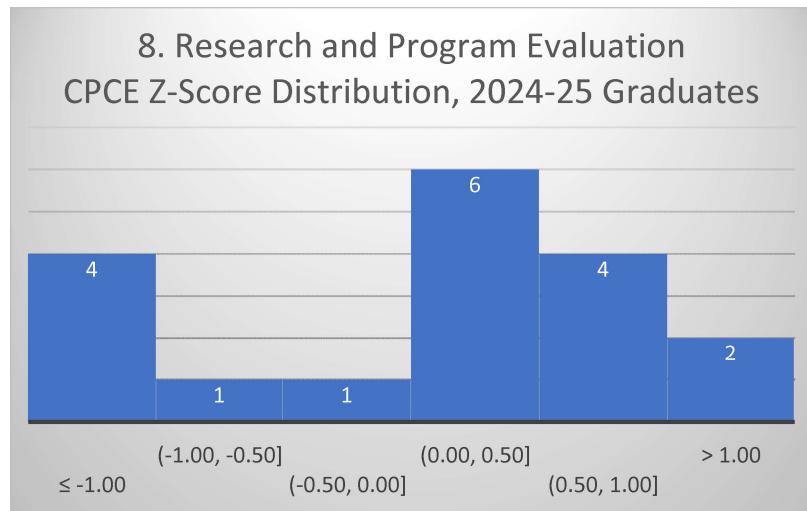
Chart 24. CPCE Z-Score Distribution for (7) Assessment and Testing



Referenced on data of Table 14.

Area 7: Three candidates scored more than one standard deviation above the national average. Two scored more than one standard deviation below the national average.

Chart 25: CPCE Z-Score Distribution for (8) Research and Program Evaluation



Referenced on data of Table 14.

Area 8: Twelve candidates scored at or above the national average, with two falling more than one standard deviation above. Four scored more than one standard deviation below.

Observations:

While a number of candidates scored above the national average, there were others who scored below. These results overall are up considerably from the previous year.

Candidates who scored more than one standard deviation below the national average were required to review the respective topics and to demonstrate competency prior to graduation.

Clinical Observation for Completers of 2024-25

The observation instruments reported here are:

- E-4 CMHC Evaluation of Candidate's Clinical Practice
- E-4 SC Evaluation of Candidate's Clinical Practice

The earlier analysis of clinical observation results was limited to those performance indicators that specifically support certain KPI's. The discussion now turns to all the performance indicators within the clinical observation instruments.

The two instruments are similar and contain many performance indicators that can be combined in reporting, as they are here. Each also contains one or more items that are specific to the given entry-level specialty. The data are broken out into multiple tables with corresponding charts.

The performance indicators for which there are corresponding elements in both instruments are shown first; indicators specific to CMHC or SC are presented second.

The numerical range of responses is 1 to 5, with 4 being acceptable at conclusion of internship and 5 being exemplary. Means should range from 4.00 to 5.00 at the juncture from which these results are derived.

Table 15. Clinical Observation, CMHC/SC Shared Items 1 – 6, Three-year Summary

Clinical Observation on Completers of 2022-23, 2023-24, and 2024-25
CMHC & SC Combined, at Conclusion of Internship

From Evaluation of Candidate's Clinical Practice E-4 CMHC and E-4 SC. Some performance indicators are shared between CMHC and SC; others are specific to CMHC or SC. Those indicators that correspond are listed first. Indicators specific to CMHC or SC are at the end.

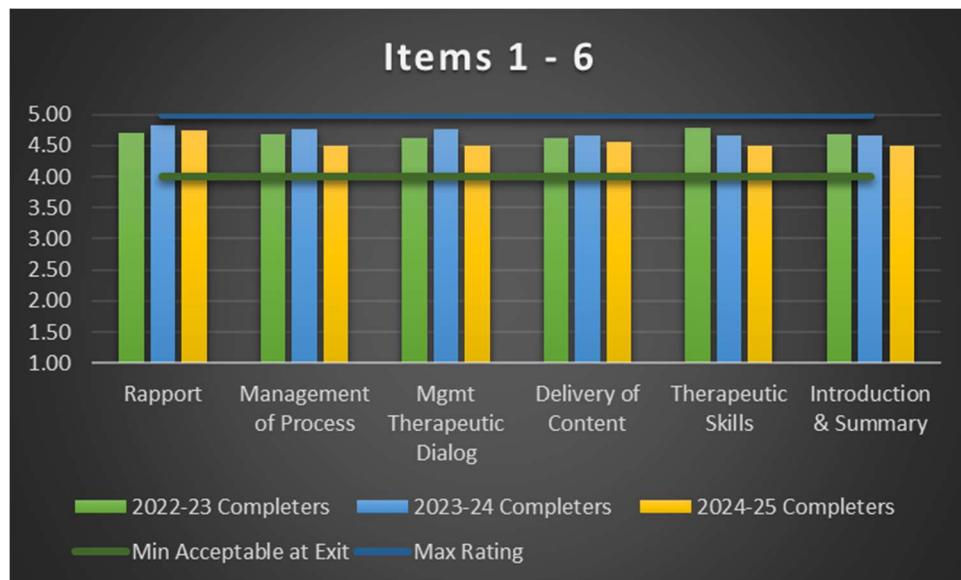
Possible range of responses: 1 - 5; minimum mean of 4.00 is expected at conclusion of Internship.

CMHC/SC Shared Items 1 - 6

#	E-4 Instrument Reference	Performance Indicator	Means		
			2022-23 Completers	2023-24 Completers	2024-25 Completers
			Combined N = 14	Combined N = 17	Combined N = 20
1	CMHC 1/SC 2	Rapport	4.71	4.82	4.75
2	CMHC 2/SC 3	Management of Process	4.69	4.76	4.50
3	CMHC 3/SC 4	Management of Therapeutic Dialog	4.62	4.76	4.50
4	CMHC 4/SC 5	Delivery of Content	4.62	4.65	4.55
5	CMHC 6/SC 6	Therapeutic Skills	4.79	4.65	4.50
6	CMHC 7/SC 7	Introduction & Summary	4.69	4.65	4.50

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Chart 26. Clinical Observation, CMHC/SC Shared Items 1 – 6, Three-year Summary



Referenced on data of Table 15.

Table 16. Clinical Observation, CMHC/SC Shared Items 7 – 12, Three-year Summary

CMHC/SC Shared Items 7 -12					
#	E-4 Instrument Reference	Performance Indicator	Means		
			2022-23 Completers	2023-24 Completers	2024-25 Completers
			Combined N = 14	Combined N = 17	Combined N = 20
7	CMHC 8/SC 8	Management of Emotions	4.69	4.76	4.50
8	CMHC 9 /SC 27	Diversity Competency	4.71	4.69	4.50
9	CMHC 10/SC 9	Recognition of Normal and Abnormal Development	4.64	4.63	4.55
10	CMHC 11/SC 10	Assessment	4.57	4.69	4.45
11	CMHC 12 /SC 11	Goal Setting	4.77	4.69	4.55
12	CMHC 13 /SC 12	Theoretical Congruence	4.64	4.63	4.55

Data Set: I: \\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Chart 27. Clinical Observation, CMHC/SC Shared Items 7 – 12, Three-year Summary



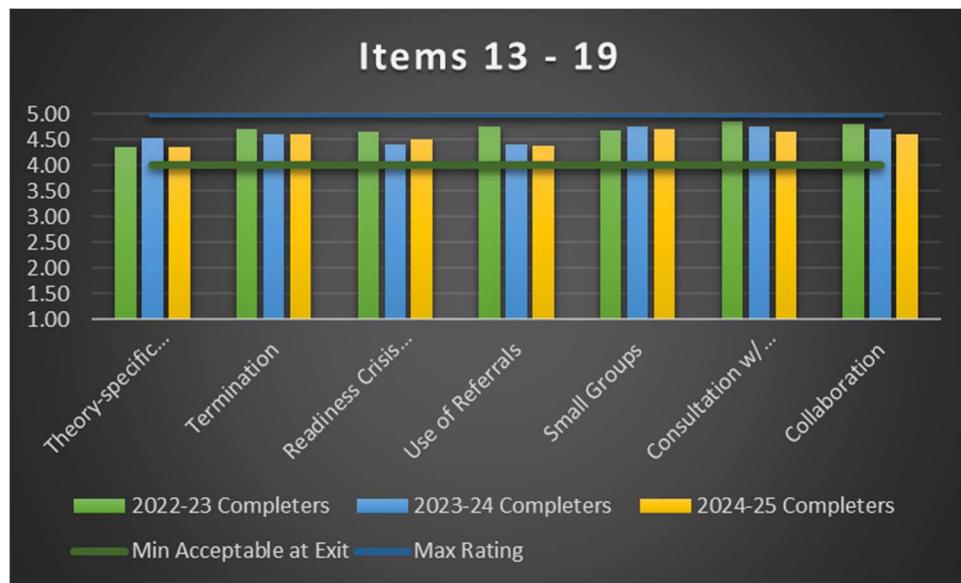
Referenced on data of Table 16.

Table 17. Clinical Observation, CMHC/SC Shared Items 13 – 19, Three-year Summary

#	E-4 Instrument Reference	Performance Indicator	Means		
			2022-23 Completers	2023-24 Completers	2024-25 Completers
			Combined N = 14	Combined N = 17	Combined N = 20
13	CMHC 14 /SC 13	Theory-specific Case Conceptualization	4.36	4.53	4.35
14	CMHC 15 /SC 14	Termination	4.69	4.6	4.61
15	CMHC 16/SC 15	Readiness for Crisis Intervention	4.64	4.4	4.50
16	CMHS 17/SC 16	Use of Referrals	4.75	4.4	4.37
17	CMHC 18/SC 21	Small Groups	4.67	4.75	4.71
18	CMHC 19/SC 30	Consultation with Other Professionals	4.86	4.75	4.65
19	CMHC 20/SC 31	Collaboration	4.79	4.71	4.60

Data Set: I: \\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Chart 28. Clinical Observation, CMHC/SC Shared Items 13 – 19, Three-year Summary



Referenced on data of Table 17.

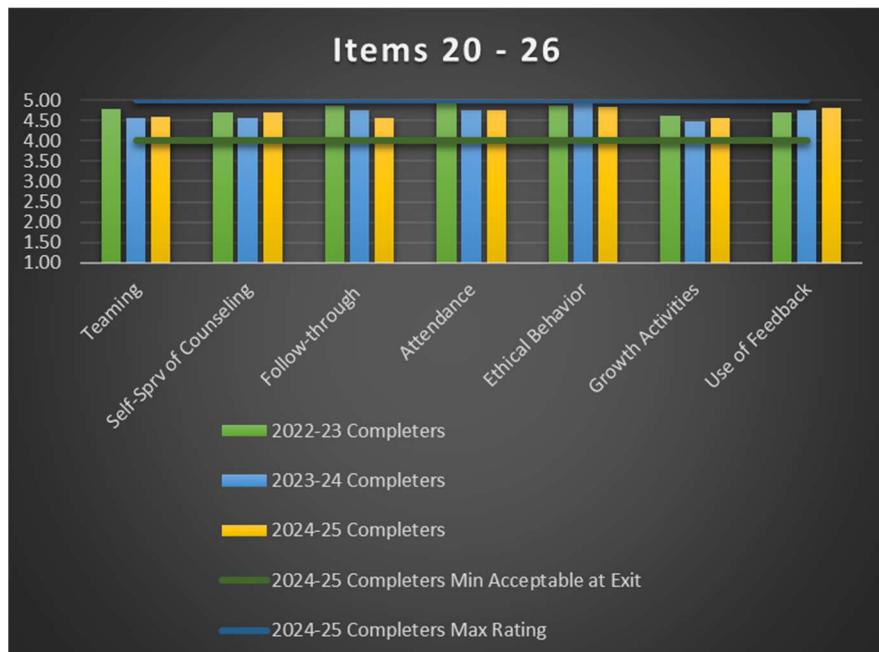
Table 18. Clinical Observation, CMHC/SC Shared Items 20 – 26, Three-year Summary

CMHC/SC Shared Items 20 - 26

#	E-4 Instrument Reference		Means		
			2022-23 Completers	2023-24 Completers	2024-25 Completers
			Combined N = 14	Combined N = 17	Combined N = 20
20	CMHC 21/SC 32	Teaming	4.79	4.56	4.60
21	CMHC 22 /SC 33	Self-Supervision of Counseling	4.71	4.56	4.70
22	CMHC 23 /SC 34	Follow-through with Tasks/Work	4.86	4.75	4.55
23	CMHC 24/SC 35	Attendance	5.00	4.76	4.75
24	CMHC 25/SC 36	Ethical Behavior	4.86	4.94	4.85
25	CMHC 26/SC 37	Growth Activities	4.62	4.47	4.50
26	CMHC 27/ SC 38	Use of Feedback	4.71	4.76	4.80

Data Set: I: \\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Chart 29. Clinical Observation Items 20 - 26, Three-year Summary



Referenced on data of Table 18.

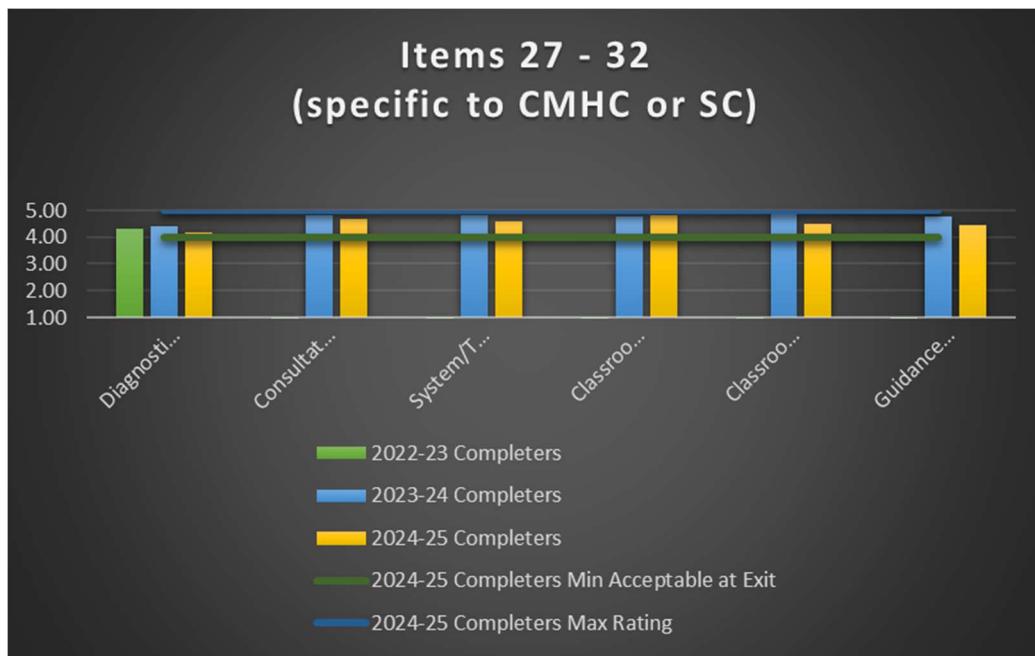
Table 19. Clinical Observation, CMHC/SC Specific Items 27 – 32, Three-year Summary

Items 27 - 32 (Specific to CMHC or SC)			Means		
#	E-4 Instrument Reference	Performance Indicator	2022-23 Completers	2023-24 Completers	2024-25 Completers
			CMHC = 13	CMHC N = 12	CMHC N = 13
			SC N = 1*	SC N = 5	SC N = 7
27	CMHC 5	Diagnostic Process	4.31	4.40	4.15
28	SC 1	Consultation with Parents or Guardians	--	4.80	4.67
29	SC 17	System and Techniques of Peer Facilitation	--	4.80	4.57
30	SC 18	Classroom Developmental Guidance Lessons	--	4.75	4.83
31	SC 19	Classroom Management	--	5.00	4.50
32	SC 20	Guidance Curriculum Development	--	4.75	4.43

Data Set: I: \\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

*Only one SC completer in 2022-23; data suppressed.

Chart 30. Clinical Observation, CMHC/SC Specific Items 27 – 32, Three-year Summary



Referenced on data of Table 19.

Table 20. Clinical Observation, SC Specific, Items 33 – 37, Three-year Summary

#	E-4 Instrument Reference	Performance Indicator	Means		
			2022-23 Completers	2023-24 Completers	2024-25 Completers
			SC N=1*	SC N=5	SC N = 7
33	SC 22	Parent Workshops and/or Informational Sessions	--	4.2	4.67
34	SC 23	Use of Technology to Enhance Communication and Student Learning	--	4.8	4.67
35	SC 24	School Counseling Assessment Instruments and System	--	4.4	4.17
36	SC 25	Personal, education and career advisement	--	4.4	4.57
37	SC 26	Exceptional Student Needs	--	4.4	4.29

Data Set: I: \\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

*Only one SC completer in 2022-23; data suppressed.

Chart 31. Clinical Observation, SC Specific, Items 33 – 37, Three-year Summary



Referenced on data of Table 20.

Data set: I: \\A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Comment: Completers averaged between 4.00 and 5.00, as expected.

Outcome 3

3. The program prepares graduates who demonstrate evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

Student and alumni information is presented in support of Outcome 3. All students maintain membership in either ACA or ASCA.

Site Supervisor Survey

Table 21. Feedback from External Site Supervisors, 2021-22, 2022-23, and 2024-25 Completers

This table presents site supervisor feedback over three completer cohorts on the preparation of candidates in each of the eight core areas. Responses from CMHC and SC supervisors are combined.

Site Supervisor Survey

Descriptive Means on Representative Items from Each of the Eight Core Areas
2022-23 (Response N = 9), 2023-24 (Response N = 19), and 2024-25 (Response N = 18)

Possible response range: 0 – 3*

Prompt: How well was your candidate prepared in the following areas?

CACREP Reference	Item	Lo/Hi 2024-25 Completers	2022-23 Completer Mean	2023-24 Completer Mean	2024-25 Completer Mean
3.A	Professional Counseling Orientation and Ethical Practice	1/3	2.44	2.63	2.50
3.B	Social and Cultural Identities and Experiences	1/3	2.56	2.78	2.47
3.C	Lifespan Development	1/3	2.50	2.41	2.33
3.D	Career Development	2/3	2.33	2.63	2.50
3.E	Counseling Practice and Relationships	1/3	2.44	2.53	2.61
3.F	Group Counseling and Group Work	2/3	2.43	2.29	2.57
3.G	Assessment and Diagnostic Processes	1/3	2.25	2.65	2.53
3.H	Research and Program Evaluation	1/3	2.63	2.36	2.56

*Response choices: Not at All (0); Somewhat (1); Well (2); Exceptionally Well (3)

Source: Anthology survey & Data Set: I:\\ A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Chart 32. Site Supervisor Ratings

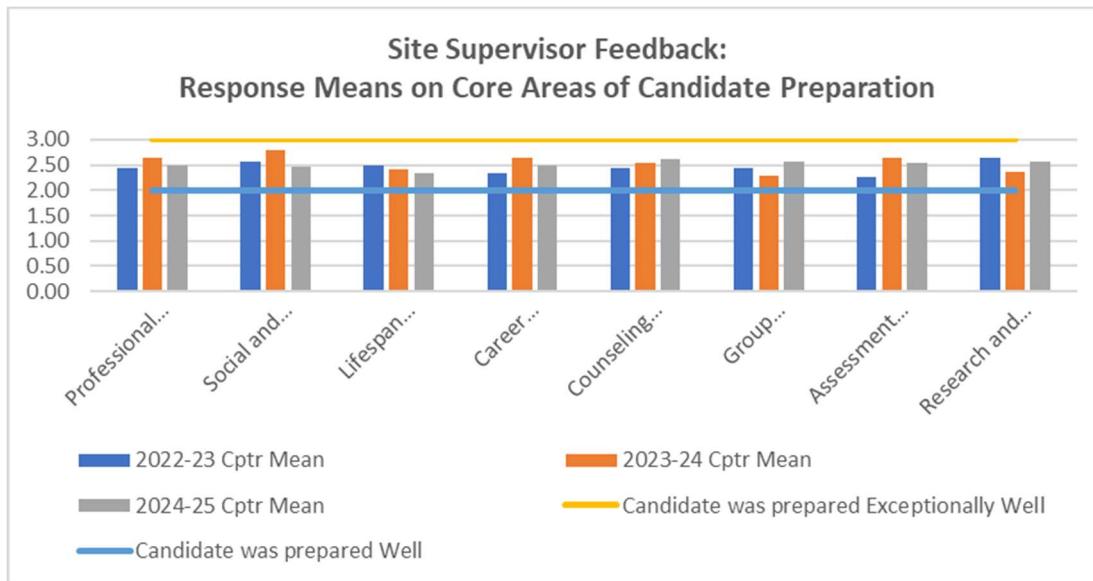


Chart 32 is referenced on Table 21.

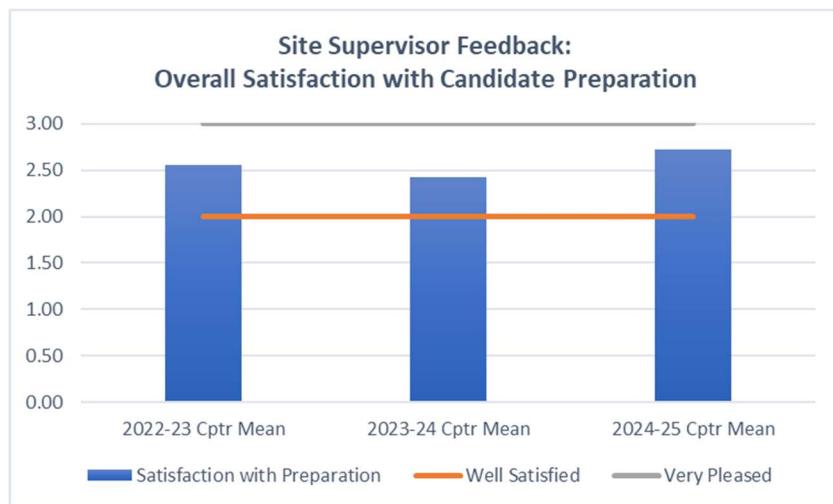
Table 22. Site Supervisor Overall Satisfaction with Candidate Preparation

This table summarizes the site supervisor responses to a single question on overall preparation of candidates over three cohorts. Responses on CMHC and SC completers are combined.

Site Supervisor Survey				
Descriptive Means on Satisfaction Question				
2022-23 (Response N = 9), & 2023-24 (Response N = 19), & 2024-25 (Response N = 18)				
Possible response range: 0 – 3*				
Prompt	Lo/Hi 2024-25 Completers	2022-23 Completer Mean	2023-24 Completer Mean	2024-25 Completer Mean
What is your level of satisfaction with the overall preparation of the Southern Adventist University candidate(s) you have supervised?	2/3	2.56	2.42	2.72

Response choices: Not pleased (0); Satisfied with some aspects (1); Well satisfied (2); Very pleased (3)

Chart 33. Site Supervisor Ratings



Within a possible range of 0 to 3, with 2 being “Well prepared,” site supervisor perceptions of the preparation of the 2024-25 cohort yielded averages from a low of 2.33 on 3.A – Group Counseling and Group Work to a high of 2.61 on 3.E Counseling Practice and Relationships. An average of 2.72 resulted from an overall question of satisfaction with the overall preparation of their candidates (possible range of 1 – 3, 2 being “Well satisfied”).

Alumni and Employer Studies

Alumni surveys track completers of the previous three years. The alumni survey sent in 2025 addressed completers of 2021-22, and 2022-23, and 2023-24. The survey asks alumni to what extent the program prepared them for several representative standards taken from the core area lettered standards of 2016 CACREP 2.F (which were in effect at the time). Charts 34 and 35 illustrate data from Table 23.

Table 23. Alumni Survey Responses, Survey of 2021-22, 2022-23, and 2023-24 Completers (Including means of the 2024 survey for comparison).

How well did the program prepare you to apply knowledge and skills in these competencies?					
Possible response range: 0 - 3*					
CACREP Reference	Item	2025 Response N	2025 Response Range	2024 Survey Mean	2025 Survey Mean
2.F.1.c: Counselor roles	Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management	8	1/3	1.75	2.33

Continued next page

Table 23. Alumni Survey Responses, Survey of 2021-22, 2022-23, and 2023-24 Completers
(continued)

How well did the program prepare you to apply knowledge and skills in these competencies?					
Possible response range: 0 - 3*					
CACREP Reference	Item	2025 Response N	2025 Response Range	2024 Survey Mean	2025 Survey Mean
2.F.2.c: Multicultural competencies	Multicultural counseling competencies	6	1/3	2.13	2.50
2.F.2.d: Heritage, attitudes	The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	6	1/3	2.25	2.50
2.F.3.a: Individual and family development	Theories of individual and family development across the lifespan	6	2/3	2.38	2.67
2.F.3.c: Normal and abnormal development	Theories of normal and abnormal personality development	6	1/3	2.50	2.33
2.F.4.e: Facilitating client skill	Strategies for facilitating client skill development for career, educational, and life-work planning and management	6	2/3	2.38	2.50
2.F.4.i: Identifying and using assessment	Methods of identifying and using assessment tools and techniques relevant to career planning and decision making	6	2/3	2.25	2.50
2.F.5.g: Essential interviewing, counseling, case conceptualization	Essential interviewing, counseling, and case conceptualization skills	6	2/3	2.38	2.50
2.F.5.j: Evidence-based counseling strategies	Evidence-based counseling strategies and techniques for prevention and intervention	6	2/3	2.38	2.17
2.F.6.a: Theoretical foundations of group	Theoretical foundations of group counseling and group work	6	2/3	2.13	2.17
2.F.6.e: Approaches to group formation	Approaches to group formation, including recruiting, screening, and selecting members	6	2/3	2.00	2.33

Continued next page

Table 23. Alumni Survey Responses, Survey of 2021-22, 2022-23, and 2023-24 Completers (continued)

How well did the program prepare you to apply knowledge and skills in these competencies?

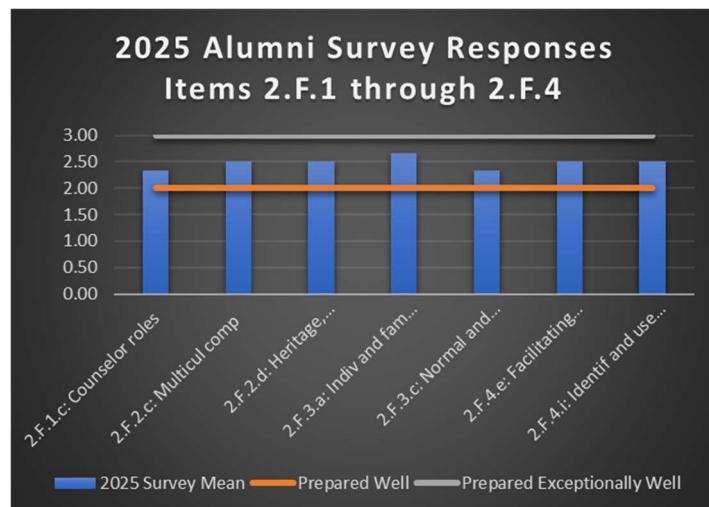
Possible response range: 0 - 3*

CACREP Reference	Item	2025 Response N	2025 Response Range	2024 Survey Mean	2025 Survey Mean
2.F.7.c: Assessing risk	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or	6	1/3	2.13	2.33
2.F.7.e: Use of assessments	Use of assessments for diagnostic and intervention planning purposes	6	2/3	2	2.33
2.F.8.a: Use of research	Making use of research to advance the counseling profession, including critiquing research to inform counseling practice	6	2/3	1.88	2.50
2.F.8.e: Evaluation of interventions	Evaluation of counseling interventions and programs	6	1/3	2	2.17
Program prepared me	In retrospect, the program prepared me well for the challenges of my work.	6	2/3	2	2.33
Would recommend	I would recommend this program of study to a friend who had career aspirations similar to mine.	6	1/3	2.5	2.33

*Response options, 2.F items: Not at all (0); Somewhat (1); Well (2); Exceptionally well (3). Last two items: Strongly disagree (0); Disagree (1); Agree (2); Strongly agree (3). The 2024 survey addressed completers of 2020-21, 2021-22, and 2022-23. The 2025 survey addressed completers of 2021-22, 2022-23, and 2023-24.

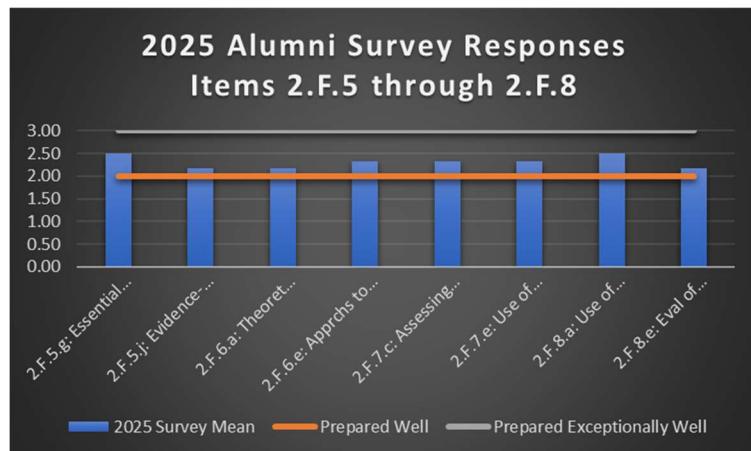
Data set: I:\\ A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Chart 34. Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development



Referenced on data of Table 22.

Chart 35. Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation



Referenced on data of Table 22.

Data Set: I:\\ A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Alumni response means for the 2025 survey ranged from lows of 2.33 to a high of 2.67. All of these means are between “Prepared me well” (2) and “Prepared me exceptionally well” (3). Alumni responses are considered over multiple years and year to year for trends and for suggestions that may inform curricular development.

The following data on employer responses represent combined feedback on completers of 2021-22 and 2022-23.

Table 24. Frequency: Employer Survey Responses, Completers of 2021-22 and 2022-23

Question	Response Frequencies					Total Responses by Standard
	Exceptionally well	Well	Somewhat	Not at all		
Employer: How well do you feel the counselor education program prepared this counselor in the following areas?						
2.F.1. Applications of ethical and legal considerations in professional counseling	4	3	0	0	7	
2.F.2.c. Multicultural counseling competencies	4	3	0	0	7	
2.F.3.c. Addressing normal and abnormal personality development	5	2	0	0	7	
2.F.4.h. Facilitation of client skill development for career, educational, and life-work planning and management	3	3	1	0	7	
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills	3	1	3	0	7	
2.F.6.a. Theoretical foundations (and/or practice) of group counseling and group work	2	2	1	0	5	
2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	4	1	2	0	7	
2.F.8.a. Use of research to advance the counseling profession, and/or critiquing research to inform counseling practice	5	1	1	0	7	
Total Responses by performance level	30	16	8	0	54	
Percentages	56%	30%	15%	0%	100%	

Data Set: I:\\ A Counseling\\Assessment Outcomes Report\\Outcomes Report 2025

Summary with Respect to the Program Objective Outcomes

Outcome 1

1. The program prepares graduates who demonstrate evidence of the personal and professional dispositions essential for counseling practice.

Dispositional ratings by site supervisors at conclusion of Internship II show positive habits and practices reflective of personal and professional dispositions essential for counseling practice. On a rubric with performance level indicators classified under “Undeveloped” (0), “Developing” (1), “Expectation Met” (2), and “Expectation Exceeded” (3), the 2024-25 completer cohort at conclusion of internship received no ratings below “Expectation Met.” These results are considered to demonstrate that Outcome 1 was met for the 2024-25 completer cohort. Completers show evidence of personal and professional dispositions essential for counseling practice.

Outcome 2

2. The program prepares graduates who demonstrate evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society.

Key performance indicators from selected course assessments, dispositional assessments, clinical observation assessments, and the final comprehensive exam combine to track the knowledge, skills, and practices attained by the candidates. The KPI course assessments for this cohort fall within expected ranges, and the dispositional and clinical observational assessments are at positive levels. The cohort average comprehensive exam results fall within one S.D. of the national mean, with most on the high side of the national average.

The indicators as a whole provide evidence that candidates are attaining the knowledge, skills, and practices necessary to implement ACA/ASCA professional standards.

Outcome 3

3. The program prepares graduates who demonstrate evidence of actively identifying with the counseling profession and having knowledge of current developments in the counseling field.

Site supervisor surveys, alumni surveys, and employer surveys combine as evidence for this outcome.

Site supervisor perceptions of the preparation of the 2024-25 cohort yielded averages from a low of 2.33 to a high of 2.61 (possible range of 0 – 3, with 2 being “Well Prepared.”), as well as an average of 2.72 on an overall question of satisfaction with the overall preparation of their candidates (possible range of 1 – 3, 2 being “Well satisfied”).

Alumni response means ranged from lows of 2.33 to a high of 2.67 (possible range of 0 – 3, 2 being “Well prepared”).

Employer survey results are positive, with most employer responses rating alumni at “Exceptionally well prepared” (56%) and “Well prepared” (30%), a combined satisfaction percent of 86%.

Together, feedback from these three constituency groups suggest that Objective 3 is being met.

In Conclusion

Outcome 1—Completers show evidence of personal and professional dispositions essential for counseling practice.

Outcome 2—Indicators overall provide evidence that candidates are attaining the knowledge, skills, and practices necessary to implement ACA/ASCA professional standards.

Outcome 3—External supervisors, alumni, and employers are affirmative in assessing the preparation of alumni.

Subsequent Program Modifications

Demographics and Recruiting

With reference to the demographic setting presented at the beginning of this report, the academic unit continues to place a very high value on maintaining a diverse student body, as well as on creating and supporting an inclusive learning community. To further support inclusiveness within the learning community, faculty together have undertaken study of the book *Cultural Competence Now* (Vernita Mayfield, 2020), as well as seeking other professional development opportunities to enhance their cultural competence.

Along with the commitment to recruiting minority or marginalized individuals as students, there is also commitment, as opportunity allows, to attract faculty who represent diversity.

Presently the student body includes representation of the ethnic/racial diversity present in much of the U.S. population—Asian, black or African American, Hawaiian, Hispanic, mixed race, and white.

Differences in gender orientation are represented, as are disabilities. This population mix is seen as an abundant opportunity to establish an atmosphere of openness and acceptance, with conversations that intentionally promote inclusivity and belonging. The expectation is established that everyone is responsible for contributing to an open, welcoming, and accepting environment that treasures people of various backgrounds, ethnicities, and perspectives. During their first term, students in new student orientation are introduced to the Counseling Student Handbook, with emphasis on the expectations mirrored in its statements on diversity, inclusion, and respect.

In every course, there is intersection between the subject matter and diversity considerations. These crosswalks are mentioned in the syllabi. Daily conversations take place in the classes as to how each topic can be implemented in the context of a pluralistic, diverse community of clients or students. Faculty lead these conversations modeling sensitivity to and respect for the different perspectives and

life experiences of others, recognizing that for some students there have been generations of marginalization. In keeping with the syllabus expectations given in the 2024 CACREP standards, a DEI statement is being developed to include in every syllabus.

Campus and community outreach activities, beyond providing needed services, are used as opportunities to convey the message that the counseling profession needs more counselors of color, as well as persons of other uniquely diverse characteristics. The diversity of our society demands counselors with whom the various potential clientele can identify, and whom the counselees know can identify with them. The message is being conveyed through posters and other marketing media, and through conversation where opportunity presents. Counseling students involved in these activities, along with faculty, are at the forefront in conveying the message to those served in outreach activities.

In these ways the academic unit continues its quest to create, support, and enhance the inclusive learning environment, and to prepare counselors who are representative of, and sensitive to, the diversities of the clientele they will serve in our pluralistic society.

[**Learning Outcomes and CPCE**](#)

KPIs in core areas had positive results, with expected growth in knowledge and skills over the multiple measures of sequential assessment points. The CPCE results for the 2024-25 completers are considerably more favorable than those of the previous year, reflecting results of measures taken to better prepare candidates for the exam.

Continued monitoring is essential to evaluate the effects of measures implemented to enhance candidate performance on this standardized assessment.

[**Feedback from Site Supervisors, Alumni, and Employers**](#)

The advisory group has been initiated and is representative of the different constituencies. Continued engagement with these representatives of the professional counseling community will help to inform curricular and program development.

[**Substantial Program Changes**](#)

There have been no substantive program changes during the 2024-25 year.

Appendix

Key Performance Indicator Overview of Points and Assessments

Key Performance Indicators		Point 1	Point 2	Point 3	Point 4	
KPI 1	Students will understand ethical standards of professional counseling organizations and credentialing bodies. They will demonstrate competency in application of ethical and legal considerations in professional counseling.	Course-embedded assessment, COUN 537: exam	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Professional Counselor Orientation and Ethical Practice	
			(Point 2.1) CMHC E-4 #25, SC #36			
			Dispositions Assessment, Practicum/Internship			
			(Point 2.2) E-5b #26 Semester Progress	(Point 3.2) E-5b #26		
KPI 2	Students will demonstrate the knowledge, skills, and self-awareness to effectively counsel clients of various cultures and ethnicities.	Course-embedded assessment, COUN 561: Field Experience and racial cultural self-reflection	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Social and Cultural Diversity	
			(Point 2.1) CMHC E-4 #9, SC #27	(Point 3.1) CMHC E-4 #9, SC #27		
			Dispositions Assessment, Practicum/Internship			
			(Point 2.2) E-5b #4 Semester Progress (CP4)	(Point 3.2) E-5b #4 Cultural Sensitivity (C)P4)		
KPI 3	Students will demonstrate a thorough knowledge of the theories of normal and abnormal development, including personality, social and physical development, learning, and the effects trauma has on development.	Course-embedded assessment, COUN 510: Online Quizzes	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Human Growth and Development	
			CMHC E-4 #10, SC #9, Normal / Abnormal Development	CMHC E-4 #10, SC #9, Normal / Abnormal Development		

Key Performance Indicator Overview of Points and Assessments (continued)

Key Performance Indicators		Point 1	Point 2	Point 3	Point 4
KPI 4	Students (candidates) will demonstrate ability to: (a) Assess client abilities, interests, values, personality, and other factors that contribute to career development and (b) facilitate client skill development for career, educational, and lifework planning and management	Course-embedded assessment, COUN 516: Final Exam	--	--	Comprehensive Final (CPCE): Career Development
KPI 5 (a)	Students will demonstrate competent application of essential interviewing, counseling and case conceptualization skills.	Course-embedded assessment COUN 556: Team Case Conceptualization	Clinical Observation Assessment, Practicum/Internship CMHC E-4 # 14, SC #13 Theory-specific case conceptualization	CMHC E-4 # 14, SC #13 Theory-specific case conceptualization	Comprehensive Final (CPCE): Counseling and Helping Relationships
KPI 5 (b)	Students will demonstrate competent application of essential interviewing, counseling and case conceptualization skills.	Course-embedded assessment COUN 579: Microskill Analysis 1 & 2	Clinical Observation Assessment, Practicum/Internship CMHC E-4 #1,2,3,4,6; SC #2, 3, 4, 5, 6 Counseling skills	CMHC E-4 #1,2,3,4,6; SC #2, 3, 4, 5, 6 Counseling skills	

Key Performance Indicator Overview of Points and Assessments (continued)

Key Performance Indicators		Point 1	Point 2	Point 3	Point 4
KPI 6	The student will demonstrate thorough understanding of theoretical foundations of group counseling and group work.	Course-embedded assessment, COUN 553: Group Facilitation & Reflective Paper	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Group Counseling and Group Work
			CMHC E-4 # 18, SC #21 Group	CMHC E-4 # 18, SC #21 Item Group	
KPI 7	The students will understand assessment processes and will be able to evaluate and provide intervention based on IQ and achievement, personality, career, behavioral, and diagnostic assessments.	Course-embedded assessment, COUN 530: Midterm & Final Exams	Clinical Observation Assessment, Practicum/Internship		Comprehensive Final (CPCE): Assessment and Testing
			CMHC E-4 # 11, SC #10 Assessment	CMHC E-4 # 11, SC #10 Assessment	
KPI 8	The students will demonstrate knowledge and ability to conduct research, including the use of needs assessments and development of outcome measures, to evaluate counseling interventions and programs.	Course-embedded assessment, COUN 598: Research Proposal	Internship-embedded assessment, COUN 581 & COUN 586: Case Study	--	Comprehensive Final: Research and Program Evaluation

Key Performance Indicator Overview of Points and Assessments (continued)

Key Performance Indicators		Point 1	Point 2	Point 3	Point 4
KPI 9	Clinical Mental Health Counseling emphasis students will demonstrate competence in the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems.	Course-embedded assessment, COUN 521: Second Case Report	Clinical Observation Assessment, Practicum/Internship		
			CMHC E-4 #5 Diagnosis	CMHC E-4 #5 Diagnosis	
KPI 10	School Counseling emphasis students will demonstrate competence in the design and evaluation of a school counseling program.	Course-embedded assessment, COUN 577	Course-embedded assessment, COUN 598		