

2025 CACREP Annual Report
University of Memphis
Counseling Educational Psychology & Research (CEPR)

Introduction

The purpose of this annual report is to 1) highlight the activities of our faculty and students as they relate to our program mission and objectives, 2) present the key findings from our annual program evaluation, and 3) discuss any programmatic or curricular updates implemented in response to those findings. Data used in this report is collected over the previous year and synthesized in aggregate form.

Three mission statements provide structure and purposes for the development of our program mission statement. First, the Mission Statement of the University provides a framework for focusing on producing well-rounded, successful graduates and cutting-edge research for the enrichment of our ever-changing society, which the University President explains in the ASCEND model that stresses success driven education through access, opportunities and successful outcomes. Second, the College of Education specifies the values of diversity, inclusion, respect, innovation and service. Third, The Mission Statement of the American Counseling Association (ACA) defines Professional Counseling and identifies the role of the Professional Counselor in various settings.

Our Program Mission: The University of Memphis Counseling program is dedicated to producing future counselors who are competent and well-versed in various evidence-based counseling skills and approaches to work in diverse counseling settings. Our program is committed to cultivating a learner-centered environment that empowers students to focus on client well-being by focusing on the development of the counselor's ethical practice, multicultural competence and social justice, self-care, collaborative and consultative skills, self-reflection and self-awareness, ability to utilize pertinent technology, and understanding the importance of advocacy in the field.

Our MS Program Objectives:

1. Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.
2. Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community
3. Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.
4. Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.

5. Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.
6. Students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.
7. Students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.
8. Students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

Our PhD Program Objectives:

The Counselor Education and Supervision program prepares college faculty, scholars, and leaders in the counseling profession. Students will gain:

1. ability to collect, analyze, and interpret individual and group data, and to generate and test hypotheses related to human behavior
2. advanced comprehension of concepts and theories underlying the profession of counseling
3. the ability to formulate, implement, and evaluate appropriate counseling programs and interventions
4. the ability to understand and demonstrate ethical behavior and the legal and ethical implications of that behavior.

Our CACREP Accredited Programs:

- M.S. in Clinical Mental Health Counseling
- M.S. in Clinical Rehabilitation Counseling
- M.S. in School Counseling
- PhD in Counselor Education and Supervision

Section 1: Department and Program Activities

Recruitment & Admissions:

	Spring 2025 Applications	Spring 2025 Admitted	Admitted Spring 2025 & Enrolled Fall 2026	Fall 2025 Applications	Fall 2025 Admissions	Admitted Fall 2025 & Enrolled Spring 2026
M.S. Programs	65	35	22	92	36	25
Ph.D Program	5	3	3	N/A	N/A	N/A

- The total number of students admitted in 2025 is: 74
- The total number of new students enrolled in 2025 is: 50
- The current number of enrolled students across all counseling programs is: 145
- Our counseling programs demonstrated steady recruitment and enrollment activity across programs. Additional recruitment attention will be given to Clinical Rehabilitation and School Counseling programs in the coming years.

Graduation Rates:

	Spring 2025 Graduates	Summer 2025 Graduates	Fall 2025 Graduates
Clinical Mental Health Counseling (MS)	8	4	5
Clinical Rehabilitation Counseling (MS)	1	0	0
School Counseling (MS)	3	0	1
Counselor Education & Supervision (PhD)	2	0	1

- Our counseling programs graduated a total of 23 students across all 2025 semesters, with the largest number of graduates occurring in Spring 2025. While the programs experienced slightly lower-than-normal graduation numbers overall, graduates were represented across all programs.

Degree Completion Rates:

	Entering Class of 2021	Entering Class of 2022	Entering Class of 2023
Degree Completion CMHC	87.4%	87.5%	76.6%
Degree Completion CRC	71.4%	60.0%	57.1%
Degree Completion SC	89.3%	95.2%	84.6%
Degree Completion PhD	77.3%	81.8%	73.3%

- Degree completion rates are high across all programs. However, School Counseling and Clinical Mental Health Counseling concentrations have the highest proportion of full-time students, indicating slightly higher degree completion rates than Clinical Rehabilitation Counseling reflecting its predominately part-time student population.

Employment & Doctoral Admission Rates:

	CMHC	CRC	SC	PhD
2025 Employment and/or Doctoral Admission Rate	94%	100%	100%	100%

- All counseling programs continue to demonstrate strong employment and doctoral admission rates.

Credentialing Exam & Comprehensive Exam Outcomes:

	Spring 2025 Number of Students	Spring 2025 Pass Rate	Fall 2025 Number of Students	Fall 2025 Pass Rate
Credentialing Exams				
National Counseling Exam (NCE)	5	5/100%	4	4/100%
Certified Rehabilitation Counselor Exam (CRCE)	N/A	N/A	1	1/100%
Praxis	4	4/100%	1	1/100%
Comprehensive Exams				
CMH Comp Exam - CPCE	12	10/83%	6	4/67%
Doctoral Written & Oral Comp Exam	1	1/100%	N/A	N/A

- Credentialing exam outcomes were strong in 2025, with students achieving a 100% pass rate on the NCE, CRCE, and Praxis exams across the year. Although comprehensive exam pass rates were lower than credentialing exam pass rates, this is in-line with previous years' data.
- Upon successfully completing the Praxis 5422 and the school counseling program, students receive information on how to create an account in TN Compass to apply for licensure.

Student Fieldwork:

	Spring 2025 Practicum	Spring 2025 Internship	Summer 2025 Internship	Fall 2025 Practicum	Fall 2025 Internship
Number of Students: CMH	11	10	10	8	11
Placement Rate: CMH	100%	100%	100%	100%	100%
Number of Students: SC	0	5	N/A	2	1
Placement Rate: SC	N/A	100%	N/A	100%	100%
Number of Students: CRC	0	1	N/A	1	0
Placement Rate: CRC	N/A	100%	N/A	100%	N/A

Faculty & Student Scholarship:

- Clinical mental health faculty (Drs. Schauss, Ellmo, Greenidge & Dempsey), Clinical Rehabilitation Counseling (Dr. Brown) as well as school counseling (Dr. Brasfield) published 7 articles in peer reviewed journals for 2025 and the majority included student participation as authors.

- Counseling faculty delivered 7+ presentations at national conferences (ACES, SACES, ASCA, AERA, and Counselors for Social Justice) and worked on 11 grant submissions, with 5 receiving funding. The funded grants all result in student funding and training experiences.

Program Events:

- In 2025, the University of Memphis Kappa Zeta Chapter of Chi Sigma Iota initiated 8 new student members in April 2025. They also hosted our annual Practicum & Internship Fair in March 2025 that was attended by 19 fieldwork sites in our community. Additional chapter events hosted throughout the year include workshops on Tevera and Professional Licensure, as well as social events for students like a Board Game Night and a picnic at Shelby Farms Park.

Student & Faculty Service:

- Faculty persons including Claire Dempsey, Pam Cogdal and Steve Zanskas are working with the Memphis Resilience Project which includes DBT trainings that are delivered to local schools and after-care programs in the Memphis Community. Clinical mental health interns also participate in the training. The project is ongoing and will also involve a program evaluation research project.
- The Counseling Department along with the School of Social Work sponsored two summits for the Memphis Area Prevention Coalition.

Other Updates:

- Dr. Mike Skirius was hired in August 2025 as a Clinical Assistant Professor in the Clinical Mental Health Counseling Program
- There is currently a search to hire a new Clinical Associate Professor of School Counseling.

Section 2: Program Evaluation Results

KPI Data:

CACREP Area	Course	Assignment	Expected Benchmark	2025 Data
3A Professional Counseling Orientation and Ethical Practice	COUN 7411 Foundations of Counseling	Professional Development Paper	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (100% average score) Fall 2025: Met (99% average score)
3A Professional Counseling Orientation and Ethical Practice	COUN 7885 Legal & Ethical Issues in Counseling or COUN 7880 Legal and Ethical Issues in Counseling PK12 Students	Legal & Ethical Presentation	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (100% average score) Fall 2025: Met (100% average score)
3B. Social and Cultural Identities and Experiences	COUN 7411 Foundations of Counseling	Advocacy Plan Project	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (98% average score)

				Fall 2025: Met (97% average score)
3B. Social and Cultural Identities and Experiences	COUN 7550 Multicultural Counseling	Multicultural Identity Paper	All students will receive at least an 80% minimum passing grade	Spring 2025: Unmet (96% average score; 95% of students met benchmark) Fall 2025: Met (95% average score)
3C. Lifespan Development	EDPR 7117 Lifespan Human Development	Reading & Reflection Assignments	All students will receive at least an 80% minimum passing grade	Spring 2025: Unmet (87% average score; 91% of students met benchmark) Fall 2025: Unmet (93% average score; 95% of students met benchmark)
3C. Lifespan Development	COUN 7541 Theories of Counseling and Personality	Culminating Final Paper	All students will receive at least an 80% minimum passing grade	Spring 2025: Unmet (97% average score; 95% of students met benchmark) Fall 2025: Met (95% average score)
3D. Career Development	COUN 7561 Career Counseling or COUN 7825 Strategies for K12 Career Counseling	Career Center Project	All students will receive at least an 80% minimum passing grade	Spring 2025: Unmet (90% average score; 95% of students met benchmark) Summer 2025: Met (100% average score) Fall 2025: Met (90% average score)
3D. Career Development	COUN 7561 Career Counseling or COUN 7825 Strategies for K12 Career Counseling	Career Assessment Report	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (98% average score) Summer 2025: Met (100% average score)

				Fall 2025: Met (90% average score)
3E. Counseling and Practice Relationships	COUN 7571 Clinical Techniques	Conceptualization Assignment	All students will receive at least an 80% minimum passing grade	Spring 2025: Unmet (91.8% average score; 88.5% of students met benchmark) Fall 2025: N/A
3E. Counseling and Practice Relationships	Practicum (Either COUN 7631, COUN 7941, or COUN 7650)	Conceptualization Counseling Session Tape/Live Supervision	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (100% average score) Fall 2025: Met (99% average score)
3F. Group Counseling and Group Work	COUN 7531: Group Counseling Processes	Final Group Development Paper	All students will receive at least an 80% minimum passing grade	Spring 2025: Unmet (96% average score; 95% of students met this benchmark) Fall 2025: Met (99% average score)
3F. Group Counseling and Group Work	Practicum (Either COUN 7631, COUN 7941, or COUN 7650)	Group Observation Form/Completed a Group Counseling Session during Practicum	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (100% average score) Fall 2025: Met (94% average score)
3G. Assessment and Diagnostic Processes	COUN 7551: Assessment Techniques	Assessment Assignment	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (98% average score) Summer 2025: Met (100% average score) Fall 2025: Met (99% average score)
3G. Assessment and Diagnostic Processes	COUN 7561 Career Counseling or COUN 7825 Career K-12	Career Assessment Report	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (98% average score) Summer 2025: Met (100% average score)

				Fall 2025: Met (90% average score)
3H. Research and Program Evaluation	COUN 7411 Foundations of Counseling	Article Review Assignment	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (99% average score) Fall 2025: Met (96% average score)
3H. Research and Program Evaluation	COUN 7551: Assessment Techniques	Assessment Presentation	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (98% average score) Summer 2025: Met (100% average score) Fall 2025: Met (98% average score)
Specialty Area KPIs				
5C: CMHC	COUN 7630 Clinical Mental Health Counseling	Diagnostic Paper	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (99% average score) Fall 2025: Met (100% average score)
5C: CMHC	CPSY 7700 or COUN 7701 Interventions for Mental Health Disorders	Case Presentation & Intervention Demonstration	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: Met (100% average score)
5D: CRC	COUN 6901 Principles and Techniques of Rehabilitation Counseling	Online Learning Activities & Quizzes	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: N/A
5D: CRC	COUN 6913 Medical and Psychosocial Aspects of Rehabilitation	Online Learning Activities & Quizzes	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: N/A
5H: School	COUN 7640 Principles of School Counseling	Chapter Quizzes	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (97% average score) Fall 2025: N/A
5H: School	COUN 7542 Counseling, Consulting, and	Multimedia Presentation of Intervention Plan	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: N/A

	Interventions in Schools			
5H: School	COUN 7826: School Counseling to Close the Achievement Gap	Leadership Project	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: Unmet (95% average score; 89% of students met benchmark)
Doctoral KPIs:				
6B1: Counseling	COUN 8841: Advanced Theories & Techniques	Written Theory Exam	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: N/A
6B2: Supervision	COUN 8510: Counseling Supervision	Supervision Synthesis Paper	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: Met (92% average score)
6B3: Teaching	COUN 8512: Teaching in Counselor Education	Syllabus Assignment	All students will receive at least an 80% minimum passing grade	Spring 2025: Met (95% average score) Fall 2025: N/A
6B4	COUN 8502: Residency Research Seminar	Final Research Proposal Assignment	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: Met (100% average score)
6B5	COUN 8501: Doctoral Seminar	Leadership Self-Assessment Paper	All students will receive at least an 80% minimum passing grade	Spring 2025: N/A Fall 2025: Met (95% average score)

Disposition Data:

Type of Data	Course	Expected Benchmark	2025 Data
APCD	COUN 7411 Foundations of Counseling	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: Met (average rating 2.05) Fall 2025: Met (average rating 2.01)
APCD	COUN 7571 Clinical Techniques	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: Met (average rating 2.48) Fall 2025: Met (average rating 2.04)
APCD	COUN 7531: Group Counseling Processes	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: Met (average rating 2.01) Fall 2025: (Met (average rating 2.97)

APCD	Practicum (Either COUN 7631, COUN 7941, or COUN 7650)	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: Met (average 2.13) Fall 2025: Met (average 2.37)
APCD	Internship (Either COUN 7632, COUN 7942, or COUN 7660)	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: Met (average rating 2.19) Summer 2025: Met (average 2.12) Fall 2025: Met (average rating 2.49)
APCD	COUN 8501 Doctoral Seminar	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: N/A Fall 2025: Unmet (average rating 1.96)
APCD	COUN 8831 Advanced Group Processes	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: N/A Fall 2025: Met (average rating 2.40)
APCD	COUN 8511 Doctoral Practicum	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: Met (average rating 2.68) Fall 2025: N/A
APCD	COUN 8510 Counseling Supervision	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: N/A Fall 2025: Met (average rating 2.06)
APCD	COUN 8530 Doctoral Internship in Counseling	All students will receive an average rating (2 out of 3) for each professional disposition	Spring 2025: Met (average rating 2.83) Fall 2025: N/A
CHORIS Review (MS)	All	All students will receive an average rating (2 out of 3) for each CHORIS rating	Spring 2025: 106 out of 114 students received an average of 2 or higher on the CHORIS. The average score for all 114 students was 2.04
CHORIS Review (PhD)	All	All students will receive an average rating (2 out of 3) for each CHORIS rating	Spring 2025: 8 out of 13 students received an average of 2 or higher on the CHORIS. The average score for all 13 students was 2.0.

Student Portfolio Data (MS Only):

	Spring 2025 Average	Summer 2025 Average	Fall 2025 Average
Rubric Area 1 – Prof Coun & Ethical Practice	3.0	3.0	3.0
Rubric Area 2 – Social/Cultural Identities	3.0	3.0	3.0
Rubric Area 3 – Lifespan Development	2.71	3.0	3.0
Rubric Area 4 – Career Development	3.0	3.0	3.0

Rubric Area 5 – Coun Practice & Relationships	3.0	3.0	3.0
Rubric Area 6 – Group Work	2.86	3.0	3.0
Rubric Area 7 – Assessment & Diagnosis	2.86	3.0	3.0
Rubric Area 8 – Research & Program Eval	3.0	3.0	3.0
Rubric Area 9 (CMH)	3.0	3.0	3.0
Rubric Area 10 (SC)	3.0	N/A	3.0
Rubric Area 11 (CRC)	N/A	N/A	N/A

Annual Survey Results:

An annual survey is sent to current students and alumni to provide additional data for program evaluation and improvement purposes. This year's survey focused heavily on advising processes. The aggregated results of the 2025 survey are included here:

1. Advisor Timeliness: 60% of respondents feel their advisor is timely in assisting with creating and updating their program of studies. 40% feel their advisor is sometimes timely with planning their programs of study.
2. Identity Development as a Counselor or Counselor Educator: 60% of respondents feel their advisor has assisted them in developing their identity as a counselor. Another 40% feel their advisor has not helped as much as they would like.
3. Accessibility: 80% of respondents find it easy to reach their advisor always. 10% find it easy most of the time, and 10% sometimes.
4. Planning for Registration: 70% of respondents say their advisor always plans early for the next semester of registration. 20% say their advisor does this most of the time, and 10% sometimes or never.
5. Practicum and Internship Planning: 50% of respondents say their advisor always assists in planning for practicum and internship. 40% say their advisor does this most of the time and 10% state their advisor does not assist with PI.
6. 70% of the respondents stated that they would be interested in group advising while 30% stated that they had no interest in group advising.

MS Evaluation Narrative:

Program Objective 1 - Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients.

- Overall, the 2025 assessment data provides strong evidence that students are developing a professional counselor identity and demonstrating professional and ethical behavior consistent with their respective specialty areas. Both course KPI 1 and course KPI 2 were met, with average scores of 99–100% on the professional development and legal/ethical assignments. Positive portfolio and exam results further support the achievement of this objective. Our students scored higher than the national average in the area of “Professional Counseling Orientation and Ethical Practice” on the CPCE in both Spring 2025 (12.3 compared to national average of 10.9) and Fall 2025 (12.3 compared to 11.4). Disposition data were also generally positive, and students continued to progress through their programs

and graduate prepared to enter the workforce with a strong counseling identity and foundations in ethical counseling work.

Program Objective 2 - Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community

- The 2025 assessment data provide strong evidence that students are developing the cultural knowledge, self-awareness, skills, and strategies needed to counsel and advocate within diverse communities. Both related KPIs were met overall, with average scores of 97–98% on the Advocacy Plan Project and 95–96% on the Multicultural Identity Paper; although KPI 4 was initially under target in Spring 2025 with only 95% of students meeting the benchmark. However, the benchmark was fully met in Fall 2025. Positive portfolio results in this area further support achievement of this objective, with students consistently earning 3.0 ratings in the Social/Cultural Identities domain. Exam data show students exceeding the national CPCE average in the area of “Social and Cultural Diversity ” in Spring 2025 (10.7 compared to 10.3), and Fall 2025 (10.8 compared to 10.4).

Program Objective 3 - Students will demonstrate an understanding of theory and practice as they relate to diverse developmental experiences across the lifespan and in diverse contexts and settings.

- Both course KPIs related to this objective were unmet in Spring 2025, although students still had high average scores on these assignments and performance improved in Fall 2025. Similarly, exam data shows our students performing comparable but slightly under the national average in the area of “Human Growth & Development” in both Spring 2025 (11.5 compared to 11.6) and Fall 2025 (11.3 compared to 11.7). Portfolio data in this area shows proficiency with an average portfolio rating of 2.9 out of 3 in this content area. Faculty are considering course improvements to better address this objective moving forward.

Program Objective 4 - Students will describe and apply a variety of career counseling theories, models, assessment, and techniques and how they apply to diverse populations in a global community.

- Students consistently met the benchmark across all semesters for the Career Assessment Report KPI, with average scores ranging from 90% to 100% and while the Career Center Project KPI initially fell slightly short of the benchmark in Spring 2025, performance improved to 100% in Summer and was maintained in the Fall. Additionally, our students scored higher than the national average in the area of “Career Development” on the CPCE in both Spring 2025 (11.2 compared to national average of 11.1) and Fall 2025 (12.8 compared to 11.9). This data indicates mastery and achievement related to application of career counseling theories and techniques applied to a variety of populations.

Program Objective 5 - Students will demonstrate an ability to create an environment conducive to developing counseling relationships consistent with client goals and evidence-based skills in assessment, counseling, case conceptualization, treatment planning, and documentation.

- The related KPI measures for this objective demonstrated generally strong performance, with the Practicum Conceptualization Counseling Session meeting the benchmark at 100% in Spring and 99% in Fall; although the Clinical Techniques Conceptualization Assignment did

fell just under the benchmark in Spring 2025, the average score was strong at 91.8%, with 88.5% of students meeting the benchmark. Further evidence from exam data shows students exceeding the national CPCE average in the area of “Counseling and Helping Relationships” in Spring 2025 (11.4 compared to 10.8), while Fall 2025 scores were comparable to the national average (11.0 compared to 11.2). Positive portfolio data shows an average of a 3.0 portfolio rating in this area as well.

Program Objective 6 - Students will understand principles of group dynamics, including group processing components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work that include group leadership or facilitation styles and approaches and characteristics of various types of groups.

- Our students demonstrated proficiency in group counseling competencies, with the Practicum Group Observation/Group Counseling Session KPI meeting the benchmark in both Spring and Fall 2025, with average scores of 100% and 94%, respectively. While the Final Group Development Paper KPI fell slightly short of the benchmark in Spring 2025, with only 95% of students meeting the benchmark but performance improved to a 99% average in Fall, exceeding the required standard. For related exam data, in Spring 2025, our students achieved an average score of 12.3, slightly below the national average of 12.6 on the “Group Counseling and Group Work” content area of the CPCE. Exam performance improved in Fall 2025, with students earning an average score of 11.8 in this content area compared to the national average of 11.6.

Program Objective 7- Students will demonstrate ethically and culturally competent test and non-test assessment selection, administration, scoring, and interpretation skills related to academic/educational, career, personal, and social development, including risk assessment in a variety of settings.

- All KPIs in the Assessment Processes area were met across Spring, Summer, and Fall 2025, with average scores ranging from 90% to 100%, demonstrating strong and consistent student and program performance. Additionally, our students scored higher than the national average in the area of “Assessment and Testing” on the CPCE in both Spring 2025 (10.5 compared to national average of 10.2) and Fall 2025 (11.0 compared to 10.0). This data demonstrates achievement related to ethical and culturally relevant assessment competencies.

Program Objective 8 - Students will demonstrate the ability to identify, critically evaluate, and apply quantitative, qualitative, and mixed methods research to inform and evaluate counseling practice.

- All KPIs in the Research and Program Evaluation area were met across Spring, Summer, and Fall 2025, with average scores ranging from 96% to 100%, demonstrating strong and consistent student performance in research and evaluation-related competencies. Additionally, in the area of “Research and Program Evaluation” on the CPCE, our students scored comparable to the national average in Spring 2025 (both our student average and the national average were 9.8 this semester) and our students scored higher than the national average in Fall 2025 (11.2 compared to national average of 10.6).

PhD Evaluation Narrative:

Program Objective 1 – Students will gain ability to collect, analyze, and interpret individual and group data, and to generate and test hypotheses related to human behavior

- Overall, the 2025 assessment data provides strong evidence that our PhD students are proficient in research and data analysis. As evidenced by the 100% average score on the course KPI “Final Research Proposal Assignment” in COUN 8502: Residency Research Seminar and

Program Objective 2 – Students will gain advanced comprehension of concepts and theories underlying the profession of counseling

- There is no 2025 course data to report for this objective as COUN 8841: Advanced Theories & Techniques was not offered in this calendar year. In Spring 2025, the professional counseling comprehensive exam question had a 100% pass rate.

Program Objective 3 – Students will gain the ability to formulate, implement, and evaluate appropriate counseling programs and interventions

- There is no 2025 course data to report for this objective as COUN 8841: Advanced Theories & Techniques was not offered in this calendar year. In Spring 2025, the professional counseling comprehensive exam question had a 100% pass rate.

Program Objective 4 – Students will gain the ability to understand and demonstrate ethical behavior and the legal and ethical implications of that behavior.

- Disposition data available from the following 2025 courses: COUN 8831 Advanced Group Processes, COUN 8511 Doctoral Practicum, COUN 8510 Counseling Supervision, COUN 8530 Doctoral Internship in Counseling demonstrates PhD students consistently demonstrate ethical behavior across program courses.

Section 3: Program Updates

How Data is Used to Evaluate Our Program & Address Cumulative Performance Below Minimum Standards:

Aggregate data trends are examined to inform program-level improvement. When multiple students fail to meet benchmarks, faculty review course content, assessment alignment, instructional strategies, and gatekeeping procedures to identify curricular or programmatic gaps. Findings are used to guide revisions to coursework, sequencing, faculty development, student supports, and preparatory activities to improve future student outcomes. The Counseling Program Advisory Council, the department chair, and Dean’s Office staff may be involved in faculty curriculum review and adjustments as needed.

Proposed Revisions for 2026:

- After reviewing trends in clinical mental health master's comprehensive exam results, faculty planned and delivered additional study sessions for students preparing to take the CPCE. Faculty intend to make these sessions ongoing.
- The adjunct faculty training will be redeveloped in 2026 to ensure that courses taught by non-core faculty uphold the department’s standards and that data needed for program evaluation can be collected more efficiently.

- Advising processes will be reviewed among faculty to brainstorm ideas for improvements in the current advising and course registration processes systems. One potential idea for 2026 is to incorporate group advising as an option for students who are interested.
- The PhD program objectives will be revisited following the 2026 CACREP site visit to ensure greater alignment with the program's curriculum and mission. In particular, faculty will consider adding objectives related to supervision, teaching, and leadership, pending input from the advisory council and the College of Education.
- In order to strengthen the Lifespan Human Growth and Development curriculum and to improve the benchmarks for this program objective (MS Program Objective #3), counseling core faculty will work collaboratively with faculty who teach the Lifespan Human Growth and Development course (EDPR 7117) to identify opportunities to strengthen students' knowledge and application of human growth and development content. Because the course serves students across the university and is not exclusively designed for counseling students, faculty will explore ways to provide additional counseling-specific content within or alongside the existing course, such as supplemental readings, an additional assignment, or other learning activities focused on the application of lifespan development concepts to counseling practice. The program will also consider incorporating an additional lifespan-focused assignment into a required core counseling course (such as Career Counseling) to provide students with further opportunities to demonstrate competency in this area.