ANNUAL REPORT

LINDSEY
WILSON
COLLEGE

SCHOOL OF
PROFESSIONAL
COUNSELING

Introduction

Purpose

This 2024 Annual Report for the School of Professional Counseling (SPC) at Lindsey Wilson College serves as a comprehensive documentation of programmatic performance, stakeholder feedback, and institutional improvements. For the graduate programs, these items are aligned as part of our transition to the requirements outlined in the 2016 and 2024 CACREP Standards. The SPC is in the process of transitioning from the 2016 to the 2024 standards. While our evaluation processes are oriented toward the 2024 standards, much of the content is still reflective of the 2016 standards. As part of our commitment to transparency, accountability, and continuous improvement, this report synthesizes data across academic programs, including the M.Ed. in Counseling, and the Ph.D. in Counselor Education & Supervision.

The purpose of this report is twofold: first, to evaluate the effectiveness of our academic and clinical training programs in meeting the educational needs of our diverse student population; and second, to ensure that graduate program outcomes continue to reflect the mission, objectives, and competencies required by CACREP for accreditation maintenance. In developing this report, the SPC Assessment Committee collected and analyzed institutional data, assessment results, fieldwork evaluations, and survey responses from students, alumni, employers, and site supervisors. These inputs inform both the summative evaluation of our current programming and the strategic direction for future program development.

The findings in this report reflect the School's continued focus on quality, accessibility, and relevance in counselor education. This document also highlights program changes, recommendations, and significant program changes in 2024, ensuring that stakeholders are informed and that the program remains compliant with accreditation expectations and responsive to evolving professional standards.

Data Collection Process

Data for the School of Professional Counseling was collected from numerous sources include:

- MyReport Builder Reports
- Ellucian
- SPC Community Engagement Survey
- Supervision Assist

- SLO Reports

Notably, the SPC Community Engagement Survey was central to much of the data collected. The inaugural distribution of the survey resulted in 406 responses. Many of the respondents held multiple roles or relationships with the School of Professional Counseling. A full breakdown of responses is included below. Note that many of the participants have multiple relationships with the SPC. For example, they may be graduates from multiple SPC programs and serve as a site supervisor.

Q1 - Program Role(s)

Field	B.A. Human Services	M.Ed. Counseling	Ph.D. Counselor Education
Current Student	66	138	17
Graduate	54	121	7
Site Supervisor for Students	30	103	7
Employer of Program Graduates	20	53	3
Part-Time Faculty	15	19	2
Full-Time Faculty	8	28	8
Total	193	462	44

Annual Report Preparation

This report was authored by the Director of Assessment for the School of Professional Counseling (SPC), in close collaboration with the SPC Assessment and Accreditation Committee. Substantive contributions were also provided by the program directors for the Counseling (M.Ed.), and Counselor Education & Supervision (Ph.D.) programs, along with the field experience coordinators for Counseling and Counselor Education. Each contributed expertise and program-specific data to ensure comprehensive and accurate representation of academic and clinical training outcomes.

The analysis and synthesis of key findings were supported through the use of artificial intelligence platforms, which facilitated the aggregation of survey responses, identification of thematic patterns, and the drafting of evidence-informed key findings. This collaborative and technology-assisted approach reflects SPC's commitment to innovation, accountability, and continuous improvement in counselor education.

Clarification of Reporting Time-Frame

While this report is titled as the 2024 Annual Report and primarily focuses on outcomes and data from the 2024 calendar year, readers will note that some sections include partial data from early 2025. This is due to a mid-process change in our reporting cycle, transitioning from an academic year to a calendar year format for greater consistency and alignment with institutional and accreditation standards. As a result, certain datasets may reference figures or trends from the first half of 2025 in order to provide a more complete and accurate representation of ongoing program activity and outcomes.

Review Process

1. **Data Collection**: The Director of Assessment collects data from various sources, including community assessments, student assessments, faculty assessments, and institutional data.

2. **Data Analysis**: The collected data are analyzed to identify trends, threshold responses, strengths, and areas for improvement. Data are analyzed by the Director of Assessment and the SPC Assessment and Accreditation Committee.

3. **Report Compilation**: The Director of Assessment and Committee compiles the findings into the SPC Annual Report, which includes a summary of assessment results. A draft of the SPC Annual Report is drafted each spring.

4. **Review and Approval**: The SPC Annual Report is reviewed by program faculty and the Office of Academic Affairs for feedback and approval. A draft report copy will be presented to the SPC Leadership Team in April and to the SPC faculty at the May retreat. Faculty and leadership work together to respond to any unmet thresholds in the report and any other significant findings. A finalized copy of the report, incorporating program changes, was published in September on the SPC Website.

5. **Dissemination**: The final report was posted on the SPC website and distributed to stakeholders, including students, alumni, employers of students, and site supervisors.

Use of Assessment Data

The data and findings from the SPC Annual Report are used to:

- support data-driven decision-making in the program and curricular changes.
- identify areas where students need additional support and implement strategies to improve student learning outcomes.
- ensure compliance with accreditation standards, and prepare for accreditation reviews.

Associated CACREP Standards for Graduate Programs

Report Section	Assessment Element	Relevant 2024 CACREP Standard(s)	Data Source(s)
Section 1: SPC Overview	Faculty Demographics and Retention Rates	Standard 2.E.3.b – Diverse Learning Community: Faculty	MyReports Builder: SPC Faculty Demographics
Section 2: Program Mission and Objectives	Community Input on Program Mission	Standard 2.A – Program Mission	SPC Community Engagement Survey
Section 2: Program Mission and Objectives	Community Input on Program Objectives	Standard 2.B – Program Objectives	SPC Community Engagement Survey
Section 3: Individual Student Assessment	Key Performance Indicators (KPIs) for M.Ed. and Ph.D.	Standard 2.C.1.a-e – Individual student assessment of knowledge and skills	MyLWC Program SLO Reports
Section 3: Individual Student Assessment	Minimum Performance Thresholds for KPIs	Standard 2.C.1.b – Minimum performance expectations for each KPI	MyLWC Program SLO Reports
Section 3: Individual Student Assessment	Professional Dispositions assessment	Standard 2.C.2.a-c – Systematic assessment of professional dispositions	GSRR Google Form Spreadsheet CES Annual Student Review
Section 3: Individual Student Assessment	Aggregated KPI and disposition results	Standard 2.E.1.a-d – Aggregate Assessment of Student Success	MyLWC Program SLO Reports and GSRR

Section 4: Graduate Outcomes	Credentialing Exam Pass Rates, Licensure, and Employment Data	Standard 2.E.2.a-c – Graduate Outcomes	COUN/CES Graduate Demographics Report SPC Community Engagement Survey
Section 5: Demographics	Student Demographics (Applicants, Enrolled, Graduates)	Standard 2.E.3.a – Diverse Learning Community: Students	MyReports Builder, Ellucian
Section 6: Instruction and Advising	Academic Advising Evaluation	Standard 1.Q – Evaluation of Advising	SPC Community Engagement Survey
Section 7: Field Placements	Fieldwork Site Placement and Evaluation	Standard 2.E.4 – Fieldwork Placement Rates	Supervision Assist, SPC Community Engagement Survey
Section 8: Community Partners	Community Engagement Survey (Graduates, Employers, Supervisors)	Standard 2.F.1 – Community Partner Feedback	SPC Community Engagement Survey
Section 9: Summary	Annual Report Distribution and Use of Data	Standard 2.F.3 – Annual Report and Use of Data	SPC Website, Community Engagement Survey

Section 1: SPC Faculty and Students

Faculty Overview

This section provides an overview of faculty hiring activity, institutional policies related to non-discrimination and equal opportunity, and current faculty demographics. In alignment with Lindsey Wilson College's anti-discrimination policy, demographic data on faculty applicants is not collected or maintained. The School of Professional Counseling continues to demonstrate strong faculty retention, with a 100% 2023/2024 year-to-year retention rate. A comprehensive roster of core and non-core faculty is also included.

Applicant Demographics

In 2024, the School of Professional Counseling had five openings for new faculty. In response, the College received 35 applications. All five of these positions were filled. No demographic data is available on these applicants.

Lindsey Wilson College is firmly committed to the principles of equal employment opportunity and non-discrimination in all areas of employment practice, including recruitment, hiring, promotion, and retention. In accordance with institutional policy and to ensure full compliance with federal, state, and local employment laws, the College does not collect or maintain demographic data (e.g., race, ethnicity, gender, or other protected characteristics) on faculty applicants or current employees for the purpose of internal or external reporting.

This practice is in place to protect the institution and its employees from potential legal claims related to employment discrimination. Faculty candidates are evaluated solely on their professional qualifications, ability, past performance, and other job-related criteria. Demographic characteristics are not solicited or considered during any phase of the hiring process.

This policy was communicated to the School of Professional Counseling by our Human Resources department, who also provided a copy of the College policy on anti-discrimination:

> It is the policy of the College to assure equal employment opportunity for all employees and candidates for employment. The employment practices of the College are to recruit, hire, and promote individuals based on qualifications, ability, past performance, and other job-related measures. The College does not discriminate based on race, color, sex, age (over 40), natural origin, religious beliefs, sexual orientation, gender identity or expression, disability or handicap, pregnancy, genetic information, marital status, amnesty, status as a covered

veteran, or any other characteristic protected by federal, state, or local law. This policy also applies to the areas of compensation, benefits, education, College-sponsored training, layoffs, opportunities for advancement, termination, recall, transfer, leaves of absence, and all other privileges and conditions of employment.

As an equal opportunity employer, the College complies with applicable federal, state, and local laws relating to employment as a matter of policy and practice. All employees are expected to conduct themselves in accordance with this policy. Any employee with questions or concerns about discrimination in the workplace should contact their immediate supervisor, a Human Resources representative, any Vice President, or the President. Any employee who makes a report of discrimination will not be discriminated or retaliated against by reason of having made the report. Acts of discrimination are not tolerated and will result in disciplinary action. Additional protections may apply at the state level; please see the state addendum for additional information, where applicable.

As such, while the College strongly supports diversity, equity, and inclusion in all areas of institutional functioning, it does not track demographic data related to employment.

Faculty Demographics

The College policy on anti-discrimination applies to current faculty as well as faculty applicants.

Faculty Retention Rates

A comparison of faculty rosters between 2023 and 2024 found no losses of faculty, and one addition.

Faculty Demographics	2023	2024
Core Faculty	31	32
Non-Core Faculty	8	8
Total Faculty	39	40
New Faculty		1
Departed Faculty		5
Year to Year Retention		100.00%

Data Source: My Reports Builder: SPC Faculty Demographics

Faculty Roster

The following faculty were employed full-time for the 2024 calendar year.

CACREP Core Faculty			
Name	**Degree**	**Rank**	**Credentials**
Annette Abel	Ph.D. in Counselor Education	Professor	Ph.D., LPCC, NCC
Holly Abel	Ph.D. in Counselor Education	Professor	Ph.D., LPCC, NCC
Gregory Bohner	Ph.D. Counseling and Student Development	Assistant Professor	PhD, LPC/MHSP, CCMHC
Andrea Brooks	Ph.D. Counselor Education & Supervision	Associate Professor	Ph.D., LPCC-S, NCC
Tiffany Brooks	Ph.D. Counselor Education & Supervision	Associate Professor	Ph.D.
Patrice Callery	Ed.D. Counselor Education and Supervision	Professor	Ed.D., LPCC-S, LPC-S
Richard Carroll	Ph.D. Counselor Education & Supervision	Associate Professor	PhD, LPC, ACS
Courtney Conley	Ph.D. Counselor Education & Supervision	Assistant Professor	ED.D, LCPC-MD, NCC, ACS
Hannah Coyt	Ph.D. Counselor Education & Supervision	Assistant Professor	Ph.D., LPCC-S, NCC
Jeff Crane	Ph.D. Human Development & Family Studies (Marriage and Family Therapy)	Dean of the School of Professional Counseling	Ph.D., LPCC, NCC
Jodi Crane	Counseling and Student Services	Professor	PhD, NCC, LPCC-S, RPT-S™
Melissa Doan	Ph.D. Counselor Education & Supervision	Associate Professor	LPCC-S, LPC, NCC
Leon Ellison	Ph.D. Counselor Education & Supervision	Assistant Professor	Ph.D. LPCC
Mona Gallo	Ph.D. Counseling Psychology	Associate Professor	Ed.D., LPCC-S

Brad Grot	Ph.D. Counselor Education	Associate Professor	PhD, NCC
Patrick Hardesty	Ph.D. Counseling Psychology	CES Program Director	Ph.D.
Amber Hughes	Ph.D. Counselor Education	Assistant Professor	Ph.D,. LMHA (IN), CSC, NCC
Melinda Mays	Ph.D. Counseling	Associate Professor	Ph.D., LPCC-S
Daniel Melear	Ph.D. Counseling and Counselor Education	Assistant Professor	Ph.D., NCC, LPCC-S
David Moran	Ph.D. Counselor Education & Supervision	Assistant Professor	Ph.D., School Counseling Certification
Jeffrey Parsons	Ph.D. Counselor Education	Professor	Ph.D, NCC, LPCC-S
Katelyn Richey	Ph.D. Counselor Education and Supervision	Assistant Professor	Ph.D., LPCA, NCC
Daniel Romero	Ph.D. Counselor Education	Associate Professor	Ph.D., LPCC-S, NCC
Daya Sandhu	Ed.D. Counselor Education	Professor	Ed.D. LPCC
Charles Shepard	Ph.D. Counseling & Supervision	Assistant Professor	PhD, NCC, LPC
Laura Bailey Smith	Ph.D. Education in Counseling	Associate Professor	EdD, NCC, ACS
Stacy Springston	Ph.D. Counselor Education & Supervision	Associate Professor	Ph.D
Keeley Stewart	Ph.D. Counselor Education & Supervision	Assistant Professor	Ph.D, NCC
Patricia Stewart-Hopkins	Ed.D. Counselor Education and Supervision	Assistant Professor	Ed. D, LPCC-S
Janet Turner	Ph.D. Counselor Education and Supervision	Associate Professor	Ph.D. LPC, NCC
White, Marisa	Ph.D. Counselor Education & Supervision	Associate Professor	Ph.D., LPC, NCC

Non-Core			
Name	**Degree**	**Rank**	**Credentials**
Kimberly Brown	Doctorate of Education in Counseling Psychology	Associate Professor	Ed.D., LPCC-S, NCC
Leigh Ann Ford	Ph.D. Educational and Counseling Psychology	Assistant Professor	Ph.D., MSCP
Edwin Gunberg	Ph.D. Counseling	Associate Professor	KFI, Ph.D.
Amy Holsinger	Ph.D. Psychology	Associate Professor	Ph.D., LPCC, NCC
Holly Mattingly	Ph.D. Clinical Psychology	Assistant Professor	Lic. Psychologist
Warren Lambert	Ph.D. Clinical Psychology	Assistant Professor	Lic. Psychologist
Daniel Schnopp-Wyatt	Ph.D. Psychology and Anthropology	Professor	
Nicole Schnopp-Wyatt	Ph.D. Psychology	Professor	

Data Sources:

- My Reports Builder: SPC Faculty Demographics
- Faculty CVs

Key Findings

Lack of Demographic Data on Faculty and Applicants
Institutional policy prohibits the collection and reporting of demographic information (such as race, ethnicity, or gender) for both faculty applicants and current faculty. While this approach prioritizes privacy and legal compliance, it also limits the College's ability to assess or monitor trends in faculty diversity, equity, and inclusion.

Limited Context for Faculty Retention

Faculty retention rates are reported at 100% for the most recent year, reflecting stability in faculty staffing. However, the available data do not provide context about faculty satisfaction, reasons for retention, or circumstances surrounding faculty departures in previous years. This lack of contextual or qualitative data limits the institution's ability to understand the underlying factors influencing retention and to proactively address potential issues that could affect faculty stability in the future.

Program Changes

None at this time.

Enrollment, Retention and Graduation Rates

School of Professional Counseling

Year-to-Year Enrollment Trends

The SPC program has experienced three distinct enrollment phases. From Spring 2000 to Spring 2016, growth was driven primarily by the rapid expansion of Extended sites, while Columbia enrollment remained stable. Between Spring 2016 and Spring 2020, a transitional period occurred as Online enrollment emerged and grew rapidly, offsetting the gradual decline in Extended site participation. From Spring 2020 onward, Online became the dominant format, surpassing both Extended and Columbia enrollments, signaling a successful pivot to scalable digital delivery while Columbia maintained consistent, modest numbers.
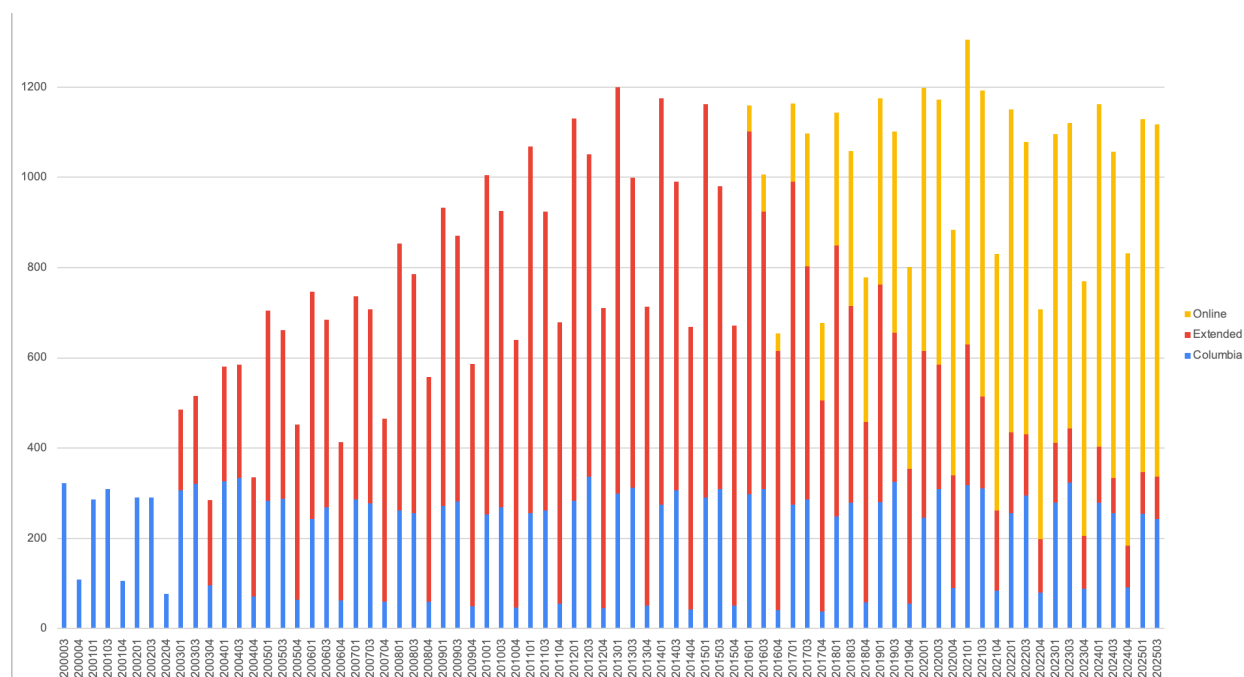
Data Source: My Reports Builder: SPC Enrollment Report

Key Findings

Shifting to Online as the Primary Enrollment Modality
Online enrollment has become the primary driver of SPC's overall growth, resulting in a significant shift in program delivery and resource needs. This rapid change creates ongoing challenges in

sustaining instructional quality, supporting student success at scale, and maintaining the strong sense of community that has traditionally characterized the program.

Declining Enrollment at Extended Sites

Enrollment at Extended sites has declined sharply in recent years, indicating changing student preferences or potential market shifts away from in-person, site-based modalities. This trend highlights the need to better understand the unique contributions and future role of Extended locations within SPC's overall strategy.

Stability and Opportunities at the Columbia Campus

Columbia campus enrollment has remained relatively stable over time, even as other modalities fluctuate. This consistency points to the enduring value of the residential campus experience but also raises questions about how best to preserve and strengthen campus-based offerings amid growing emphasis on online education and shifting institutional resources.

Student Graduation

From 2015 to 2019, SPC graduations steadily increased, peaking in 2019, before entering a period of gradual decline through 2024. The Extended format was the primary driver of completions during the growth phase but saw a sharp drop after 2020, aligning with earlier enrollment declines. Meanwhile, Online graduations began rising in 2017 and became the dominant format by 2022, reflecting the successful modality shift. Columbia's graduation numbers remained stable throughout, suggesting consistent program execution and student retention. Despite the Online format's growing role, total graduations have yet to return to pre-2020 levels, signaling a need to examine retention and completion within the Online pathway. It should be noted that this report was generated mid-2025 and that data for 2025 is incomplete.
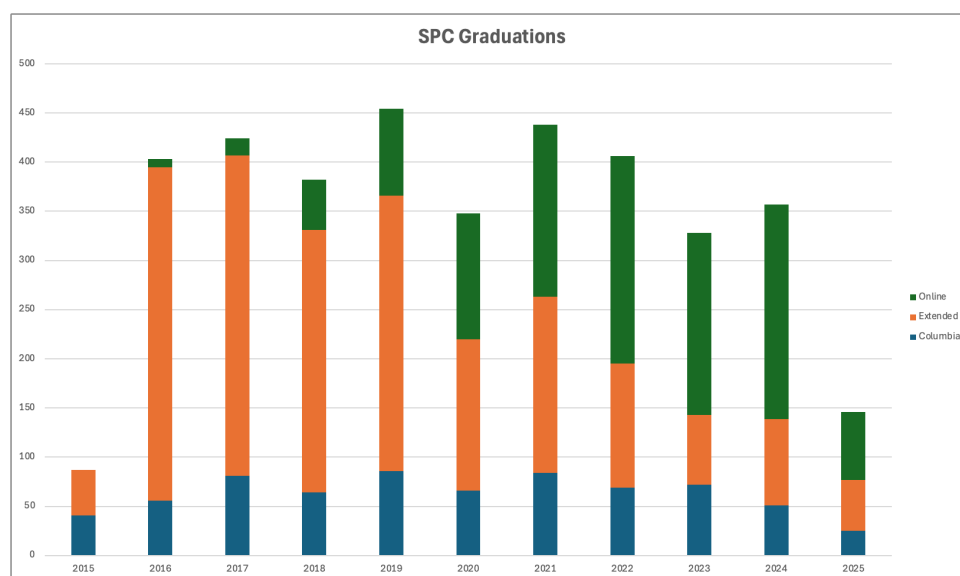
Data Sources:

- My Reports Builder: HS Graduate Demographics
- My Reports Builder: COUN Graduate Demographics
- My Reports Builder: CES Graduate Demographics

Key Findings

Online Graduation Growth with Persistent Completion Gaps
While graduations in the Online modality have grown rapidly and now outpace other formats, overall SPC graduation totals have not returned to their previous peak. This suggests that rising online enrollment has not yet fully translated into higher completion rates, highlighting a need to better understand and address factors influencing Online student persistence and graduation.

Sharp Decline in Extended Site Graduations
Graduations from Extended sites have fallen significantly since 2020, mirroring declines in enrollment for these locations. This pattern raises questions about the continued viability and strategic value of Extended modalities, as well as the potential impact on students who may have previously depended on these site-based options for program access and degree completion.

Consistent Performance at the Columbia Campus
Columbia campus graduations have remained stable over the observed period, in contrast to fluctuations seen in other formats. This stability points to effective program execution and student support on campus, suggesting that elements contributing to consistent outcomes may offer insights or practices that could be leveraged to strengthen graduation rates in other modalities, particularly Online.

M.Ed. Counseling

Year-to-Year Enrollment Trends

Enrollment in the COUN program has evolved through three major phases. From Fall 2000 through Spring 2016, the program experienced steady and significant growth, primarily driven by Extended sites. During this period, Extended enrollment rose from under 100 students to nearly 500 by Spring 2014, while Columbia enrollment remained relatively constant at a low but stable level. A major shift occurred beginning in Spring 2016, when Online enrollment began to rise sharply. By Spring 2018, Online surpassed Extended as the dominant delivery format. From that point forward, Extended enrollment declined steadily and is now minimal. Online enrollment peaked around Spring 2021 and has remained consistently strong through Spring 2025, stabilizing COUN's overall headcount despite the loss of Extended site participation.
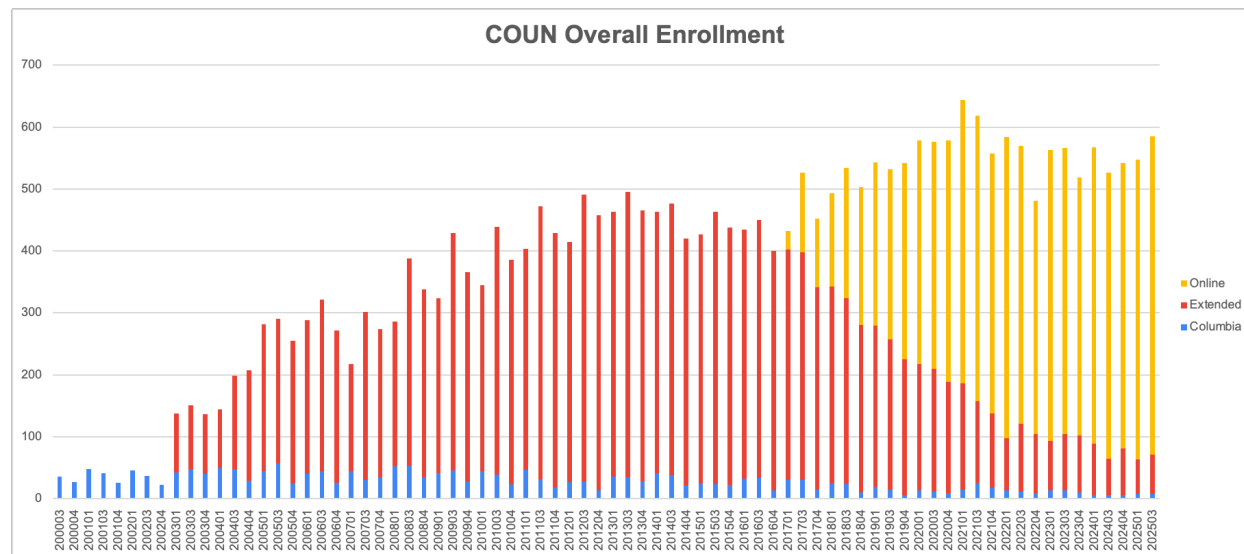
Data Source: My Reports Builder: SPC Enrollment Report

Key Findings

Online Enrollment as the Primary Modality
Online enrollment now serves as the main driver of COUN's overall headcount, following a sharp rise that began in 2016 and peaked around 2021. The continued strength of Online participation marks a fundamental change in how students access the program and sets new expectations for the student experience and institutional support.

Decline of Extended Site Participation
Extended site enrollment, which was once the dominant format and primary source of growth, has declined steadily and is now minimal. This dramatic shift reflects changing student preferences and

broader trends in educational delivery, reducing the role of site-based learning in the program's future.

Consistent Enrollment at the Columbia Campus
Enrollment at the Columbia campus has remained stable, with a small but steady number of students each term. This consistency highlights the ongoing appeal of an in-person, campus-based model for a subset of students, even as the broader program transitions toward online delivery.

New Student Enrollment

Across the three admission cycles represented (202403, 202404, 202501), the program received **536 applications** and enrolled **354 new students**, for an overall yield of **66 %**.

Data Source: Ellucian

Applied

Row Labels	Columbia	Extended	Online	Grand Total
202403	9	22	178	209
202404	3	12	101	116
202501	16	10	185	211
Grand Total	28	44	464	536

Attended

Row Labels	Columbia	Extended	Online	Grand Total
202403		26	100	126
202404		12	75	87
202501	6	2	133	141
Grand Total	6	40	308	354
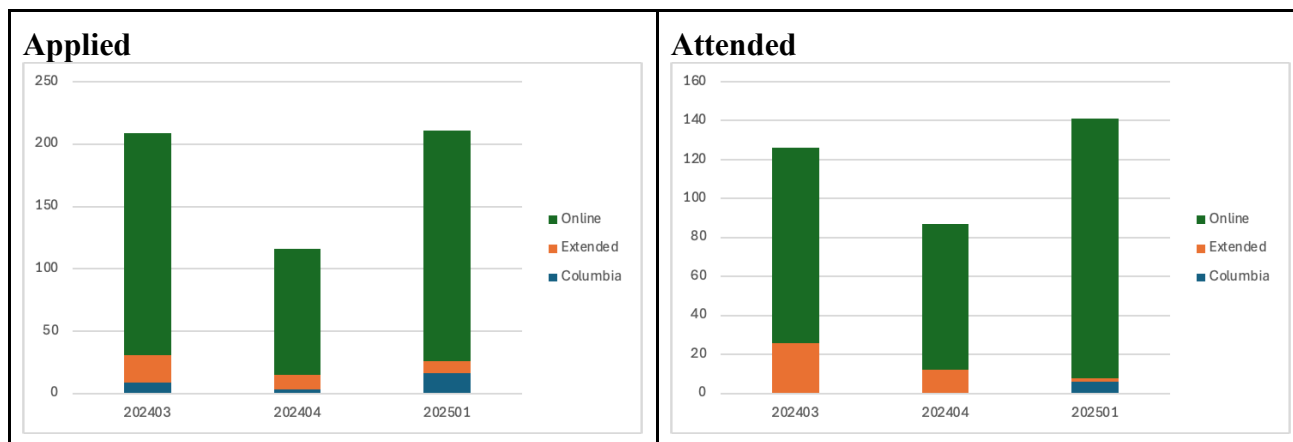
Applicant Conversion Rate

Term Code	Columbia Campus	Extended Sites	Online	Total Yield*
202403	0 %	118 %†	56 %	60 %
202404	0 %	100 %	74 %	75 %
202501	38 %	20 %	72 %	67 %
Grand Total	**21 %**	**91 %**	**66 %**	**66 %**

* Yield = attended ÷ applied   †

>100 % suggests deferred or readmitted students not counted in the original applicant pool.

Key Findings

Online delivery continues to drive volume – it accounts for ~87 % of all applicants (464) and ~87 % of actual starters (308). Yield has stabilized in the low-to-mid-70 % range after a softer 56 % showing in the first cycle, indicating improved conversion once initial pipeline issues were addressed.

Extended sites deliver exceptional conversion but modest scale – although only 44 students applied across the three terms, 40 ultimately matriculated (≈ 91 % yield). The anomalous 118 % yield in 202403 likely reflects students

who deferred from earlier cycles or were admitted from wait-lists; reconciling applicant tracking will clarify true demand.

Columbia campus demand and yield are weak – applications (28) and enrollments (6) are both minimal, with a cumulative 21 % yield and zero starters in the first two cycles. This suggests either limited marketing reach, capacity constraints, or applicant self-selection toward more flexible modalities.

Overall conversion is healthy but uneven – a 66 % aggregate yield is strong for graduate counseling programs; however, the disparity between modalities warrants attention. Strengthening pipeline attribution (to avoid >100 % yields) and refining campus-specific recruitment strategies will help balance cohort composition and resource allocation.

Student Graduation

Assuming a two-year lag between enrollment and graduation, the COUN program shows relatively strong and stable graduation efficiency across its transition from Extended to Online delivery. Students enrolled in peak years like 2015 and 2016 graduated in large numbers around 2017–2018, primarily through Extended sites. From 2019 onward, Online delivery became the leading graduation source, reflecting its rising enrollment share from 2016 forward. Although overall graduation counts have declined slightly since the 2019 peak, this mirrors enrollment stabilization, not a dramatic drop in efficiency.
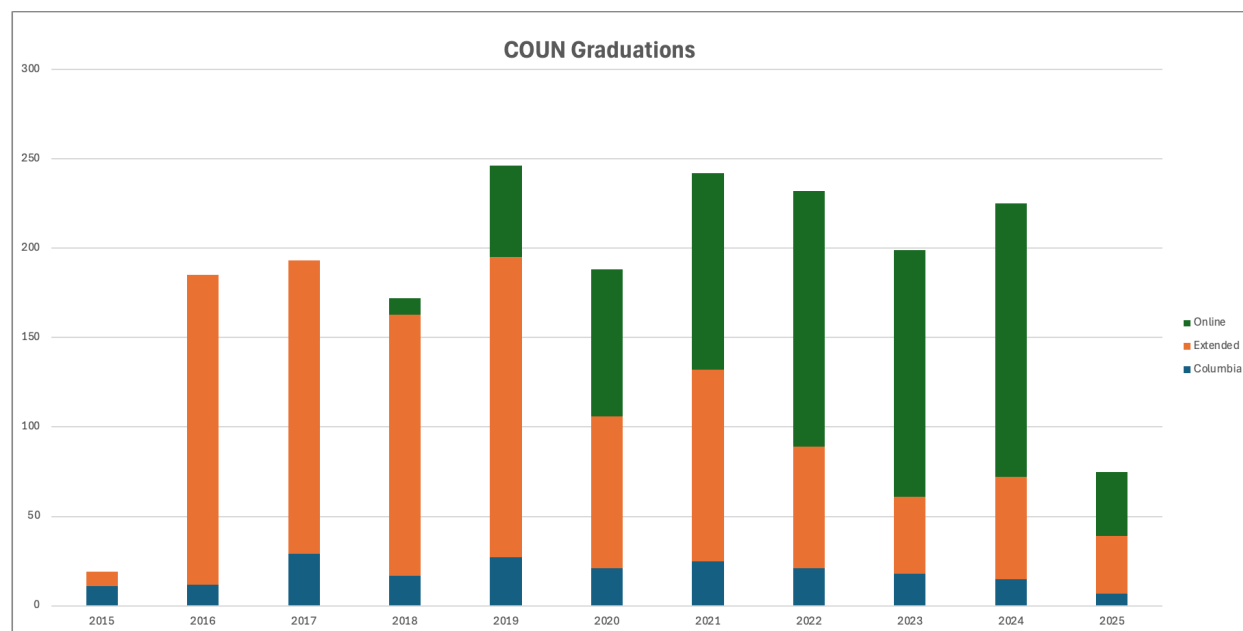
Data Source: COUN Graduate Demographics Report

Key Findings

Transition from Extended to Online Graduations
Graduations from the COUN program initially reflected the dominance of the Extended site model, with peak completion numbers in 2017 and 2018. Beginning in 2019, Online graduations increased rapidly and now represent the majority of program completions, demonstrating a successful shift in delivery modality.

Stable Graduation Rates Despite Enrollment Changes
Although total graduations have declined slightly from the 2019 peak, the decrease is modest and generally aligns with the stabilization of overall enrollment. This indicates that graduation efficiency has remained strong across the transition from Extended to Online formats, with no significant drop in the proportion of students completing their degrees.

Consistent Output from the Columbia Campus
Columbia campus graduations have maintained a steady, low-level presence throughout all observed years. This ongoing consistency suggests reliable program execution and support for students who prefer a traditional campus experience, even as the majority of graduates now complete the program online.

Ph.D. Counselor Education

Year-to-Year Enrollment Trends

The Counselor Education & Supervision (CES) program, which launched in 2015 and is delivered exclusively in a face-to-face format on the Columbia campus, has demonstrated consistent growth over its first five years. From its initial enrollment of 6 students in Spring 2015, the program expanded rapidly, reaching approximately 55–60 students annually by 2020. This growth reflects successful program design, strong demand for doctoral-level counselor education, and institutional capacity to scale a new terminal degree. Enrollment plateaued from 2020 through 2023, peaking near 62 students. However, from 2023 onward, enrollment shows a modest but clear downward trend, falling to approximately 45 students by Spring 2025. This decline may reflect external pressures such as market saturation, increased competition, licensure limitations, or program capacity constraints rather than a loss of institutional quality. This trend is also reflective of the admission of a second cohort in 2019, as the result of the closure of Argosy University.
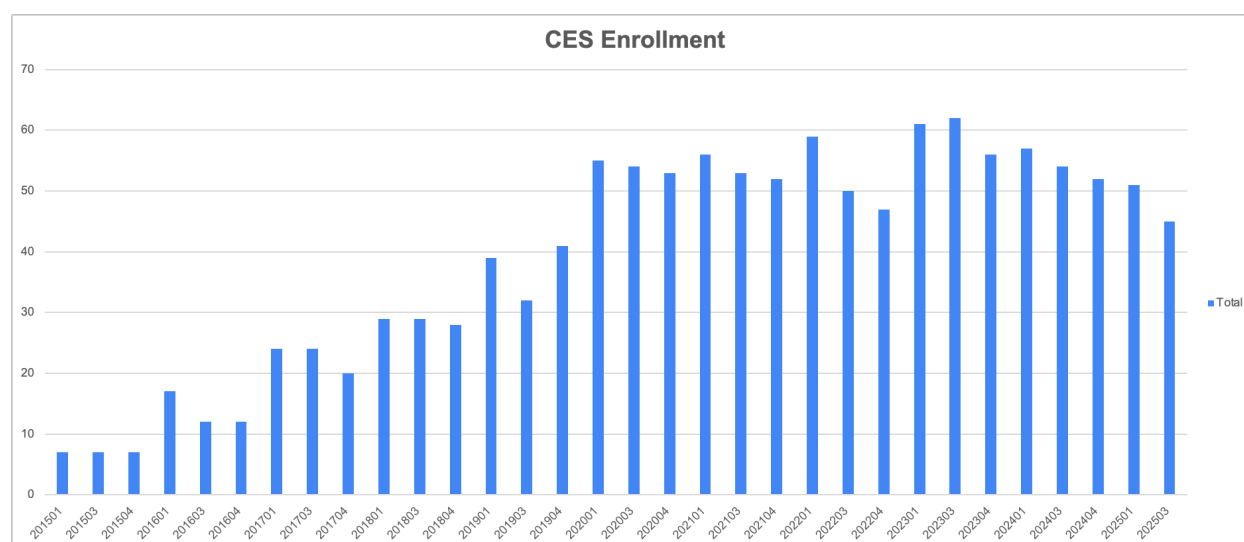
Key Findings

Rapid Early Growth and Successful Program Launch
The CES program experienced steady and significant enrollment growth in its first six years, expanding from an initial cohort of six students in 2014 to an annual headcount of 55–60 students by 2020. This early trajectory highlights strong initial demand for doctoral training in counselor education and the institution's ability to launch and scale a terminal degree program effectively.

Enrollment Plateau Followed by Modest Decline
After reaching its peak enrollment between 2020 and 2023, the CES program has seen a modest but consistent decrease in student numbers, dropping to about 45 students by Spring 2025. This recent

trend suggests the program may be experiencing market stabilization, increased competition, or external pressures such as shifting licensure requirements or capacity constraints.

New Student Enrollment

Across the three most recent doctoral-program admission cycles, **29 individuals applied** to the Counselor Education & Supervision (CES) Ph.D. program and **4 ultimately enrolled**, producing a cumulative `yield of ≈ 14 %`.

Data Source: Ellucian

Key Findings

Single-entry cohort limits conversion opportunities – Because the program enrolls just one cohort each academic year, applicants from earlier cycles (202403, 202404) either deferred, withdrew, or were not offered admission, producing two consecutive 0 % yields. Interest is nonetheless rising (applications doubled from 8 to 17 between the first and most recent cycle).

Student Graduation

Assuming a 5-year average time to completion for the CES program, a cohort-based analysis suggests strong and consistent graduation performance for a doctoral program of this size. The earliest cohort, entering in 2014–2015, began graduating in 2019. As enrollment ramped up from 2015 to 2020, graduation counts correspondingly increased, reaching a high of 9 graduates in 2025. Despite modest enrollment declines beginning in 2023, graduation output has remained steady at 6–9 students per year, reflecting the program's ability to support long-term academic persistence.
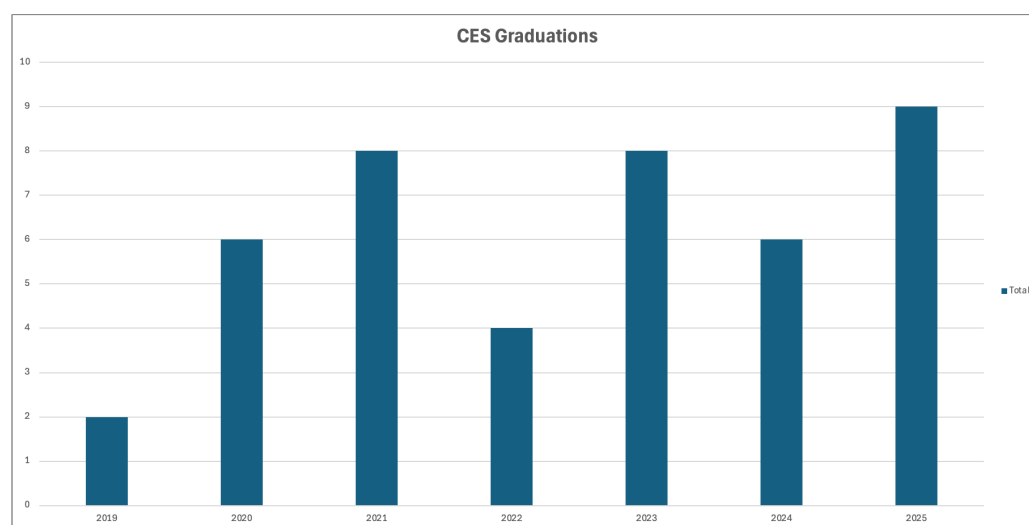
Data Source: CES Graduate Demographics Report

Key Findings

Steady Increase in Graduates Following Program Expansion
As the CES program's enrollment grew between 2015 and 2020, annual graduations increased accordingly, rising from the program's first two graduates in 2019 to a high of six in 2024. This trend reflects both successful program growth and consistent student progress through the doctoral curriculum.

Consistent Graduation Output Despite Recent Enrollment Decline
Even as total enrollment began to decline modestly after 2023, the number of annual graduates has remained stable, ranging from six to nine students each year. This consistency suggests effective academic support and strong cohort persistence, with no evident drop in completion rates as enrollment levels off.

Alignment of Graduation Patterns with Typical Doctoral Timelines
Graduation patterns show a clear relationship with the typical five-year time-to-completion for doctoral programs, with steady graduation rates emerging several years after initial enrollment peaks. This alignment indicates that the program is supporting students in progressing through coursework, comprehensive exams, and dissertations on a predictable timeline.

Section 2: Program Mission and Objectives

M.Ed. Counseling

Program Mission

"*The mission of the professional counseling (COUN) program is to provide a practitioner-based, community-centered, student-focused mental health preparation program hallmarked by academic integrity, professional competence, and sound ethical principles.*"

Mission Statement Feedback

Feedback on the Counseling (COUN) program mission statement was largely positive, with most respondents affirming that the mission reflects the goals and values of the program. Several comments emphasized how the mission is visible in student outcomes and classroom culture. A few critical remarks highlighted gaps between the mission and certain aspects of program delivery, particularly related to the quality of instruction and student preparation. While the overall tone was supportive, concerns about practical skill readiness and faculty engagement suggest room for targeted improvement.

Data Source: SPC Community Engagement Survey

1. Mission Reflects Program Goals and Outcomes

Graduates consistently recognized the alignment between the program's mission and its tangible outcomes. Feedback emphasized that the mission is not just aspirational but clearly evident in how students are trained and how graduates present themselves professionally.

2. Mission Integration in Coursework

Students acknowledged that the program's mission is meaningfully embedded within academic content. It is not only articulated at the institutional level but also reinforced through course activities and instructional approaches.

3. Supportive Faculty and Advisors

Many students expressed appreciation for faculty, advisors, and support staff who provided timely guidance and encouragement. In particular, success coaches and academic advisors were highlighted as key contributors to student satisfaction and progress.

4. Gaps in Practical Counseling Preparation

Several respondents indicated that the program could do more to bridge theory and practice, especially in developing real-world counseling skills. Some felt that certain assignments lacked the experiential depth necessary to build key clinical competencies.

5. Concerns About Faculty Engagement

A few students reported frustration with perceived lack of faculty involvement, citing minimal interaction beyond grading and errors in course materials. These comments suggest a need to enhance faculty presence and attention to detail in online instruction.

6. Inconsistent Student Support and Communication

Issues related to communication and administrative processes were noted by multiple students. While some found advising helpful, others experienced delays or confusion related to scheduling, advising, or financial aid, indicating inconsistency in student services.

Program Changes

As part of the initiative to strengthen faculty engagement in online classes, the 2025 August biannual faculty meeting will include a roundtable discussion dedicated to exploring ways to foster meaningful interaction and connection in the virtual learning environment. Faculty will be invited to share strategies, tools, and techniques they have found most effective in engaging students online. The ideas and feedback collected will be reviewed by program leadership to determine next steps, which may include developing new supports, offering targeted training, or implementing program changes to enhance online teaching practices.

Program Objectives

Program Objective 1 – Students will be able to apply ethical principles to counseling.

Program Objective 2 – Students will demonstrate how their own identity, values and beliefs can impact their practice of counseling.

Program Objective 3 – Students will know and apply theories of individual and family development across the lifespan.

Program Objective 4 – Students will identify factors that impact career development and illustrate a strategy for creating a career development program.

Program Objective 5 – Students will demonstrate essential counseling skills.

Program Objective 6 – Students will demonstrate how to develop, recruit, and facilitate a group process.

Program Objective 7 – Students will administer, score and interpret several assessment instruments and identify those characteristics that contribute to the quality of an instrument.

Program Objective 8 - Students will identify methods and statistics used in research and how research methods can improve the practice of counseling.

Program Objective 9 – Students will provide an accurate client assessment and develop a treatment plan.

Project Objective Feedback

The Counseling (COUN) program objectives were evaluated by survey respondents on a 3-point scale. The results indicate generally positive perceptions, with all mean scores falling between 2.20 and 2.41. While no objective scored poorly, certain areas—particularly research methods and career counseling—received slightly lower ratings, suggesting opportunities for enhancement. The highest-rated objectives centered on ethics and clinical skills, reflecting a solid foundation in core professional competencies.

Data Source: SPC Community Engagement Survey

Top Strengths: Ethics, counseling skills, and clinical readiness received the highest scores, affirming the program's effectiveness in preparing students for core counseling practice.

Areas for Improvement: Research methods and career counseling were the two lowest-rated objectives, suggesting a potential gap in content depth, instruction, or practical application.

Consistency Across Objectives: Standard deviations ranged narrowly (0.49 to 0.57), indicating stable perceptions across the respondent pool.

Q17 - COUN Program Objectives

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Students will effectively apply ethical principles to counseling.	1.00	3.00	2.41	0.53	0.28	240	579.00
Students will demonstrate competency in multicultural counseling.	1.00	3.00	2.33	0.52	0.27	240	559.00
Students will demonstrate knowledge of key aspects of lifespan development.	1.00	3.00	2.31	0.50	0.25	240	554.00
Students will demonstrate knowledge of career counseling.	1.00	3.00	2.21	0.49	0.24	239	529.00
Students will effectively apply counseling skills.	1.00	3.00	2.38	0.57	0.32	239	569.00
Students will demonstrate knowledge of the group counseling process.	1.00	3.00	2.27	0.52	0.27	238	541.00
Students will demonstrate proper use of assessment methods.	1.00	3.00	2.24	0.54	0.29	238	533.00
Students will demonstrate knowledge of research methods.	1.00	3.00	2.20	0.50	0.25	238	523.00
Students will demonstrate skills necessary to the practice of clinical mental health counseling.	1.00	3.00	2.38	0.57	0.33	240	571.00

Program Changes

None at this time.

Ph.D. Counselor Education

Program Mission

"*The mission of the counselor education & supervision (CES) doctoral program is to prepare students to serve as counselor educators, administrators, supervisors, researchers, advocates, and practitioners in academic and clinical settings.*"

Mission Statement Feedback

Feedback on the Counselor Education and Supervision (CES) program mission statement was mixed, reflecting both strong support and serious concerns. Several respondents praised the program's academic strengths, particularly in advocacy, teaching, and faculty expertise. A few students raised issues around classroom climate, faculty professionalism, and the treatment of students with differing beliefs.

Data Source: SPC Community Engagement Survey

1. Strong Academic Foundations in Advocacy and Teaching

Students praised the program's curriculum for its strength in preparing future counselor educators, particularly in the areas of advocacy and teaching. Respondents generally expressed confidence in the academic content and its relevance to their professional development.

2. Positive Relationships with Faculty and Program Fit

Many students reported a strong sense of belonging within the program and expressed admiration for faculty members. Comments reflected positive mentorship experiences and a genuine appreciation for the supportive academic environment.

3. Concerns About Respect for Diverse Beliefs

A few students raised concerns about feeling marginalized when their personal or religious beliefs did not align with those of faculty. These reports suggest the need to strengthen inclusive practices and ensure respectful dialogue across diverse viewpoints.

4. High Workload and Comps Stress

While acknowledging the rigor of the program, some students described the comprehensive exams (comps) as particularly stressful, with one noting that the pressure of comps detracted from their coursework experience. This highlights the importance of continued support during key milestones.

Program Changes

None at this time.

Program Objectives

During the Spring 2024 semester, the CES faculty adopted new Program Objectives as part of a revisioning of the CES Assessment process to reflect changes to the 2024 CACREP Standards.

Project Objective Feedback

Respondents evaluated the Counselor Education and Supervision (CES) program objectives using a 3-point scale. Overall, responses suggest moderate to strong confidence in the program's ability to meet its goals, with competencies in counselor education rated highest. However, research preparation received the lowest score, indicating a possible area of concern. The data reflect consistency across most categories, suggesting generally stable delivery but with room for strengthening academic rigor in certain domains.

Q7 - CES Program Objectives

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Students will demonstrate competencies in counselor education	2.00	3.00	2.46	0.50	0.25	26	64.00
Students will demonstrate competencies in supervision	2.00	3.00	2.23	0.42	0.18	26	58.00
Students will demonstrate competencies in research	1.00	3.00	2.00	0.62	0.38	26	52.00
Students will enhance competencies in clinical counseling practice	2.00	3.00	2.27	0.44	0.20	26	59.00
Students will demonstrate competencies in counseling leadership and advocacy	2.00	3.00	2.31	0.46	0.21	26	60.00

Data Source: SPC Community Engagement Survey

Program Changes

In 2024, the CES program completed work on revised program objectives and key performance indicators. These changes are reflected in syllabi starting Fall 2025.

Section 3: Individual Student Assessment

M.Ed. Counseling

Key Performance Indicators (KPIs)

The Master's of Counseling program is in the process of transitioning its program objectives and key performance indicators. As a result, there is a mismatch between feedback received from the SPC Community Engagement Survey and data from 2024.

Data Source: MyLWC Program SLO Report

Minimum Performance Threshold (MPT)

The counseling program has established a Minimum Performance Threshold (MPT) of 2.0 on a 4.0 scale for all Key Performance Indicators (KPIs). This threshold reflects the minimum acceptable level of competency for students in each assessed area. A score of 2.0 corresponds to "meets expectations" on the program's standardized rubric and serves as a benchmark for determining whether students are demonstrating adequate progress toward mastery of core counseling competencies.

Entry-Level Curricular Areas

The aggregated key performance indicator (KPI) data for the academic year demonstrate that all assessed areas are performing above the established 2.0 benchmark, indicating that students are consistently meeting or exceeding program expectations across all measured outcomes. While overall performance is strong, the data reveal some variability among individual items. Notably, certain criteria—such as APA formatting within multi-systemic and case scenario assignments—reflect slightly lower mean scores, suggesting opportunities for targeted instructional support in these skill areas. In contrast, students exhibited particularly high levels of competence in areas related to group proposal development, theoretical orientation, logical interpretation, and prognosis formulation. These results point to effective instruction and strong student comprehension in core areas of the curriculum.

KPI	KPI Mean	N	Item Description	Item Mean
COUN 6173 - Rubric for use with the Case Scenario Analysis Paper	2.90	96	Students will be able to evaluate the various theories and etiology of addictions and addictive behavior (Sec. 2. F. 3. d.)	2.82
			Students will evaluate an understanding of the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (Sec. 5. C. 1. d.)	2.94
			Students will evaluate an understanding of substance use disorders and how they mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (Sec. 5. C. 2. e.)	2.94
COUN 6183 - Rubric for Multi-systemic Ca Assessment	2.79	31	APA formatting is consistent and appropriate for graduate level work. (Sec 1d.)	2.15
			Student will construct a viable treatment plan Sec 1f., 2b., 2c., 2i.,3b., 3c., 3d.	2.92
			Student will present a logical interpretation of assessment documentation and diagnostic impression (Sec 1d., 1f., 2b., 2c., 2i, 3a., 3d.)	2.96
			Students will apply a multi-systemic model to understand ecological variables contributing to a client‚Äôs substance abuse disorder.	2.96
			Student will produce a prognosis that is clear and consistent with ASAM levels of quality care. (Sec 1f., 2c., 2i., 3d.)	2.98
COUN 6193 - Rubric for Group Proposal	3.00	6	APA formatting is consistent and appropriate for graduate level work.	3.00
			Student will identify an appropriate theoretical framework and accompanying techniques.	3.00
			Students will accurately identify the client and their areas of concern related to the family system to include in the group proces	3.00

			Students will generate a weekly outline for an eight-week group proposal.	3.00
SPC PO1; KPI1	3.33	378	The student analyzed specific state law and regulations that apply the situation.	3.12
			The student explored and considered other relevant concerns (who would be harmed) and considered short- and long-term effects.	3.30
			The student synthesized the ethical choices	3.32
			The student explored the purpose of resources with which to refer (supervisor, resources, research and/or colleagues).	3.34
			The student hypothesized in detail at least 2 possible ethical choic and/or actions.	3.37
			The student analyzed specific ethical standards from both the AC/ and NBCC codes of ethics that apply to the situation.	3.39
			The student justified final ethical choice and actions using the ethical decision-making model	3.40
			The student specifically identified the ethical dilemma and why it an ethical dilemma.	3.40
SPC PO2; KPI1	3.52	322	Students will explain how to address the potential negative impac their identity, values, and beliefs can have on their practice of counseling.	3.34
			Students will articulate how their identity, values, and beliefs can impact their practice of counseling.	3.52
			Students will identify their identity, values, and beliefs and factors in development.	3.69
SPC PO2; KPI2	3.42	410	Students will identify strategies for implementing advocacy effort to address client needs	3.25
			Students will understand the process to engage in advocacy	3.46
			Students will demonstrate the ability to identify areas where advocacy is needed	3.55
SPC PO3; KPI1	3.37	381	Students will demonstrate an understanding of theories of individual and family development across the life span.	3.34
			Students will demonstrate an understanding of how accomplishments, roadblocks, disappointments, and crises/trauma impact life experience.	3.37
			Students will demonstrate an understanding of systemic and environmental factors that affect human development, functioning and behavior.	3.40
SPC PO4; KPI1	3.33	309	Students will evaluate the interrelationships of culture, family, and individual characteristics and their impact collectively on career.	3.09
			Students will recognize the importance of culture and its impact o career.	3.38

			Students will recognize the importance of individual characteristic and their impact on career.	3.40
			Students will recognize the importance of family and its impact on career.	3.44
SPC PO5; KPI1	3.45	315	Student will appropriately use questions and paraphrasing to enhance the session and draw out the client‚Äôs story.	3.34
			Student will demonstrate a positive regard toward client with acceptance that facilitates positive client change.	3.50
			Student will demonstrate attending behavior (verbal and nonverba eye contact, vocal qualities, verbal tracking, body language).	3.50
			Student will incorporate appropriate theoretical orientation and techniques into counseling sessions.	3.16
			Student will implement a theoretical orientation that is a match for the client‚Äôs presenting concerns.	3.18
SPC PO6; KPI1	3.53	332	Student engagement with group member session experience is congruent with, and supported by, an evidence-based theoretical approach.	3.48
			Will display warmth, empathy, and will demonstrate active listening in group session to enhance and model effective and clea communication to group members, while adhering to group sessio goals.	3.51
			The student will appropriately demonstrate use of both open-ende questions and encouragement to support and enhance participant insight.	3.55
			Student will encourage group members to actively participate and process their experiences in a group session.	3.59
SPC PO7; KPI1	3.25	313	Student will accurately interpret the test results as directed by the instrument‚Äôs publisher.	3.16
			Student will follow the scoring protocols as directed by the instrument‚Äôs publisher.	3.27
			Student will follow the publisher‚Äôs protocols and ACA guidelines for the administration of the assessment instrument.	3.32
SPC PO8; KPI1	3.26	314	Students will understand and interpret foundational research statistics and psychometrics.	3.22
			Students will understand and interpret foundational research terminology.	3.28
			Students will understand and interpret foundational research methods.	3.29
SPC PO9; KP1	3.50	406	Student will provide a differential diagnosis(es) for the client.	3.39
			Student will provide a rationale for the diagnosis(es).	3.48

| | | | Student will identify symptoms of diagnosable mental/emotional disorders and arrive at an appropriate diagnosis(es). | 3.52 |
| | | | Student will demonstrate case conceptualization skills. | 3.60 |

Key Findings

Consistent Performance Above Benchmark Across All KPIs
All assessed areas meet or exceed the established 2.0 benchmark, indicating that students are consistently performing at or above program expectations. This reflects strong curriculum alignment and effective instructional practices throughout the program.

Areas of Relative Weakness in APA Formatting
While overall scores are strong, some individual items—particularly those related to APA formatting in multi-systemic and case scenario assignments—show slightly lower mean scores compared to other criteria. These lower scores highlight opportunities for targeted instructional support or additional resources to further strengthen students' academic writing and formatting skills.

Notable Variation in Performance Across Skills
The data reveal a pattern of particularly strong student performance in areas such as group proposal development, theoretical orientation, logical interpretation, prognosis formulation, and ethical decision-making. In contrast, lower scores are observed in APA formatting and, to a lesser extent, some elements of research methods and assessment interpretation. This variation suggests that while students excel in core clinical and ethical skills, there remain areas where additional instructional focus could be beneficial.

Program Changes

None at this time.

Professional Dispositions

Dispositions Assessed

Minimum Performance Threshold (MPT)

The counseling program has established a Minimum Performance Threshold (MPT) of 2.0 on a 4.0 scale for all Key Performance Indicators (KPIs). This threshold reflects the minimum acceptable level of competency for students in each assessed area. A score of 2.0 corresponds to "meets expectations" on the program's standardized rubric and serves as a benchmark for determining whether students are demonstrating adequate progress toward mastery of core counseling competencies.

Disposition Results

There were a total of 443 GSRRs conducted in 2024. Results are summarized below.

Delivery Mode	Category	Low Pass	No Pass	Pass
Columbia				
	Attendance	0	0	11
	Attitude	0	0	11
	Collegial Interaction	0	0	11
	Dependable	1	0	10
	Effort	0	0	11
	Ethical/Professional Behavior	0	0	11
	GPA	1	0	10
	Response to Feedback	0	0	11
	Responsible	0	0	11
	Timely Assignments	1	0	10
Extended				
	Attendance	2	0	46
	Attitude	0	0	48

	Collegial Interaction	0	0	48
	Dependable	1	0	47
	Effort	1	1	46
	Ethical/Professional Behavior	0	0	48
	GPA	1	1	46
	Response to Feedback	0	0	48
	Responsible	1	0	47
	Timely Assignments	3	2	43
Online				
	Attendance	7	1	375
	Attitude	0	2	381
	Collegial Interaction	7	3	373
	Dependable	5	3	375
	Effort	6	1	376
	Ethical/Professional Behavior	4	2	377
	GPA	5	2	376
	Response to Feedback	4	1	378
	Responsible	6	5	372
	Timely Assignments	21	3	359

Across the 4,420 individual ratings recorded in the Graduate Student Review and Recommendation rubric, 4,316 were **Pass** (97.6 %), 77 were **Low Pass** (1.7 %), and 27 were **No Pass** (0.6 %). These figures indicate that nearly all students meet or exceed program expectations, with only a very small minority falling below the required standard.

Data Source: GSRR Google Form Spreadsheet

Delivery-Mode Patterns

Performance is remarkably consistent across the three delivery modes:

Delivery Mode	Total Ratings	Pass	Low Pass	No Pass	Pass Rate
Columbia	110	107	3	0	**97.3 %**
Extended Sites	480	467	9	4	**97.3 %**
Online	3,830	3,742	65	23	**97.7 %**

Although Online delivery contributes the largest volume of evaluations, its proportional pass rate is marginally higher than the on-ground formats. Extended sites record the highest share of **No Pass** ratings (0.8 %), but the absolute numbers remain very small. Columbia shows no **No Pass** outcomes at all.

Key Findings

Most professional-behavior categories have negligible concern rates; however, **Timely Assignments** is a clear outlier, accounting for 30 of the 104 total Low/No-Pass marks (6.8 % issue rate). The next-closest categories—**Responsible**, **Attendance**, **Collegial Interaction**, **Dependable**, and **GPA**—each show issue rates between 2.3 % and 2.8 %. Categories such as **Attitude**, **Effort**, and **Ethical/Professional Behavior** are virtual strengths, with issue rates below 2 % and—in the case of Attitude—no Low Pass scores at all.

Key Takeaways on Quantitative Data

1. **Overall performance is strong and stable.** A >97 % Pass rate across more than 4,000 observations signals that the program's academic and professional standards are being met consistently, irrespective of instructional modality.
2. **Time-management skills need targeted support.** Delays in assignment submission stand out as the single largest source of performance concern. Structured interventions—e.g., proactive deadline reminders, brief time-management workshops, or early alerts for missing work—should provide the greatest return on effort.
3. **Delivery-mode gaps are minimal but worth monitoring.** The slightly higher incidence of **No Pass** ratings at Extended sites suggests room to bolster local mentoring or faculty feedback loops, but the magnitude is small. Continued use of uniform evaluation criteria and regular inter-site calibration meetings will help maintain parity.

4. **Professional dispositions are a relative strength.** Positive ratings in Attitude, Collegial Interaction, and Ethical Behavior reflect a healthy program culture. Maintaining explicit recognition of these strengths—through feedback and student development seminars—can reinforce the behaviors while attention shifts to the punctuality issue.

In addition, a qualitative theme analysis was made of comments by advisors. A summary of findings is below:

Theme	Notable Patterns
Academic Excellence	Universal strength, but **Online** comments (≈125) mention high GPA and "excellent student" far more often, reflecting larger enrollment. **Extended** sites (≈18) still show many praise notes; Columbia (2) has the fewest simply because far fewer comments were recorded.
Personal Challenges & Support Needs	Appears in every modality but twice as common in **Online** (≈103) as in **Extended** (≈21). Online learners more frequently balance work, family, and remote study, while Extended students cite local scheduling or cohort-size stressors.
Time-Management / Timeliness	Predominantly an **Online** issue—late submissions, balancing life/work, non-response to emails. Very few Extended or Columbia notes flag assignment timeliness.
Communication & Responsiveness	Similar to timeliness: Online advisors note e-mail non-response or missed meetings more often; Extended and Columbia show isolated cases.

Practicum / Clinical-Site Preparation	Present across modes, but **Online** advisors discuss tele-health placements and remote supervision logistics; **Extended** comments focus on regional site availability and cohort minimums; **Columbia** notes emphasize integrating evidence-based practice during on-ground field experience.
Professional Identity & Growth	Extended sites (≈12) reference developing counseling skills and evidence-based practice more frequently, reflecting in-person cohort discourse; Online (≈33) highlight professionalism and cultural responsiveness learned virtually.
Remediation / Conditional Status	Low incidence overall. When it surfaces, it is typically tied to Online students who breach the 2-C policy or fail to meet academic standards, though Extended students with work-schedule disruptions also appear.

Program Changes

None at this time.

Ph.D. Counselor Education

Key Performance Indicators (KPIs)

The Counselor Education & Supervision program is in the process of transitioning its program objectives and key performance indicators. As a result, there is a mismatch between feedback received from the SPC Community Engagement Survey and data from 2024.

Data Source: MyLWC Program SLO Report

Minimum Performance Threshold (MPT)

In 2022, the CES Faculty established a Minimum Performance Threshold (MPT) of 2.0 on a 4.0 scale for all Key Performance Indicators (KPIs). This threshold reflects the minimum acceptable level of competency for students in each assessed area. A score of 2.0 corresponds to "meets expectations" on the program's standardized rubric and serves as a benchmark for determining whether students are demonstrating adequate progress toward mastery of core counseling competencies. While all KPIs during the 2024 assessment cycle met the MPT, the area of Objectives in KPI 4.1 was below 3.0 in both Spring and Fall 2024. New KPIs with new rubrics will be utilized in future assessment cycles, so new MPTs will need to be determined as well.

Doctoral-Level Curricular Areas

The CES program evaluates student learning through 16 KPIs organized by 4 SLOs. The four SLOs reflect the previous Program Objectives, which were still primarily used during the 2024 calendar year.

Program SLO Number (SLO #)	Outcome
	What specifically should the graduates of your program be able to demonstrate, do, produce, or represent? Include objective(s) underneath the respective goal, if applicable.
SLO1	Students will integrate ethically and culturally relevant diagnostic and assessment practices in clinical settings.
SLO2	Students will engage in scholarship to generate knowledge and effect evidence-based change.
SLO3	Students will demonstrate leadership, advocacy, administrative, and supervisory competencies relevant to the counseling profession.
SLO4	Students will incorporate pedagogy, technology, and research as essential tools in counselor education.

Each KPI is evaluated using a 5-point Likert-type scale: Far Exceeds Expectations (4), Exceeds Expectations (3), Meets Expectations (2), Does Not Meet Expectations (1), and Not Submitted (0).

For the 2024 calendar year, KPIs # 1.3, 4.2, and 4.3 were not evaluated.

SLO1 - Students will integrate ethically and culturally relevant diagnostic and assessment practices in clinical settings.							
	Criteria	# of 4s	# of 3s	# of 2s	# of 1s	# of 0s	Mean
KPI 1.1 - Application of Evidence-Based Theory	Empirical Support	3	5	0	0	0	3.38
KPI 1.1 - Application of Evidence-Based Theory	Theoretical Knowledge	4	4	0	0	0	3.5
KPI 1.1 - Application of Evidence-Based Theory	Theoretical Application	4	4	0	0	0	3.5
KPI 1.2 - Theory Integration and Conceptualization	Client Information	8	0	0	0	0	4
KPI 1.2 - Theory Integration and Conceptualization	Presenting Concerns	6	2	0	0	0	3.75
KPI 1.2 - Theory Integration and Conceptualization	Theoretical Conceptualization	5	3	0	0	0	3.63
KPI 1.2 - Theory Integration and Conceptualization	Theoretical Integration	5	3	0	0	0	3.63
KPI 1.4 - Ethical and Cultural	Identification of Ethical Issues	7	1	0	0	0	3.88
KPI 1.4 - Ethical and Cultural	Identification of Ethical Standards	7	1	0	0	0	3.88
KPI 1.4 - Ethical and Cultural	Application of Ethical Standards	7	1	0	0	0	3.88
KPI 1.4 - Ethical and Cultural	Cultural Self-Awareness	8	0	0	0	0	4
KPI 1.4 - Ethical and Cultural	Knowledge of Cultural Worldviews	6	2	0	0	0	3.75
KPI 1.4 - Ethical and Cultural	Knowledge of Multicultural Competencies	6	2	0	0	0	3.75

SLO2 - Students will engage in scholarship to generate knowledge and effect evidence-based change.							
	Criteria	# of 4s	# of 3s	# of 2s	# of 1s	# of 0s	Mean
KPI 2.1 - Research and Scholarship	Scholarly Contribution	4	0	3	0	0	3.14

KPI 2.1 - Research and Scholarship	Research Design and Methodology	2	2	3	0	0	2.86
KPI 2.1 - Research and Scholarship	Analysis	3	1	3	0	0	3
KPI 2.1 - Research and Scholarship	Conclusion	3	1	3	0	0	3
KPI 2.1 - Research and Scholarship	Empirical Support	3	1	3	0	0	3
KPI 2.2 - Psychometric Design	Research and Instrument Design and Methodology	7	0	0	0	0	4
KPI 2.2 - Psychometric Design	Analysis	7	0	0	0	0	4
KPI 2.2 - Psychometric Design	Conclusion	7	0	0	0	0	4
KPI 2.2 - Psychometric Design	Empirical Support	7	0	0	0	0	4
KPI 2.3 Grant Writing	Identification of appropriate funding sources	8	0	0	0	0	4
KPI 2.3 Grant Writing	Use of supporting data to justify funding request	8	0	0	0	0	4
KPI 2.3 Grant Writing	Presentation of intervention/prevention program appropriate to proposed project	8	0	0	0	0	4
KPI 2.3 Grant Writing	Development of a work plan and timeline for project	8	0	0	0	0	4
KPI 2.3 Grant Writing	Development of budget for the project	8	0	0	0	0	4
KPI 2.3 Grant Writing	Well written and organized grant submission that responds to the RFP	8	0	0	0	0	4
KPI 2.4 Professional Manuscripts	Introduction	5	3	0	0	0	3.63
KPI 2.4 Professional Manuscripts	Focus & Sequencing	1	7	0	0	0	3.13
KPI 2.4 Professional Manuscripts	Support	3	5	0	0	0	3.38
KPI 2.4 Professional Manuscripts	Conclusion	0	8	0	0	0	3

KPI 2.4 Professional Manuscripts	Grammar & Mechanics	0	8	0	0	0	3
KPI 2.4 Professional Manuscripts	APA Style & Communication	0	8	0	0	0	3
KPI 2.4 Professional Manuscripts	Citations & References	2	6	0	0	0	3.25

SLO3 - Students will demonstrate leadership, advocacy, administrative, and supervisory competencies relevant to the counseling profession.							
	Criteria	# of 4s	# of 3s	# of 2s	# of 1s	# of 0s	Mean
KPI 3.1 Clinical Supervision	Theoretical Framework	7	0	0	0	0	4
KPI 3.1 Clinical Supervision	Skills	7	0	0	0	0	4
KPI 3.1 Clinical Supervision	Roles and Relationships	7	0	0	0	0	4
KPI 3.1 Clinical Supervision	Evaluation, Remediation, and Gatekeeping	5	0	2	0	0	3.43
KPI 3.1 Clinical Supervision	Legal Responsibilities	7	0	0	0	0	4
KPI 3.1 Clinical Supervision	Ethical and Cultural Relevance	7	0	0	0	0	4
KPI 3.2 Counselor Education Accreditation	Process	9	0	0	0	0	4
KPI 3.2 Counselor Education Accreditation	Standards	9	0	0	0	0	4
KPI 3.2 Counselor Education Accreditation	Documentation	9	0	0	0	0	4
KPI 3.3 Leadership Practices	Scope of Problem	7	1	0	0	0	3.88
KPI 3.3 Leadership Practices	Tactics vs. Strategy	7	1	0	0	0	3.88
KPI 3.3 Leadership Practices	Complexity of Communication	7	1	0	0	0	3.88
KPI 3.3 Leadership Practices	Perspective	7	1	0	0	0	3.88
KPI 3.3 Leadership Practices	Ethics	8	0	0	0	0	4
KPI 3.4 Gatekeeping	Transparency	8	0	0	0	0	4
KPI 3.4 Gatekeeping	Screening	8	0	0	0	0	4
KPI 3.4 Gatekeeping	Remediation	8	0	0	0	0	4

KPI 3.4 Gatekeeping	Due Process	8	0	0	0	0	4

SLO4 - Students will incorporate pedagogy, technology, and research as essential tools in counselor education.							
	Criteria	# of 4s	# of 3s	# of 2s	# of 1s	# of 0s	Mean
KPI 4.1 Course Development (Spring 2024)	Syllabus	4	3	1	0	0	3.38
KPI 4.1 Course Development (Spring 2024)	Objectives	2	2	4	0	0	2.75
KPI 4.1 Course Development (Spring 2024)	Content	3	3	1	1	0	3
KPI 4.1 Course Development (Spring 2024)	Assessments	3	3	2	0	0	3.13
KPI 4.1 Course Development (Spring 2024)	Instructional Strategy	2	5	1	0	0	3.13
KPI 4.1 Course Development (Spring 2024)	Technology	3	5	0	0	0	3.38
KPI 4.1 Course Development (Fall 2024)	Syllabus	2	1	2	1	0	2.67
KPI 4.1 Course Development (Fall 2024)	Objectives	2	1	3	0	0	2.83
KPI 4.1 Course Development (Fall 2024)	Content	1	2	2	1	0	2.5
KPI 4.1 Course Development (Fall 2024)	Assessments	2	0	1	3	0	2.17
KPI 4.1 Course Development (Fall 2024)	Instructional Strategy	1	3	2	0	0	2.83
KPI 4.1 Course Development (Fall 2024)	Technology	0	2	4	0	0	2.33

Program Changes

In Fall 2024, the Course Schedule was altered to move the CES 7123: Course Development and Assessment earlier into the curriculum to provide students with foundational knowledge needed for other Teaching courses. Because of this, KPI 4.1 appears twice in this assessment cycle, once for Spring 2024 and then again for Fall 2024, and KPI 4.4 did not appear in this year's cycle.

Professional Dispositions

Dispositions Assessed

The CES program assesses student dispositions in three categories: Academic Performance, Dispositions, and Professional Development. These are evaluated using a three point Likert-type scale with the headings of Exceeds Expectations (3), Meets Expectations (2), and Does Not Meet Expectations (1).

Under the category of Academic Performance, the dispositions evaluated are GPA, Oral Communication Skills, Written Communication Skills, Attendance/Participation, Completes Work in a Timely Manner, Effort/Maximization of Potential.

The Dispositions area evaluates the dispositions of Responsible, Emotionally Stable, Open to Feedback, Ethical/Professional Behavior, Motivated and Engaged, Respectful of Cultural Differences, and Self-Aware.

Finally, the Professional Development category evaluates the dispositions Goals (i.e. Has the student created professional goals?) and growth in the four topical areas of Counseling, Scholarship, Leadership, and Teaching.

Data Source: CES Annual Report

Minimum Performance Threshold (MPT)

The CES program faculty have not established MPT for professional dispositions categories as of the 2024 Annual Report.

Disposition Results

	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet (1)	Total	Mean
Academic Performance					
GPA	14	1		15	2.93
Oral	10	6		16	2.63
Written	9	7		16	2.56
Attendance	11	5		16	2.69
Timely	8	7	1	16	2.44

Effort	11	5		16	2.69
Dispositions					
Responsible	13	3		16	2.81
Emot Stab	10	6		16	2.63
Openness	14	2		16	2.88
Ethical	11	5		16	2.69
Motivated	12	4		16	2.75
Cultural	12	4		16	2.75
Self-Aware	13	3		16	2.81
Professional Development					
Goals	6	9		15	2.4
Counseling	10	5		15	2.67
Scholarship	6	8	1	15	2.33
Leadership	8	7		15	2.53
Teaching	7	7		14	2.5

Program Changes

None at this time.

Section 4: Graduate Outcomes

M.Ed. Counseling

Credentialing Examination Pass Rates

The credentialing pass and licensure rates are solid, indicating effective preparation for post-graduate requirements. The majority of graduates who pursue licensure achieve it, which speaks well of exam preparation and program alignment with professional standards.

- 61 of 114 respondents (54%) reported passing a credentialing exam such as the National Counselor Examination (NCE).
- 70 respondents (61%) are now licensed professional counselors.

Data Source: SPC Community Engagement Survey

Employment and Doctoral Admission Rates

Employment outcomes are strong, with 82% employed in counseling or related fields, suggesting a good return on educational investment and program-market fit.

- 80 respondents (70%) are employed in a professional counseling setting.
- 14 (12%) are employed in a human services or counseling position more broadly.

The **lower percentage pursuing doctoral studies (13%)** may reflect limited interest, accessibility, or support for that path. While not a required outcome for all graduates, this could be an area of strategic development for those seeking leadership or academic roles.

- 15 respondents (13%) reported being admitted to a doctoral program in counselor education.
- An additional 5 respondents (4%) pursued a second master's degree in counseling.

Data Source: SPC Community Engagement Survey

Program Changes

At the 2025 August biannual faculty meeting faculty will be asked to share insights on how they promote NCE readiness, including communication approaches, preparation resources, and methods for integrating exam awareness into coursework and advising. The information gathered will be reviewed by program leadership to determine potential actions, which may include new guidance, targeted support initiatives, or program adjustments to increase student engagement with the NCE.

Ph.D. Counselor Education

Credentialing Examination Pass Rates

The **credentialing exam pass rate is very strong** (86%), reflecting the program's success in preparing graduates for licensure.

- 6 of 7 respondents (86%) reported passing a credentialing exam such as the National Counselor Examination (NCE).
- 4 respondents (57%) are now licensed professional counselors.

Data Source: SPC Community Engagement Survey

Employment and Doctoral Admission Rates

Employment alignment with training appears appropriate, with most respondents working in counselor education–related settings, suggesting effective transition into the intended professional domain.

- 4 graduates (57%) are employed in settings appropriate to counselor education.
- 2 (29%) are employed in a professional counseling setting.

Doctoral Admission Rates were 100% for these students.

Data Source: SPC Community Engagement Survey

Program Changes

None at this time.

Section 5: Demographics

M.Ed. Counseling

Applicant Demographics

Total Students	Race Distribution	Gender Distribution
343	Caucasian:170, Hispanic: 3, Unknown 170	Female: 161, Male: 42, Other: 3, Unknown: 137

A. Gender

- **Female:** 161
- **Male:** 42
- **Other:** 3
- **Unknown/Not Listed:** 137

B. Ethnicity

- **Non-Hispanic/Latino:** 170
- **Hispanic/Latino:** 3
- **Other/Unknown:** 170

Enrolled Demographics

Campus Group	Total Students	Race Distribution	Gender Distribution	Avg. Age	Religion Known	First Gen. Count
Online	530	Caucasian: 436, Black: 42, Unknown: 22, Other: 14, Hispanic: 11, Asian: 5	Female: 427, Male: 96, Other: 7	34.9	89	252

Extended	73	Caucasian: 58, Unknown: 5, Black: 5, Other: 3, Hispanic: 2	Female: 63, Male: 10	36.2	13	42
Columbia	12	Caucasian: 10, Other: 1, Black: 1	Female: 9, Male: 3	27.3	10	4

Data Source: COUN Graduate Demographics Report

Analysis

Enrollment by Modality: The majority of students are Online (530), with smaller numbers at Extended Campus (73) and Columbia campus (12).

Race/Ethnicity:

All groups are predominantly Caucasian (Online 82%, Extended 79%, Columbia 83%).

Black students are most represented in the Online group (8%), with lower numbers in Extended and Columbia.

The "Unknown" and "Other" race categories are present in all groups, but most frequent among Online students.

Gender:

Female students are the majority in every group (Online 81%, Extended 86%, Columbia 75%).

Male and "Other" gender categories are notably underrepresented in all modalities.

Age:

The average age is highest among Extended Campus students (36.2), followed by Online (34.9), and lowest at Columbia (27.3).

This again indicates that Extended and Online programs serve more non-traditional or adult learners.

Religion:

Reporting on religion is limited, with the majority of students choosing not to disclose.

Of those who do report, most are in the Online group.

First Generation Status:

Online students are more likely to be first-generation (48%), compared to Extended (58%) and Columbia (33%).

This suggests Online learning is most attractive to or accessible for first-generation college students.

Key Findings

Online Modality Dominates Enrollment and Serves Diverse Student Needs
The vast majority of COUN students are enrolled online (530 out of 615 total), with smaller groups at Extended (73) and Columbia (12). Online and Extended programs primarily serve older, non-traditional students, as shown by the higher average ages (34.9 and 36.2), compared to the younger Columbia cohort (27.3).

Predominantly Caucasian and Female Across All Modalities
Caucasian students make up the majority in every group (about 80–83%), and female students are the dominant gender (75–86%) in all modalities. Representation of Black and other racial groups is limited, with the highest presence of Black students (8%) in the Online group. Male and "Other" gender identities remain underrepresented.

High Proportion of First-Generation Students, Especially Online and Extended
Nearly half of Online students (48%) and a majority of Extended students (58%) are first-generation college students, compared to one-third (33%) at Columbia. This underscores the program's significant impact in providing access to higher education for first-generation learners, particularly through non-traditional delivery formats.

Program Changes

None at this time.

Graduate Demographics

Category	2021	2022	2023	2024	2025	Total
Total Graduates	242	232	199	225	75	973
Average Age	34.4	33.2	33.4	34.3	35.6	34.1*
Gender						

Female	191	167	161	184	60	763
Male	34	33	38	41	15	161
Race/Ethnicity						
Caucasian	170	151	148	182	59	710
Black	19	17	19	16	6	77
Asian	1	3	1	2	1	8
American Indian/Alaska	0	1	0	0	0	1
Other	9	4	7	3	1	24
Unknown	39	49	15	19	5	127
First-Generation						
Yes	118	115	92	122	45	492
No	124	117	107	103	30	481
Religion						
Christian	124	68	46	32	10	280
Other/Unknown	76	150	143	187	63	619
Non-Denominational	19	3	1	2	2	27
Choose Not to Respond	5	6	3	3	0	17

None/No Preference	9	3	4	0	0	16
Other	6	2	0	1	0	9

*Approximate overall average age.

Data Source: COUN Graduate Demographics Report

Analysis

- **Graduate Volume**: Annual graduate numbers have ranged from 199 to 242.
- **Gender**: Female graduates greatly outnumber males, comprising 78% of graduates across the five-year period.
- **Race/Ethnicity**:
  - Caucasian students are the majority (73% of all graduates).
  - Black graduates comprise 8%, with smaller percentages for Asian, American Indian/Alaskan, and "Other."
  - "Unknown" remains high (13%), especially in 2021 and 2022, suggesting persistent data collection gaps.
- **First Generation**: The graduate pool is nearly evenly split (51% Yes, 49% No), highlighting significant access for first-generation students.
- **Religion**: The percentage of graduates identifying as Christian has dropped sharply (from 51% in 2021 to 13% in 2025), while "Other/Unknown" has increased (now 84% in 2025). This trend may reflect changes in self-reporting or student demographics.
- **Average Age**: The typical graduate is a non-traditional student, with average ages in the mid-30s across all years.

Key Findings

Stable Graduation Numbers with a Non-Traditional Student Profile
Between 2021 and 2024, the number of COUN graduates remained relatively steady, ranging from 199 to 242 per year. Graduates were predominantly non-traditional students, with average ages consistently in the low-to-mid 30s.

Majority Female and Caucasian, with Modest Racial and First-Generation Diversity
Female students made up about 78% of graduates, and Caucasian students accounted for roughly 73%. Black graduates comprised about 8%, and first-generation graduates represented about half of all completions, underscoring both the program's demographic consistency and its significant impact on educational access for underrepresented groups.

Increasing Religious Diversity and Persistent Data Gaps

There was a marked decline in the proportion of graduates identifying as Christian (dropping from 51% in 2021 to 14% in 2024), accompanied by a sharp increase in "Other/Unknown" religious identification. Additionally, a notable percentage of graduates (especially in earlier years) did not report race or religion, indicating ongoing gaps in demographic data collection.

Program Changes

None at this time.

Ph.D. Counselor Education

Applicant Demographics

Demographic Data for CES applicants is partially complete based on student entries.

Campus Group	Total Students	Race Distribution	Gender Distribution
CES	15	Caucasian: 9,Hispanic 1	Female:11

Enrolled Demographics

Campus Group	Total Students	Race Distribution	Gender Distribution	Avg. Age	Religion Known	First Gen. Count
CES	62	Caucasian: 42, Black: 16, Unknown: 3, Other: 1	Female: 50, Male: 12	40.3	37	22

Data Source: CES Graduate Demographics Report

Analysis

- **Enrollment**: There are currently 62 students in the CES doctoral program.
- **Race/Ethnicity**:
  - Majority are Caucasian (68%), followed by Black students (26%).
  - "Unknown" (5%) and "Other" (1 student) categories are present.
- **Gender**:
  - The majority are female (81%), with 12 male students (19%).
- **Age**:
  - The average student age is 40.3, reflecting a mid-career, non-traditional student population.
- **Religion**:

○ 37 students reported a religious preference, meaning a substantial number did not disclose religion.
- **First Generation Status**:
  ○ 22 students (35%) are first-generation college students.

Key Findings

Racial and Gender Diversity with a Predominantly Female Cohort

The CES program enrolls a majority of Caucasian students (68%) but also has significant representation of Black students (26%). The cohort is predominantly female (81%), with male students comprising 19%.

Non-Traditional, Mid-Career Student Profile

The average age of CES students is 40.3, indicating that most are mid-career professionals returning for advanced study rather than recent graduates. This aligns with trends in doctoral education for working professionals in counseling.

Substantial First-Generation Representation and Limited Religious Disclosure

Over a third (35%) of CES students are first-generation college students, demonstrating the program's role in advancing educational attainment for this group. A notable portion of students did not disclose their religious affiliation, suggesting either privacy preferences or less emphasis on religious identity in reporting.

Graduate Demographics

Category	2019	2020	2021	2022	2023	2024	2025	Total
Total Graduates	2	6	8	4	8	6	9	43
Avg. Age	43.5	38.2	39	31.8	38.5	33.5	34	36.4*
Gender								
Female	1	4	7	2	6	4	8	32
Male	1	2	1	2	2	2	1	11
Race/Ethnicity								
Caucasian	0	4	5	2	6	5	5	27
Black	0	0	2	0	1	1	4	8
Asian	0	0	0	0	1	0	1	2
Native American	1	0	0	0	0	0	0	1
Other	0	1	0	1	0	0	0	2
Unknown	0	1	1	1	0	0	0	3
First Gen								
Yes	2	2	3	1	1	2	4	15
No	0	4	5	3	7	4	5	28

Religion								
Christian	2	5	6	3	6	4	3	29
Other/Unknown	0	1	2	1	0	1	5	10
Choose Not to Respond	0	0	0	0	2	0	1	3
None/No Preference	0	0	0	0	0	1	0	1

Data Source: CES Graduate Demographics Report

*Approximate overall average age.

Analysis

Graduate Volume: Annual graduation numbers are small but steady (2–9 per year), with a total of 43 graduates across 7 years.

Gender: Female graduates outnumber males nearly 3:1 (32 female, 11 male).

Race/Ethnicity:

Most graduates are Caucasian (63%), but the program has awarded doctorates to Black (8), Asian (2), Native American (1), and "Other" (2) students.

"Unknown" race/ethnicity occurs in 3 cases.

First Generation: 15 graduates (35%) were first-generation college students, demonstrating good program access for this group.

Religion: Most graduates identified as Christian (67%), with 10 graduates reporting "Other/Unknown," and a few choosing not to respond or reporting "None/No Preference."

Average Age: Graduates are, on average, non-traditional students (mean age 36.4), with variation across years (from 31.8 to 43.5).

Key Findings

Small, Steady Cohort of Graduates with a Predominantly Female Profile
Graduation numbers have remained modest but consistent, ranging from 2 to 9 per year for a total of 43 graduates over seven years. The majority of graduates are female (74%), continuing the trend of gender imbalance seen in the enrolled student body.

Diverse but Predominantly Caucasian Graduates
Most graduates are Caucasian (63%), but the program has successfully graduated students from a range of backgrounds, including Black, Asian, Native American, and "Other" categories. This reflects a degree of racial and ethnic diversity uncommon in many doctoral programs, although non-Caucasian representation remains limited.

Significant First-Generation and Non-Traditional Graduate Representation
Over one-third (35%) of graduates are first-generation college students, highlighting the program's role in supporting educational advancement for this group. The average graduate is a non-traditional student, with a mean age of 36.4, further underscoring the program's appeal to mid-career professionals seeking advanced credentials.

Program Changes

None at this time.

Section 6: Instruction and Advising

M.Ed. Counseling

Instruction

Students in the M.Ed. Counseling program provided moderately positive evaluations of instruction. **Instructor Quality** (Mean = 2.23) and **Institutional Support** (Mean = 2.22) were the highest-rated areas, indicating that students generally feel positively about instructor effectiveness and institutional resources.

Course Quality (Mean = 2.18) and **Delivery Format** (Mean = 2.18) received somewhat lower scores, suggesting students find these areas adequate but see opportunities for improvement. Notably, the **Cost** received the lowest rating (Mean = 2.00), indicating significant student concerns regarding affordability and perceived value.

Q11 - Instruction Evaluation

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Instructor Quality	1.00	3.00	2.23	0.60	0.36	112	250.00
Course Quality	1.00	3.00	2.18	0.56	0.31	111	242.00
Institutional Support	1.00	3.00	2.22	0.59	0.35	111	246.00
Cost	1.00	3.00	2.00	0.55	0.31	111	222.00
Delivery Format	1.00	3.00	2.18	0.57	0.33	111	242.00

Data Source: SPC Community Engagement Survey

Key Findings

Instructor Quality and Institutional Support Rated Most Favorably
Both instructor quality (mean = 2.23) and institutional support (mean = 2.22) received the highest average ratings, indicating that students are generally satisfied with the teaching they receive and the support provided by the institution.

Course Quality and Delivery Format Are Rated Positively but Slightly Lower
Course quality and delivery format both received mean ratings of 2.18, reflecting a positive perception, though slightly less favorable than instructor quality and institutional support. This suggests some room for improvement in the structure and delivery of courses.

Cost Receives the Lowest Satisfaction Rating
The cost of the program had the lowest mean rating (2.00), indicating that students are less satisfied with the value or affordability of their education compared to other aspects of their instructional experience.

Program Change

None at this time.

Advising

Advising evaluations for the M.Ed. Counseling program indicate moderate levels of student satisfaction. The highest-rated area was advisors **Treating Students with Kindness and Respect** (Mean = 2.53), demonstrating strong interpersonal skills among advisors.

Particularly, advising in areas like **Helping Set Realistic Academic and Career Goals** (Mean = 2.28), **Providing Clear Academic Progress Information** (Mean = 2.30), and **Responding to Emails or Calls Timely** (Mean = 2.33) reflected significant room for improvement. The overall satisfaction score (Mean = 2.34) suggests that students view the advising experience as adequate but not fully meeting their expectations.

Q17 - Advising Evaluation

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Knowledgeable about program requirements and policies.	1.00	3.00	2.35	0.58	0.34	111	261.00
Provides clear and accurate information about my academic progress.	1.00	3.00	2.30	0.64	0.41	111	255.00
Helps me set realistic academic and career goals.	1.00	3.00	2.28	0.59	0.35	111	253.00
Treats me with kindness and respect.	1.00	3.00	2.53	0.58	0.34	111	281.00
Clearly outlines the steps I need to take to graduate on time.	1.00	3.00	2.39	0.60	0.36	111	265.00
Responds to email or calls in a timely manner.	1.00	3.00	2.33	0.65	0.42	111	259.00
Refers me to appropriate resources (e.g., financial aid, mental health, tutoring) when needed.	1.00	3.00	2.34	0.56	0.32	111	260.00
Overall, I am satisfied with advising services provided by the program.	1.00	3.00	2.34	0.65	0.42	110	257.00

Data Source: SPC Community Engagement Survey

Key Findings

Strong Ratings for Respect and Communication
"Treats me with kindness and respect" received the highest mean rating (2.53), and "Responds to email or calls in a timely manner" was also rated positively (2.33), indicating that students feel respected and generally experience prompt communication from their advisors.

Overall Satisfaction with Advising Remains Positive
The overall satisfaction with advising services is high (mean = 2.34), suggesting that most students are pleased with the support and guidance they receive through the advising process.

Slightly Lower Ratings for Goal Setting and Academic Progress Clarity
Areas such as "Helps me set realistic academic and career goals" (2.28) and "Provides clear and accurate information about my academic progress" (2.30) received the lowest mean ratings, indicating opportunities to further enhance advising effectiveness in academic planning and progress tracking.

Program Change

As part of the initiative to strengthen advising in the Master's of Counseling program, the August 2025 biannual faculty meeting will include a roundtable discussion focused on sharing effective advising practices. Faculty will be encouraged to exchange their most successful strategies, tips, and approaches to supporting students. The information gathered will be reviewed by program leadership, who will then determine the best course of action—whether that involves developing new resources, providing additional guidance, or implementing program changes to enhance advising across the program.

Ph.D. Counselor Education

Instruction

Doctoral students in the Counselor Education and Supervision (CES) program provided modest evaluations across instructional areas. The highest rating was seen in **Institutional Support** (Mean = 2.27), suggesting doctoral students feel relatively well-supported by institutional resources. **Instructor Quality** (Mean = 2.19), **Course Quality** (Mean = 2.20), and **Delivery Format** (Mean = 2.20) ratings reflect moderate satisfaction but also point to room for enhancement.

Notably, the **Cost** received the lowest mean rating (Mean = 1.93), indicating significant concerns about affordability and perceived financial value among doctoral students.

Q11 - Instruction Evaluation

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Instructor Quality	1.00	3.00	2.19	0.53	0.28	16	35.00
Course Quality	2.00	3.00	2.20	0.40	0.16	15	33.00
Institutional Support	1.00	3.00	2.27	0.57	0.33	15	34.00
Cost	1.00	2.00	1.93	0.25	0.06	15	29.00
Delivery Format	2.00	3.00	2.20	0.40	0.16	15	33.00

Data Source: SPC Community Engagement Survey

Key Findings

Institutional Support and Course Quality Rated Highest
Institutional support (mean = 2.27) and course quality (mean = 2.20) received the most favorable ratings, indicating that students are generally satisfied with the support provided by the institution and the overall quality of courses in the CES program.

Instructor Quality and Delivery Format Viewed Positively
Instructor quality (mean = 2.19) and delivery format (mean = 2.20) were rated similarly, reflecting consistent satisfaction with teaching and the structure or modality in which instruction is delivered.

Cost Continues to Receive the Lowest Satisfaction
Cost received the lowest mean rating (1.93), suggesting that affordability or perceived value of the program remains a relative concern for CES students compared to other aspects of their educational experience.

Program Change

In 2024 the CES program took steps to reduce the overall credits required for degree completion. Originally the CES program was 72 hours toward completion. By combining courses and removing practicum the program currently requires 63 hours for completion. This removes a significant barrier for students who may have financial challenges completing the program.

Advising

Doctoral students in the Counselor Education and Supervision program rated advising services positively overall. Advisors were particularly praised for their interpersonal skills, reflected in the highest-rated item, **Treats Students with Kindness and Respect** (Mean = 2.56). Other strengths included advisors being **Knowledgeable About Program Requirements and Policies** (Mean = 2.50) and **Clearly Outlining Steps to Graduate on Time** (Mean = 2.50).

Areas for improvement include **Referral to Appropriate Resources** (Mean = 2.38), **Timeliness of Responses** (Mean = 2.44), and helping students set **Realistic Academic and Career Goals** (Mean = 2.44). These scores, while still generally favorable, suggest potential enhancements to the advising structure and resources.

Q17 - Advising Evaluation

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Knowledgeable about program requirements and policies.	2.00	3.00	2.50	0.50	0.25	16	40.00
Provides clear and accurate information about my academic progress.	2.00	3.00	2.44	0.50	0.25	16	39.00
Helps me set realistic academic and career goals.	1.00	3.00	2.44	0.61	0.37	16	39.00
Treats me with kindness and respect.	2.00	3.00	2.56	0.50	0.25	16	41.00
Clearly outlines the steps I need to take to graduate on time.	2.00	3.00	2.50	0.50	0.25	16	40.00
Responds to email or calls in a timely manner.	2.00	3.00	2.44	0.50	0.25	16	39.00
Refers me to appropriate resources (e.g., financial aid, mental health, tutoring) when needed.	1.00	3.00	2.38	0.60	0.36	16	38.00
Overall, I am satisfied with advising services provided by the program.	2.00	3.00	2.44	0.50	0.25	16	39.00

Data Source: SPC Community Engagement Survey

Key Findings

Advisors Are Viewed as Respectful and Supportive
"Treats me with kindness and respect" received the highest mean rating (2.56), indicating that CES students feel respected and valued in their interactions with advisors.

Strong Knowledge and Clarity on Graduation Steps
Advisors are seen as knowledgeable about program requirements (mean = 2.50) and effective at outlining the steps needed to graduate on time (mean = 2.50), reflecting strong guidance on academic progression and program policies.

Consistently High Overall Satisfaction
Overall satisfaction with advising services is positive (mean = 2.44), and students also rate advisors highly for providing clear information, timely responses, and help with goal setting, demonstrating consistently strong advising support across multiple dimensions.

Program Change

The CES program has restructured its advising processes to allow greater flexibility and advisor choice. Initial advising assignments are made with the understanding that students will familiarize themselves with their faculty and be able to make a final choice about advisors once they determine a good match in terms of research and service interests.

Section 7: Field Placements

M.Ed. Counseling

Placement Rates

In 2024 a total of 4 students were unable to find a placement in practicum or internship. This resulted in a 99.6% placement rate for the master's program.

Evaluation of Sites and Supervisors

There were 779 evaluations of site supervisors in 2024, largely originating from online students.

Value	Percent		Responses
Online	60.6%		472
Ashland, KY	1.7%		13
Big Stone Gap, VA	0.1%		1
Cincinnati, OH	2.2%		17
Columbia, KY	15.5%		121
Gallatin, TN	0.3%		2
Hazard, KY	2.8%		22
Hillsboro, OH	3.3%		26
Lexington, KY	0.4%		3
Logan, WV	0.5%		4
London, KY	0.3%		2
Louisville, KY	2.8%		22
Prestonsburg, KY	0.4%		3
Radcliff, KY	0.3%		2
Scottsville, KY	0.1%		1
Somerset, KY	4.2%		33
Wytheville, VA	0.1%		1
Other - Write In (click to view)	8.2%		64

Data Source: Supervision Assist

8. Please rate your agreement with the following statements.

	No Opinion	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Responses	Average
The supervisor was available and demonstrated involvement and seriousness about being a supervisor. Count Row %	4 0.5%	10 1.3%	12 1.5%	118 15.1%	635 81.5%	779	3.8
My supervisor used personal experience with clients to further my development. Count Row %	5 0.6%	7 0.9%	12 1.5%	108 13.9%	647 83.1%	779	3.8
My supervisor made it easy for me to initiate communication with him/her. Count Row %	4 0.5%	15 1.9%	11 1.4%	94 12.1%	655 84.1%	779	3.8
My supervisor treated me fairly and with respect. Count Row %	5 0.6%	12 1.5%	8 1.0%	80 10.3%	674 86.5%	779	3.8
I would rate my supervisor's overall clinical/professional skills as excellent. Count Row %	8 1.0%	12 1.5%	10 1.3%	94 12.1%	655 84.1%	779	3.8
My supervisor and I worked well together in resolving any problems that arose. Count Row %	6 0.8%	11 1.4%	7 0.9%	99 12.7%	656 84.2%	779	3.8
Expectations related to the placement were clearly communicated to me. Count Row %	4 0.5%	10 1.3%	17 2.2%	151 19.4%	597 76.6%	779	3.7
My supervisor provided effective feedback in critiquing my strengths and weaknesses. Count Row %	7 0.9%	13 1.7%	15 1.9%	118 15.1%	626 80.4%	779	3.8
My supervisor was active in observing client sessions, co-leading sessions, reviewing recordings, or otherwise sampling the level of my clinical skills. Count Row %	18 2.3%	10 1.3%	28 3.6%	162 20.8%	561 72.0%	779	3.7
My supervisor demonstrated confidence in me by allowing appropriate autonomy. Count Row %	6 0.8%	10 1.3%	11 1.4%	97 12.5%	655 84.1%	779	3.8
I consistently felt supported and affirmed by my supervisor. Count Row %	4 0.5%	13 1.7%	20 2.6%	93 11.9%	649 83.3%	779	3.8
Overall, I believe this placement has been a good opportunity to learn and grow as a clinician and counseling professional. Count Row %	4 0.5%	15 1.9%	14 1.8%	103 13.2%	643 82.5%	779	3.8
During my placement, my supervisor has served in a mentoring capacity. Count Row %	5 0.6%	12 1.5%	16 2.1%	96 12.3%	650 83.4%	779	3.8
At the beginning of my placement, I received orientation to my responsibilities, agency policies, and procedures. Count Row %	7 0.9%	12 1.5%	19 2.4%	144 18.5%	597 76.6%	779	3.7
I would rate my overall experience in this placement as excellent. Count Row %	6 0.8%	16 2.1%	18 2.3%	113 14.5%	626 80.4%	779	3.7
I would recommend this site for future graduate placements without reservation. Count Row %	6 0.8%	18 2.3%	17 2.2%	112 14.4%	626 80.4%	779	3.7
Totals Total Responses						779	3.8

Key Findings

Consistently exceptional support and competence
Across all items, ≥ 93 % of respondents agreed or strongly agreed, and means cluster at 3.7–3.8 (near the ceiling on a 4–point scale). Supervisors are perceived as available, respectful, skilled, and affirming.

Slightly weaker—but still positive—scores on structurally intensive tasks
The three items with the lowest "strongly agree" rates (72-77 %) relate to (a) orientation to site policies, (b) explicit communication of expectations, and (c) supervisors' active observation/co-leading of sessions. These activities demand deliberate scheduling and documentation and may slip when caseload pressure rises.

High endorsement of mentoring and personal/professional growth
Over four-fifths of students strongly agreed that supervisors served as mentors, used personal clinical experience effectively, and fostered autonomy—indicators of a developmental, strengths-based supervision culture.

Program Changes

None at this time.

Ph.D. Counselor Education

Placement Rates

In 2024, 100% of students in the CES program were able to obtain placements for practicum and internship.

Evaluation of Sites and Supervisors

Students evaluated individual site supervisors for 2024. Outcomes are outlined below. Scores cluster tightly between 3.77 and 3.91, well above the scale midpoint, reflecting a **consistently high level of satisfaction**. The two comparatively lower items ("explore feelings" and "progress toward goals") suggest opportunities to deepen **process-oriented reflection** and to formalize **goal-tracking protocols**.

Evaluation statement (4-point scale)	Mean
Supervisor made it easy to initiate communication	**3.91**
Supervisor treated me fairly and with respect	**3.91**
Supervisor applied experience to further my development	3.89
Supervisor was available/serious about the role	3.83
Supervisor helped me conceptualize relationships in the setting	3.83
Supervisor identified my competencies & strengths	3.86
Supervisor's professionalism was excellent	3.86
Supervisor helped identify appropriate professional goals	3.80
Supervisor routinely helped me assess progress toward goals	3.80
Supervisor consistently helped me explore feelings about events	**3.77** — *lowest item*

I would recommend this supervisor without reservation	3.83

*Scale: 1 = strongly disagree, 4 = strongly agree. Overall grand mean across all items = **3.84/4**, indicating generally very strong supervision experiences.*

Data Source: Aggregation of the Evaluation of the Site Supervisor by the Student form

Key Findings

Students flourish when supervisors combine **structure and autonomy**, are **readily available**, and provide **clear, actionable feedback**. Growth stalls when administrative or scheduling mechanics falter or feedback lacks specificity.

What Facilitated the Most Growth	What Facilitated the Least Growth / Needed Improvement
Constructive, developmental feedback – timely, specific guidance paired with reflective questions that promoted critical thinking and self-evaluation.	**Administrative gaps** – late return of logs, limited paperwork turnaround, or inconsistent documentation practices.
Autonomy with safety-nets – supervisors granted graded responsibility in teaching, grading, research and supervision while remaining readily available for consultation.	**Inconsistent structure** – missed or unscheduled weekly supervision meetings that reduced opportunities for structured mentoring.
Professional skill-building opportunities – hands-on teaching, research design, coding/analysis, presenting, and publishing that broadened counselor-educator competencies.	**Overly critical or unclear feedback** – comments identifying weaknesses without actionable steps left supervisees uncertain about how to improve.
Accessibility & responsiveness – supervisors were approachable by phone, text, or email and created psychologically safe spaces for discussion, venting and problem-solving.	**Role clarity limitations** – occasional supervisor unfamiliarity with Ph.D. intern-supervisor expectations led to vague guidance.

| **Encouragement & personal support** – emphasis on confidence-building, self-care, and normalization of professional anxiety fostered resilience and motivation. | |

Program Changes

None at this time.

Section 8: Community Partners

Masters of Counseling

Graduates

Overall Rating

Graduates rated the M.Ed. Counseling program highly, with an **average score of 2.75 out of 3.00** across 101 responses. This rating indicates a strong level of satisfaction.

Post-Graduation Experiences

- **73 graduates** reported becoming licensed professional counselors.
- **63 passed credentialing exams**, such as the NCE.
- **84 are employed in professional counseling settings** as a direct result of earning their degree.

These outcomes reinforce that the program prepares graduates effectively for professional roles and licensure.

Data Source: SPC Community Engagement Survey

Strengths

Graduates consistently highlighted the following key strengths:

1. **Faculty Excellence**
   - Described as compassionate, knowledgeable, and responsive.
   - Many instructors bring real-world counseling experience into the classroom.
   - Faculty engagement created a sense of support and community, even in the online environment.
2. **Flexible and Accessible Format**
   - The hybrid and online delivery models allow working professionals to participate fully.
   - Residency weekends and the cohort model helped build community and deepen learning.
3. **Curriculum Design and Clinical Preparation**
   - Coursework was viewed as rigorous and well-organized.
   - Internship and practicum experiences were aligned with real-world expectations.
   - Emphasis on ethics, structure, and counseling theory was valued.

4. **Student-Centered Culture**
   ○ Students reported feeling heard, supported, and encouraged throughout the program.
   ○ Instructors were praised for fostering confidence and professional identity.

Areas for Growth

Though positive overall, graduates suggested the following improvements:

1. **Advising Quality**
   ○ Some students described their academic advising experience as unhelpful or inconsistent.
2. **Increased Live Instruction**
   ○ Several graduates requested more synchronous class sessions (e.g., regular Zoom meetings) to enhance connection and learning.
3. **More Focus on NCE Preparation**
   ○ While many passed the exam, others felt underprepared and suggested more formal NCE prep support.
4. **Expanded and Updated Content**
   ○ Requests included:
      ■ More racially diverse faculty and inclusive literature.
      ■ Expanded treatment of group counseling, play therapy, and family therapy (e.g., multi-course sequences).
      ■ Updated video content and post-COVID trauma resources.
5. **Gatekeeping and Professional Suitability**
   ○ Concerns were raised about a lack of rigor in the admissions process.
   ○ Some graduates noted that a few peers lacked professional readiness or ethical grounding, which they felt could undermine the program's reputation.
6. **Exit Exam Timeline**
   ○ Several graduates requested adjustments to deadline schedules to reduce burnout and anxiety near graduation.

Other Comments

Feedback in this section was overwhelmingly positive and affirming:

● Graduates described the program as "life changing," "a God send," and "one of the best in the nation."
● Many expressed gratitude for the opportunity to pursue a graduate degree and become counselors, noting personal and professional growth.
● Several are now supervisors or employers of other LWC graduates, indicating a full-circle impact.

- One constructive comment noted the program could do more to promote financial success and challenge the "starving artist" narrative within the profession.

Fieldwork Site Supervisors

Overall Rating

Site supervisors gave the M.Ed. Counseling program a **mean rating of 2.56 out of 3.00** (based on 84 responses). While this reflects a generally positive perception, it is notably lower than ratings from graduates (2.75) and slightly below employer ratings (2.67). The standard deviation of 0.62 suggests a wider range of experiences—indicating that while many supervisors are satisfied, others see areas needing improvement.

Data Source: SPC Community Engagement Survey

Strengths

Site supervisors identified numerous program strengths:

1. **Faculty and Instructional Quality**
   - Faculty are seen as the heart of the program—experienced, professional, and supportive of both students and supervisors.
   - Faculty maintain regular communication and offer flexibility for working professionals.
2. **Student Preparation and Skill Development**
   - Supervisors noted that most interns are **well-prepared, ethical, eager to learn**, and demonstrate strong foundational counseling and diagnostic skills.
   - Students were generally perceived as respectful, competent in treatment planning, and open to supervision.
3. **Program Accessibility and Format**
   - The hybrid model, weekend format, and online structure allow broad participation, especially for non-traditional students.
   - Residency weekends were highlighted as an effective complement to online coursework.
4. **Professional Readiness**
   - Students exhibit knowledge of treatment modalities, DSM diagnosis, and clinical process.
   - The program is seen as **ethically grounded** and aligned with professional counseling standards.

Areas for Growth

Supervisors also identified several areas for improvement:

1. **Gatekeeping and Admissions**
   ○ A recurring concern is the lack of a **stringent admissions process**. Several supervisors stated that some students may lack the ethical grounding, academic readiness, or personal disposition for counseling.
   ○ Suggestions included requiring **writing skills remediation**, ethical screening, and earlier identification of unsuitable candidates.
2. **Field Documentation and Evaluation Process**
   ○ Supervisors found the **biweekly forms and paperwork confusing** or difficult to complete.
   ○ Calls for more structured supervisor training or streamlined digital systems were common.
3. **Counseling Skill Development and Documentation**
   ○ Some interns lacked adequate training in **documentation, treatment planning, assessment interpretation, and grammar**.
   ○ Supervisors stressed the need for students to demonstrate greater mastery of **measurable objectives, case conceptualization**, and writing clarity.
4. **Curriculum Alignment with Community Mental Health**
   ○ Several supervisors noted that the curriculum overemphasizes preparation for **private practice**, which does not reflect the majority of employment settings.
   ○ There is a call to better prepare students for **agency-based roles**, including nuanced work in community mental health.
5. **Diversity and Cultural Competence**
   ○ Some responses indicated a desire for **more racially diverse faculty** and greater attention to **culturally responsive counseling** practices in the curriculum.
6. **Exit Exam and Program Standards**
   ○ Comments recommended **adjusting exit exam timelines** to reduce student stress.
   ○ A few noted that current program standards should be applied **before or during** the admissions process, not just at the end.

Other Comments

Supervisors offered many affirming remarks:

- Many reported **positive experiences supervising interns** and found them competent and professional.
- LWC was praised for its **regional impact**, especially in preparing counselors for underserved areas.
- Several supervisors are alumni themselves and credited the program with shaping their careers.

- There were calls for LWC to **highlight income potential** more strongly and avoid perpetuating the "starving artist" stereotype for future counselors.
- Suggestions were made for **more supervisor support and feedback loops**, including clearer communication and responsive partnership from faculty.

Employers of Graduates

Overall Rating

Employers rated the M.Ed. in Counseling program with a **mean score of 2.67 out of 3.00** (based on 39 responses), indicating a generally positive impression. However, this average was **slightly lower than ratings from graduates themselves (2.75)**, suggesting room for targeted improvement in professional readiness or alignment with field expectations.

Data Source: SPC Community Engagement Survey

Strengths

Employers identified several core strengths of the program:

1. **Faculty Quality and Curriculum Design**
   - Faculty were described as caring, experienced, and highly responsive.
   - The curriculum effectively prepares students in counseling theory and ethics, helping graduates begin practice with integrity.
2. **Accessibility and Flexibility**
   - The online and hybrid formats allow working adults to pursue graduate education, especially valuable in rural regions.
   - Residency weekends and weekend cohort models enhance learning and peer relationships.
3. **Clinical Preparation and Practical Assignments**
   - Video-based assignments and signature projects were praised as meaningful learning tools.
   - Employers valued the hands-on focus and noted that students are generally hire-ready and confident.
4. **Program Structure and Support**
   - The program was seen as organized, with instructors and site supervisors maintaining regular communication.
   - Employers appreciated that the school remains committed to developing competent, ethical counselors.

Areas for Growth

Despite the strengths, several areas for improvement were noted by employers:

1. **Fieldwork and Practicum Restrictions**
   ○ Employers expressed concern that some programmatic limitations hinder students' practicum placement flexibility and field experience diversity.
2. **Limited Preparation for Community Mental Health Settings**
   ○ Some employers noted that the program appears heavily geared toward private practice, leaving gaps in preparation for roles in agency-based or community counseling environments.
3. **Diversity and Cultural Competency**
   ○ A desire for more racially diverse faculty and culture-relevant content was voiced by several respondents.
4. **Admissions and Gatekeeping**
   ○ Employers raised concerns that some graduates enter the profession without appropriate ethical grounding or readiness, suggesting stricter admissions processes (e.g., drug screens, professional disposition evaluations).
5. **Technology and Content Updates**
   ○ Recommendations included updating instructional videos and ensuring greater alignment between course delivery and current industry needs, including Telehealth and trauma-informed care.
6. **In-Person Skills Training**
   ○ Multiple employers stressed the importance of in-person skill development, especially at the early stages of counselor training, cautioning that Telehealth-only preparation is insufficient.
7. **Communication and Online Format Management**
   ○ Some noted inconsistent faculty response times and suggested better organization and communication in online course delivery.

Other Comments

Employers provided affirming and constructive reflections:

● Many expressed **gratitude for the role LWC plays in addressing regional counseling shortages**, especially in underserved areas.
● There were calls to expand the program further, including the **development of a doctoral program with prescriptive privileges** (e.g., integration with psychiatric nursing).
● Employers also praised the **collaborative partnerships and positive experiences** supervising interns or hiring alumni.

Program Changes

None at this time.

Ph.D. Counselor Education

Graduates

Overall Rating

Graduates rated the CES program positively with a **mean score of 2.67 out of 3.00** based on 6 responses. This suggests a solid level of satisfaction among doctoral students, although slightly below the M.Ed. Counseling graduate rating (2.75). The standard deviation of 0.47 reflects some variation in student experience, likely due to the program's individualized nature and small cohort size.

Data Source: SPC Community Engagement Survey

Post-Graduation Experiences

Post-graduation outcomes reinforce the program's alignment with professional goals:

- 6 graduates passed the NCE
- 4 are licensed professional counselors
- 4 are employed in counselor education settings
- 2 are employed in professional counseling roles

Strengths

Graduates consistently highlighted the following key strengths:

1. **Faculty Engagement and Support**
   - Faculty were described as accessible, supportive, and deeply involved in students' academic and professional development.
   - Graduates appreciated the demonstration of **servant leadership**, especially in mentoring and advising.
2. **Program Structure and Culture**
   - Students reported a **strong sense of community** and meaningful relationships with peers and professors.
   - The program was noted for its **flexibility** and responsiveness to student interests and needs.

3. **Professional Relevance**
   - ○ Courses were described as **practical rather than overly theoretical**, especially in teaching-focused content areas.
   - ○ Faculty were recognized as active in the profession and engaged with national organizations, helping students stay connected to the field.

Areas for Growth

Graduates offered several constructive suggestions for program improvement:

1. **Diversity in Faculty and Curriculum**
   - ○ Calls were made for **more diverse instructors and literature**, particularly regarding race, culture, and representation.
2. **Enhanced Research Training**
   - ○ Graduates requested **stronger mentorship in research and scholarly writing**.
   - ○ There was specific interest in **practical research applications**, such as submitting journal articles and understanding publication processes before graduation.
3. **Practicum Limitations**
   - ○ A comment referred to restrictions within practicum and fieldwork that mirror concerns also raised in the master's program.

Other Comments

Graduates expressed overwhelmingly positive reflections on their time in the CES program:

- Faculty were commended for their **care, investment, and adaptability** in shaping curriculum around student and professional needs.
- Multiple comments praised the **student-centered nature of the program**, the quality of faculty-student relationships, and the focus on real-world application.
- Graduates noted that the program helped prepare them not just for academic work but also for leadership roles in the counseling profession.

Fieldwork Site Supervisors

Overall Rating

Site supervisors gave the CES program an **average rating of 1.75 out of 3.00** (based on 4 responses), which is **notably lower** than the ratings from CES graduates (2.67). While the sample size is small, this score suggests **moderate concerns** from supervisors regarding doctoral student readiness, especially in supervisory roles.

Data Source: SPC Community Engagement Survey

Strengths

Supervisors identified the following as program strengths:

1. **Student Dedication and Experience**
   - Many doctoral students were viewed as **dedicated, attentive, and competent** when supervising M.Ed. students.
   - Those with **prior clinical experience** (in mental health or school settings) were seen as particularly effective.
2. **Supportive Program Culture**
   - Supervisors praised the School of Professional Counseling's **commitment to individualized student support**, citing:
     - Responsive faculty
     - Strong mentoring
     - Professional development guidance
     - Accessible, flexible course formats
3. **Student-Centered Environment**
   - The program is recognized for treating students as **whole individuals** rather than numbers, creating a culture of care that promotes personal and professional growth.

Areas for Growth

Several areas for improvement were suggested:

1. **Supervision Credentialing Requirements**
   - Supervisors stressed that doctoral students providing supervision should:
     - Hold **clinical credentials** (e.g., LPCC or certified school counselor)
     - Possess a **clearly articulated supervision model** or theoretical framework
2. **Return to Practical, Applied Learning**
   - A key theme was a perceived **shift away from hands-on training** toward academic and theoretical content.
   - Supervisors called for a stronger focus on:
     - **Skills-based assessments**
     - **Field-relevant discussions**
     - **Real-world clinical preparation**
   - There was a concern that doctoral training is becoming **too abstract**, potentially reducing graduate readiness for the complex realities of counselor education and leadership roles.

Additional Comments

Site supervisors offered affirming reflections:

- Supervisors appreciated the role doctoral students play in supporting practicum and internship.
- One noted they would "wholeheartedly choose [Lindsey Wilson] again," citing the **supportive learning environment** and deep faculty commitment.
- Another comment reinforced the importance of maintaining **LWC's historical emphasis on experiential learning**, suggesting this should be a strategic priority moving forward.

Employers of Graduates

No responses were received from employers of graduates from the CES program.

Data Source: SPC Community Engagement Survey

Program Changes

None at this time.

Section 9: Summary Findings

General Strengths

People-first faculty culture
Across all programs, respondents highlight faculty as the single most valuable asset—combining scholarly expertise with approachability and timely support. This fosters trust and sets a professional tone from classroom to fieldwork.

Practice-ready academic design
Each graduate program curriculum is grounded in CACREP competencies and integrates hands-on experiences (practicum, supervision labs, teaching projects). The emphasis on ethics, theory-to-practice translation, and specialized skill building (e.g., advocacy, diagnostic formulation) equips students for immediate field application.

Consistently strong outcomes
High licensure/credential pass rates, positive employer ratings, and supervisor reports of "hire-ready" interns confirm that graduates transition smoothly into professional roles, reinforcing program credibility with external partners.

Nurturing learning communities
Small-cohort or residency models, combined with dedicated advising and success coaching, create cohesion, encourage peer learning, and underpin student satisfaction—even in predominantly online formats.

Mission-driven accessibility
Flexible delivery (online, hybrid, weekend) and the doctoral program's focus on preparing future counselor-educators collectively expand access to training and address mental-health workforce shortages, especially in rural or underserved regions.

General Recommendations

Unified, data-driven advising system
Student surveys across all three programs point to uneven guidance on goal setting, milestone tracking, and timely responses. A shared advising framework—featuring clear progress dashboards, response-time standards, and advisor training—would raise satisfaction and bolster retention.

Integrated data dashboards for continuous monitoring
Current retention, enrollment-funnel, and dissertation milestone data reside in separate silos. A unified Power BI or Tableau dashboard, refreshed each term, would let leaders spot trends early and deploy targeted interventions.

Affordability and clear return on investment
Tuition and fees consistently rank near the bottom of satisfaction items. A coordinated tuition-review, expanded aid (scholarships, assistantships), and upfront cost-benefit messaging (licensure pass rates, job placement data) will help prospective and current students see tangible value.

Modernized delivery and instructional design
While faculty are praised, course shells and hybrid formats earn lower marks. Invest in instructional-design support to add interactive modules, synchronous touchpoints, and consistent navigation so every modality offers an equally engaging experience.

Expanded practice-based learning and flexible field placements
Students and supervisors site placement constraints and limited skills-lab exposure. Streamlining site approvals, digitizing paperwork, adding simulation labs, and training site supervisors will enhance real-world readiness.

Stronger admissions and gatekeeping standards
A subset of entrants lack professional readiness. Implementing structured interviews, dispositional inventories, and standardized rubrics will uphold program quality and client safety.

Sustained faculty development with workload balance
Faculty excellence is a signature strength, yet growing enrollment risks overload. Annual teaching-innovation workshops, mentorship for new instructors, and workload dashboards can preserve instructional quality and faculty well-being.

M.Ed. Counseling

Strengths

Faculty excellence and supportive climate
Graduates highlight compassionate, knowledgeable faculty whose engagement fosters a strong sense of community—even in fully online courses.

Accessible hybrid / online format with residency weekends
Working professionals value the flexible delivery and cohort model that build peer connection and accommodate full-time employment.

Rigorous curriculum and clinical preparation
Well-organized coursework, practicum, and internship experiences align with real-world practice and licensure demands.

Recommendations

Enhance advising consistency and responsiveness
Students describe uneven advising; structured tools, training, and response-time benchmarks can raise satisfaction and support timely progress.

Increase synchronous engagement and formal NCE preparation
Requests include regular live class meetings and dedicated licensure-exam prep resources to boost connection and exam confidence.

Address affordability and modernize course delivery quality
Cost is the lowest-rated item, and students seek more interactive, up-to-date instructional design across modalities.

Ph.D. Counselor Education & Supervision

Strengths

Strong advocacy- and teaching-focused curriculum
Coursework is lauded for effectively preparing future counselor-educators in teaching, supervision, and advocacy domains.

Positive faculty relationships and program fit for many students
Many learners report a strong sense of belonging and value the mentorship provided by doctoral faculty.

Rich professional skill-building opportunities
Hands-on teaching, research, and presentation experiences broaden competencies and support steady graduation output.

Recommendations

Strengthen dissertation and research support structures
Milestone dashboards, structured writing groups, and expanded mentorship can shorten time-to-completion and improve scholarly output.

Optimize admissions and gatekeeping practices
Calibrating cohort size to faculty capacity and employing more rigorous applicant screening will preserve mentoring quality and ensure candidate readiness.

Create a more inclusive, respectful learning climate
Concerns about faculty bias and disrespect for diverse beliefs point to the need for an evaluation of program culture and focus, and transparent grievance channels.

Section 10: Significant Program Changes

The following program changes were made in 2024, prior to development of the 2024 Annual Report.

M.Ed. Counseling

The COUN program at Lindsey Wilson College has introduced a **Graduate Certificate in Trauma-Informed Counseling** to expand specialized training opportunities for graduate students and counseling professionals. This certificate strengthens the program's commitment to preparing trauma-responsive clinicians who are equipped for practice across clinical, educational, and community settings.

Curriculum

The certificate consists of **9 credit hours**:

- COUN 6263: Trauma-Informed Counseling (3 hrs)
- COUN 6293: Psychopharmacology for Mental Health Professionals (3 hrs)
- COUN 6323: Advanced Trauma-Informed Counseling (3 hrs)

Admission Requirements

- Students must be enrolled in the LWC counseling master's program.
- Application submission with at least three professional evaluations.

Exit Assessment

- A cumulative GPA of 3.0 or higher in certificate coursework.
- Filing of an Application for Certificate Completion with the Registrar per catalog guidelines.

This program change demonstrates the COUN program's responsiveness to the growing demand for trauma-informed practice. By creating a structured graduate-level certificate, the program provides a clear pathway for students and professionals to gain advanced competencies, elevating both workforce readiness and community impact.

Ph.D. Counselor Education & Supervision

Credit Hour Reduction and Course Restructuring

The total credit requirement for program completion was reduced from **72 to 63 credit hours**. This was accomplished through:

- Replacing the **three-course teaching sequence** with **two courses**:
  - **CES 7143 – Foundations of Teaching in Counselor Education**
  - **CES 7153 – Advanced Teaching in Counselor Education**
- Merging the **grant writing course** into the existing program evaluation course (**CES 7333 – Research, Program Evaluation & Outcomes Assessment in Higher Education**), streamlining research and evaluation content.
- In response to the **2024 CACREP standards**, the **practicum requirement** was removed, resulting in a **nine-credit reduction** in the total program load.

Advising and Mentoring Enhancements

A **mentoring-based advising model** is under development. Students will begin the program with a temporary faculty advisor. After becoming familiar with the faculty, students will have the option to select a permanent advisor whose expertise and advising style best align with their academic and professional goals.

Curricular and Assessment Updates

- **Program Objectives**: Expanded from four to five, now including:
  1. Teaching
  2. Supervision *(newly added)*
  3. Research
  4. Leadership
  5. Counseling
- **Key Performance Indicators (KPIs)** were revised to reflect the updated **2024 CACREP standards**.

Definitions

Term/Acronym	Definition
Assessment Committee	A group of faculty responsible for collecting, analyzing, and reporting program data for continuous improvement and accreditation purposes.
CACREP	The Council for Accreditation of Counseling and Related Educational Programs, a specialized accrediting body for counseling degree programs.
CACREP Standards	A set of guidelines and requirements established by CACREP to ensure quality and consistency in counseling education programs.
Columbia Campus	The main campus of Lindsey Wilson College in Columbia, Kentucky.
Community Engagement Survey	An annual survey administered by SPC to collect feedback from students, alumni, employers, site supervisors, and other stakeholders regarding program quality and outcomes.
Core Faculty	Faculty members who are designated as "core" for CACREP accreditation purposes. This designation is based on their roles in program delivery, curriculum development, and advising, and is required by CACREP standards. **Note:** "Core faculty" is a CACREP-specific designation and does not necessarily reflect employment status, contract type, or tenure at Lindsey Wilson College.

Ellucian	The student information system used by Lindsey Wilson College for managing enrollment, academic records, and institutional data.
Extended Site	A physical location (other than the main Columbia campus) where SPC programs are delivered, often in partnership with regional organizations.
Fieldwork/Field Placement	A supervised, practical training experience required for students in counseling programs to gain hands-on skills in real-world settings.
FTE (Full-Time Equivalent)	A unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. For faculty, 1.0 FTE typically means full-time employment, while a 0.5 FTE would indicate half-time.
GSRR (Graduate Student Review and Recommendation)	An evaluation process used to assess graduate student performance, professional dispositions, and readiness for advancement in SPC programs.
Key Performance Indicators (KPIs)	Measurable student learning outcomes used to evaluate program effectiveness, as required by CACREP and internal assessment processes.
Lindsey Wilson College (LWC)	A private, liberal arts college located in Columbia, Kentucky, and the home institution of the School of Professional Counseling (SPC).
M.Ed. Counseling (COUN)	The Master of Education in Counseling, a graduate degree program designed to prepare students for professional counseling roles and licensure.

Minimum Performance Threshold (MPT)	The minimum acceptable score or standard students must achieve on program assessments, as determined by faculty and CACREP guidelines.
MyReport Builder	An internal reporting tool used at Lindsey Wilson College for generating data on enrollment, demographics, and program outcomes.
Online Modality	A method of program delivery in which coursework and instruction are provided primarily through online platforms.
Ph.D. Counselor Education & Supervision (CES)	The doctoral program at SPC aimed at preparing advanced practitioners, educators, and supervisors in the counseling field.
Program Mission	The formal statement outlining the core purpose, values, and goals of an academic program.
Program Objectives	Statements describing the knowledge, skills, and attitudes that students are expected to achieve upon completion of a degree program.
School of Professional Counseling (SPC)	The academic unit within Lindsey Wilson College responsible for graduate counseling-related programs.
Supervision Assist	A technology platform used for managing field placements and clinical supervision documentation within SPC programs.