

CIU

SCHOOL OF COUNSELING

Annual Report

October 2026

***Annual Report published by the School of Counseling at
Columbia International University***

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October 2026

Columbia International University began offering a Master of Arts in Counseling degree in 1995 as part of its mission to “educate people from a biblical worldview to impact the nations with the message of Christ.” The program has graduated **470** students (as of August 2026) who are employed in a wide variety of professional and ministerial positions nationally and internationally. The Clinical Mental Health Counseling Program began in 2010 and continues now as part of the School of Counseling, along with a PhD in Counselor Education and Supervision that began in Fall 2023. CIU’s School of Counseling aspires to offer excellence in biblical worldview training and professional clinical care across all programs.

Although the university as a whole is accredited, in 2014, the Clinical Mental Health Counseling Program (recognizing that state licensure boards were beginning to require additional accreditation for counseling programs) applied for additional accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and received accreditation for eight years in 2016. Following our self-study submission in October 2022, feedback reports in January 2023, and the CACREP virtual site visit in Spring 2024, CACREP reaffirmed accreditation of our MA Counseling program through October 31, 2032. We applied for CACREP accreditation for the PhD in CES in December 2025 and are preparing for a virtual site visit sometime this Fall.

A key component of CACREP accreditation is our self-evaluation. The role of the Advisory Council is to provide an annual review of outcome data and offer recommendations that will guide the ongoing development of the MA Clinical Counseling and PhD in Counselor Education and Supervision programs. The Advisory Council includes committee members representing our constituent community, clinical providers, community educators, area pastors, previous students/graduates, and current students serving on three-year terms with cycle rotation to ensure adequate representation of these roles and perspectives.

This Annual Report offers an overview of this past year’s assessment process. Additional program information can be found in the School of Counseling Handbook. This report serves as a reference to better understand the outcome data that will be shared annually.

Respectfully,

Seth L. Scott, Assistant Dean & The School of Counseling Team

“Cultivating Kingdom impact by making disciples...
who counsel, train, and teach”

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Program Statistics

Consistent with the 2024 CACREP Standards regarding program evaluation and modification, the Counseling program at CIU employs a detailed assessment plan and process to collect outcome data annually. We share the outcomes with an Advisory board and other stakeholders. We publish a summary of findings in an annual report posted on our website.

Columbia International University		
Year that CIU began offering the MA in Counseling degree	1995	
Year of First Graduates	1997	N=9
Total Number of Graduates as of Report Date	Oct 2026	N=470
Year FIRST applied for CACREP Accreditation	2014	
Year for Reaccreditation Cycle	2024	
Current CACREP Approval	October 31, 2032	

MA in Clinical Counseling Demographics: Academic Year – 2025-2026

Demographic	Descriptors	Headcount	Percent
Total Headcount	Clinical Counseling Students	149	
Survey Count	Students who completed Survey	127	100%
Gender	Female	100	76.5%
	Male	27	23.5%
Race/Ethnicity	Hawaiian Native or Pacific Islander	1	0.8%
	American Indian or Native Alaskan	0	0.00%
	Other/Not Listed	9	7.08%
	Hispanic	7	5.5%
	African American/Black	11	8.66%
	White	90	70.9%
	Asian	4	3.15%
	Multiracial	5	3.9%
Age	17-23	16	12.59%

*avg 35.85	24-29	33	25.98%
	30-39	29	22.83%
	40-49	31	24.4%
	50-59	15	11.81%
	60 and Older	3	2.36%
	N/A	0	0.00%

*As reported by the students in their annual orientation survey – not every student completed the survey

MA in Clinical Counseling Graduation Data:

Graduate Outcomes	Headcount	Percentage
Number of Graduates Spring 2026/Summer 2026	44*	
**Reported Licensure Examination Pass Rate	23 of 26	88.46%
Job Placement for those actively seeking employment	43	100%

*one graduate was awarded posthumously

**NBCC report provided showed 23 of 26 passed NCE, student report to faculty demonstrated 100% pass rate but not necessarily on the first attempt

PhD in Counselor Education & Supervision Demographics: Academic Year – 2025-2026

Demographic	Descriptors	Headcount	Percent
Total Headcount	PhD in CES Students	12	100
Gender	Female	11	91.6%
	Male	1	8.3%
Race/Ethnicity	African American/Black	2	16.67%
	White	10	83.3%

First cohort (started 2023):

5 total, 1 graduated August 2026, 2 on track to graduate December 2026, 2 in May 2027

Master's Systematic Program Assessment Process

Over the course of a three-year cycle, our assessment process reviews our program from three perspectives: Professional Identity, Professional Competence and Program Area (CMHC), and Overall Program Balance.

- **Assessment Cycle Year #1: Professional Identity** reviews the common core domains set out in the 2024 CACREP Standard Section 3 (Foundational Counseling Curriculum).
- **Assessment Cycle Year #2: Professional Competence and Program Area** reviews the domains set out in CACREP Standard Section 4 (Professional Practice) and CACREP Standard Section 5.C. (Program Area: Clinical Mental Health Counseling).
- **Assessment Cycle Year #3: Overall Program Balance** reviews the overall program from the perspectives of Academic Excellence (“Head”), Spiritual Life Formation/ Religious Development (“Heart”), and Professional Skills Development (“Hands”). These perspectives reflect our corporate educational triad as well as our commitment to developing the whole person through the non-academic and character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.

MA in Counseling Assessment Cycle Chart

Assessment Cycle	Outcome		Data Source	Data
Year #1 Professional Identity	3.A.	<u>Professional Counseling Orientation and Ethical Practice:</u> Students will demonstrate an understanding of the history and scope of the profession, including the inter- and intra-disciplinary roles, developing a professional counselor identity through membership with professional organizations, advocacy, self-care, lifelong learner perspective, and future supervision and practice.	CNS 5330 Professional Ethics	Position Paper
	3.B.	<u>Social and Cultural Identities & Experiences:</u> Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society, identifying the role of their culture, experiences, values, and beliefs on their perspective of the world and others.	CNS 5075 Multicultural Counseling	Family Culture Paper & Cultural Interviews Paper
	3.C.	<u>Lifespan Development:</u> Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including the influence of addiction, biology, neurology, physiology, system, environmental factors, and worldview factors.	CNS 6310 Human Growth & Development	Research Paper

	3.D.	<u>Career Development:</u> Students will demonstrate an understanding of the theories and approaches of career development, incorporating relevant research, technology, methods, and practice for ethical and culturally relevant assessment and treatment._	CNS 6810 Career Counseling	Career Case Study
	3.E.	<u>Counseling Practice and Relationships:</u> Students will demonstrate an understanding of the counseling process from theory through skill delivery and practice._	CNS 5310 Counseling Theory CNS 6410 Counseling Techniques	Paradigm Project Paper Skills Demonstration
	3.F.	<u>Group Counseling and Group Work:</u> Students will demonstrate theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society._	CNS 6440 Group Counseling	Group Design Project
	3.G.	<u>Assessment and Diagnostic Processes:</u> Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society._	CNS 6430 Assessment	Assessment Rationale Papers
	3.H.	<u>Research and Program Evaluation:</u> Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation._	CNS 5410 Research, Statistics, and Evaluation	Abbreviated Research Paper
Assessment Cycle Year #2 Professional Competence and Program Area (CMHC)	Outcome		Data Source	Data
	4.Q.-T,	<u>Practicum:</u> Students exhibit the knowledge, attitude, and skill needed to engage in an in-depth supervised field experience.	CNS 6912 Adv. Techniques /Practicum	Supervisor Evaluation
	4.U.-X	<u>Internship:</u> Students will exhibit the professional skills and character virtues appropriate to the role of a clinical mental health counselor.	CNS 6931-6932 Internship 1 & 2	Supervisor Evaluation
	5.C.	<u>Foundations:</u> Students will exhibit the foundational knowledge and skills needed to function effectively as a clinical mental health counselor.	CNS 5306 Foundations of CMHC	Textbook Quizzes
	5.C.2.	<u>Contextual Dimensions:</u> Students will demonstrate knowledge and understanding of presenting concerns, treatment intervention, referral, collaboration in clinical mental health counseling across settings, diagnoses, and situations.	CNS 5420 Psychopathology	Case Study

	5.C.3.a-e.	Practice: Students will exhibit the skills for effective clinical practice including holistic intake, treatment, referral, and advocacy.	CNS 6931-6932 Internship 1& 2	Case Study Paper and Presentation
			CNS 5306 Foundations of CMHC	Advocacy Plan
Assessment Cycle Year #3 Character Dispositions & Overall Program Balance	Outcome		Data Source	Data
	Head	Students will demonstrate mastery of the foundational knowledge in the field of clinical mental health counseling and the seven-character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.	CECE PPR	Exam Score Advisor Evaluation
		Students will demonstrate proficiency in culturally sensitive critical thinking skills and dispositional character virtues in the field of mental health from a bio-psycho-social-spiritual framework.	CNS 5305 Applied Biblical Foundations of Counseling	Philosophy of Counseling Paper
		Students will demonstrate mastery of the biblical design for their relationship with creation, each other, and God and the character traits of the seven virtues.	CNS 5342 Foundations of Marriage & Family Counseling	Couples Counseling Philosophy & Approach Integration Project
	Heart	Students will demonstrate consistency in individual and corporate spiritual practices and the affirmation of the seven-character virtues.	Counseling Orientation	PPR Item Spiritual Development (Ques. 28-29)
		Students will demonstrate growth in a Christian community of redemptive relationships and the consistent expression of the seven-character virtues.	Counseling Orientation	PPR Item Faithful Engagement (Ques. 14-15)
		Students will demonstrate the seven character-based virtues through the categories of insight, awareness, relationships, interaction, and personal responsibility.	Counseling Orientation	PPR
	Hands	Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice.	CNS 6931-32 Internship 1 & 2	ORS/SRS
		Students will demonstrate competence in effective interpersonal skills and character virtues in clinical practice and with professional colleagues.	CNS 6931-32 Internship 1 & 2	Supervisor Evaluation
		Students will demonstrate competence in ethical, moral, and culturally sensitive care through the expression and practice of the seven-character virtues.	CNS 6931-32 Internship1 & 2	Supervisor Evaluation Employer ratings

We have correlated each domain (outcome) under Professional Identity, Professional Competence, and Program Area (Clinical Mental Health Counseling) with a data source (e.g., II.G.1 Professional Orientation and Ethics is correlated with CNS 5330). Each time we offer a course, we will collect a signature assignment (data) and store it in an electronic databank. At the appropriate time in the assessment cycle, we will draw a random representative sample from 25% of assignments for each course from the databank and will evaluate them against the pertinent assessment rubric.

The primary means we will use in the process is direct assessment of student learning outcomes (SLOs) based on coursework collected each year and evaluated using rubrics designed according to a four-level scale: Unsatisfactory (0), Marginal (1), Satisfactory (2), and Exceptional (3). We will consider an outcome to be met successfully when the student's work is evaluated and achieves an average score of 2.25 or better. In reviewing Overall Program Balance, we will supplement direct assessment of student assignments by other sources of data such as the Counselor Education Comprehensive Examination (CECE), the Supervisor Survey, the Collaborative Annual Performance Evaluation (CAPE), and the Professional Performance Review (PPR). The seven-character virtues are aligned to demonstrate the integration of strong research on spiritual formation with the non-academic character dispositions noted in the academic literature, as provided in the appendices.

In addition to direct assessment of student learning outcomes, we will conduct an indirect assessment of the program. This advisory council meets annually to provide input, and we will administer our surveys to graduating students and internship site supervisors annually. We will administer our alumni and employer surveys every third year (sent this year, the third assessment cycle). We will add the information collected through these indirect means to the results of our direct assessment as we conduct our analysis during a workshop on an assessment day in May and to this report for the Advisory Council.

At our annual May workshop, the School of Counseling faculty serves as the assessment committee to review the area designated for that year of the assessment cycle. We review sample assignments and other data identified above, analyze the information we have collected, make specific recommendations based on that analysis, and develop plans for implementation and/or remediation.

Once the faculty analyzes the data, we share the findings with the Advisory Council to gather their feedback, along with information from our graduating student and employer surveys. We compile all data from that year's assessment and draft this annual report that documents the findings and outlines recommendations and modifications to the program. As part of this report, we assign follow-up steps to specific program faculty members for implementation. These faculty members are responsible for documenting any changes made and reporting on them at the next workshop. Their follow-up reports will close the loop on the assessment cycle year. Each year, we distribute the annual report by posting it on our webpage. We completed the first report of this new assessment cycle 2021-2023, started over with the second cycle during Summer 2024, the second report focusing on Cycle #2 during Summer 2025 and finished Cycle #3 this Summer 2026. We will be updating our assessment plan starting this Fall in preparation for the new cycle.

Timeline for Implementing the Master's Second Assessment Cycle (2023-2026):

August 2023 - May 2024	Collect and store course-related data Analyze data and develop recommendations for Assessment Cycle Year #1
Aug 2024 - Sept 2024	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #1
October 2024	Distribute report on Assessment Cycle Year #1 Post to University Website on or before December 1, 2024
August 2024–May 2025	Continue collecting and storing course-related data Administer internship site supervisor surveys (annual)
May 2025	Report on follow-up steps from Assessment Cycle Year #1 Analyze data and develop recommendations for Assessment Cycle Year #2
Aug 2025-Sept 2025	Receive feedback from the Advisory Council (annual) Draft report on Assessment Cycle Year #2
October 2025	Distribute report on Assessment Cycle Year #2 Post to University Website on or before December 1, 2025
August 2025–May 2026	Continue collecting and storing course-related data Administer graduating student and internship site supervisor surveys (annual) Administer alumni and employer surveys (triennial)
May 2026	Report on follow-up steps from Assessment Cycle Year #2 Analyze data and develop recommendations for Assessment Cycle Year #3
Aug 2026-Sept 2026	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #3
October 2026	Distribute report on Assessment Cycle Year #3 Post to University Website on or before December 1, 2026

The following table provides a summary of the points at which we will assess students during the three years of their program of study.

Pre-Admission	Group interview	
Year 1	Fall Semester	Spring Semester
	Counseling Orientation - PPR CNS 5306 – Forum on role of counselors CNS 5310 – Paradigm project paper CNS 5410 –Abbreviated Research paper	Counseling Orientation – PPR CNS 5075 – Culture Interviews & Family culture papers CNS 5420 – Case Study CNS 6310 – Research paper
Year 2	Fall Semester	Spring Semester
	Counseling Orientation – PPR CNS 5342 – Couples Counseling Philosophy & Approach Integration Project CNS 6440 – Group Skills Assessment	Counseling Orientation – PPR CNS 5305 – Philosophy of Counseling Paper CNS 5330 – Position paper

	CNS 6410 – Clinical Skills Demonstration	
	Summer Semester: CNS 6912 – Supervisor eval., ORS/SRS, Practicum Notebook	
Year 3	Fall Semester	Spring Semester
	Counseling Orientation - PPR CNS 6810 – Career Case Study CNS 6931 – Supervisor eval., case study, and ORS/SRS	Counseling Orientation - PPR CNS 6430 – Assessment Rationale Papers CNS 6932 – Supervisor eval., case study, and ORS/SRS Graduating student survey Site supervisor survey The Counselor Education Comprehensive Examination (CECE)
Post-Graduation	Alumni survey Employer survey	

Summary of May 2025 Assessment Report with UPDATES

The MA in Counseling for 2025-2026 assessment included year three of three in our assessment plan. The MA in Counseling program uses a three-year cycle to assess our program, with Year 1 assessing professional identity, Year 2 exploring professional competence and our program area of CMHC, and Year 3 addressing character dispositions and overall program balance. This progression back through the full cycle provides improved data and feedback for updates to the program.

The assessment process revealed growth and improvements as we implemented changes to assignments and courses with the addition of new faculty and to improve our alignment with the 2024 CACREP Standards following our last accreditation visit. Last year's Cycle #2 assessment process demonstrated that the evaluation and improvements implemented in the previous cycle effectively strengthened student success, aligning well with the Standards and Outcomes. Only one Outcome measure (5.C.3.a-e) fell below the 2.0 threshold. Updates to the rubric and assignment guidelines for the related assignment in CNS 5306 Foundations of Clinical Mental Health Counseling, completed as part of a full rewrite of the course by a new faculty member, should strengthen this data point and allow all our year two content to meet the 2.0 threshold. As a review, below are the issues noted from last year and the updates completed as recommended.

- **Recommendation #1:** *Outcome 3.F.-I.: Practicum and Outcome 3.J.-M.: Internship* – Students successfully demonstrated strength in the clinical skills and outcomes for this data point (2.16), but faculty noted areas where students can continue to enhance their feedback and positive critique for one another in the supervision and training process.
 - **Update:** Faculty teaching across the multiple sections of practicum and internship began utilizing a 5-point Roles model for providing feedback during the video reviews in supervision with one student assigned each of the following perspectives to observe during video and report: client, physical space, counselor, metaphor, general

feedback. This provided specific focus for student feedback and input during group supervision. Faculty also added a transcript assignment to the courses to provide students with additional practice in recognizing possible clinical responses in sessions. These changes were implemented in the practicum and internship courses and will begin in the Counseling Techniques courses for introduction and practice Fall 2026.

- **Recommendation #2: Outcome 5.C.3.a.-e.: Practice – Foundations of CMHC Advocacy Plan**
 - The most common area where papers lost points was in Criterion 2 (integrating literary research), with many papers scoring only 1 point in this category. Previous attempts to fix this included improved wording regarding the necessity of utilizing academic research. Faculty will model and define “scholarly research” more clearly for the advocacy plan assignment.
 - **Update:** Professor Kinney rewrote the CNS 5306 Foundations of CMHC course, updating the course content and revising the assignment guidelines, rubric, and expectations to more directly and clearly model and define what is meant by “scholarly research” for students as they start the counseling program.

MA in Counseling May 2026 Assessment Report Outcomes

- **Outcome Head: CECE Exam Score – 0.91 Overall.**

Student performance on the CECE exam, used to assess mastery of foundational knowledge in clinical mental health counseling and alignment with seven core virtues (Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage), indicates overall outcomes below the benchmark. From a randomized sample of 11 students, only 2 (18%) achieved an Acceptable (Good) rating, while 6 (55%) were rated Marginal (Fair), and 3 (27%) were rated Unacceptable (Poor). No students reached the Exceptional level. Scores ranged from 56.7% to 74.2%, suggesting limited demonstration of strong competency across core clinical domains. The overall mastery indicator of 0.91 further indicates that student performance is not meeting the program’s desired proficiency standard. The clustering of scores in the marginal and unacceptable ranges points to gaps in knowledge acquisition and application, indicating that most students are not yet demonstrating sufficient mastery of essential counseling concepts. These results highlight a need for targeted instructional improvements and enhanced academic support to better prepare students for competency in clinical practice. ***The Rubric with Results is in Appendix A.***

Recommendations: The CECE does not seem to provide an effective evaluation or assessment of our students’ learning or an effective preparation for the national counselor licensing exams (NCE, NCHMCE) as the students do much worse on the CECE than they do on the national exams. To reduce student anxiety and frustration with this exam, and to improve demonstration of student academic AND dispositional learning and progress, the faculty determined that the CECE should be replaced with a Portfolio Project. The MA Portfolio Project (MAPP) is a comprehensive project assignment in CNS 6932 Internship 2 in which students will provide artifacts from existing course assignments to demonstrate proficiency in each of the 8 NCE and CACREP core content areas (existing work) and write a reflective narrative for each of the domains that will demonstrate their non-academic, virtue dispositions through an integrative faith response and reflection on their personal and professional growth.

- **Outcome Head: Applied Biblical – *Philosophy of Counseling Paper* - 2.67 Overall.**

The assessment results indicate that students are largely achieving the program's goal of demonstrating culturally sensitive critical thinking and dispositional character within a bio-psycho-social-spiritual framework. The overall average score of 2.67 falls within the "Good" to "Very Good" range, with particularly strong performance in holistic and ethical integration (2.90) and the integration of theological, academic, and personal sources (2.70). A majority of students received "Exceptional" ratings, suggesting consistent strength in synthesizing diverse perspectives and applying them meaningfully to counseling philosophy and practice. However, performance is slightly lower in articulating a clear and effective counseling model (2.40), indicating this as a relative area for growth. While many students demonstrated excellence across all categories, a subset scored in the "Acceptable" range, often due to less-developed counseling models or uneven integration across domains. Overall, the data reflects a strong foundation in integrative thinking and ethical awareness, with an opportunity to further strengthen students' ability to define and communicate their counseling approach clearly. ***The Rubric with Results is in Appendix A.***

Recommendations:

- *Enhance Instruction on Model Development:* Provide more targeted teaching, examples, and scaffolding to help students construct and articulate a coherent counseling model, improving clarity and depth in this area.
 - *Incorporate Iterative Feedback Opportunities:* Introduce draft submissions or checkpoints for the Philosophy of Counseling Paper to allow students to receive formative feedback, particularly on integration and model articulation.
 - *Support Students at the "Acceptable" Level:* Offer additional resources such as writing workshops, exemplars, or one-on-one coaching to help these students strengthen integration skills and move toward "Exceptional" performance.
- **Outcome Head: Foundations of MFT – Couples Counseling Philosophy Paper - 2.23 Overall**

Assessment data from the Couples Counseling Philosophy Paper indicate that students are performing at an overall acceptable level, with an average score of 2.23, reflecting moderate competency in demonstrating a biblical design for relationships. Students show their strongest performance in understanding a biblical view of relationships (2.60), suggesting that foundational theological knowledge and conceptual understanding are well established across the cohort. However, performance declines when moving from comprehension to application. Scores in articulating implications and applications (2.20) and, more notably, in providing ethical and effective systems interventions (1.90) reveal a gap between theoretical knowledge and practical counseling implementation.

This pattern is further reflected in the distribution of individual performance. While a small number of students demonstrated exceptional mastery, others fell into the marginal range, particularly in areas requiring applied clinical judgment and systems thinking. The majority of students clustered within the acceptable range, especially in applying biblical principles and designing interventions. These findings suggest that although students can articulate core concepts, many are still developing the ability to translate those concepts into effective, ethically grounded counseling practices. Overall, the data point to a cohort with solid theoretical grounding but uneven proficiency in applied skills. ***The Rubric with Results is in Appendix A.***

Recommendations:

- *Expand Applied Learning Opportunities:* Increase the use of case studies, role-playing exercises, and supervised practice that specifically target ethical decision-making and systems-based interventions. This will help bridge the gap between conceptual understanding and clinical application.
- *Strengthen Integration of Biblical Principles with Practice:* Design assignments that require students to explicitly connect biblical frameworks with real-world counseling scenarios. Emphasize articulation of implications and practical application to deepen integration skills.
- *Provide Targeted Support for Skill Development:* Identify students demonstrating lower performance and offer focused feedback, mentoring, and supplemental instruction. Emphasize the development of practical counseling competencies and ethical reasoning to improve consistency across the cohort.

• Outcome Heart: Orientation – Personal Performance Review (PPR) – 2.56 Overall.

Summary of Spiritual Development: Student performance in spiritual development reflects a strong and consistent level of engagement, with a mean score of 2.46 indicating that most students are approaching a “consistently demonstrates” level, though not yet at full mastery. Qualitative data reinforce this strength, showing that students are actively committed to spiritual practices such as prayer, Scripture reading, church involvement, and participation in faith-based community. These practices are widely described as foundational to both personal identity and professional formation. ***The Rubric with Results is in Appendix A.***

Recommendation: Students reporting once a semester or once a year on this process prevents the application of spiritual habits to maintain focused engagement over time. The new MAPP (Master of Arts Portfolio Project) can support deeper awareness and reflection for students on their spiritual development and faculty can incorporate more opportunities for students to model and strengthen their spiritual awareness and practice into these same assignments (those incorporated into the MAPP) as they complete them throughout the courses in the program.

Summary of Faithful Engagement: The responses show strong overall engagement with the Christian community, church attendance, small groups, ministry service, discipleship, mentoring, and personal spiritual practices. Many students describe faithful participation in worship, Bible study, prayer, accountability relationships, and service opportunities. The high score of 2.67 suggests that this area is a clear strength, with most respondents demonstrating consistent commitment to spiritual growth and community life. A recurring theme is that students value the body of Christ as essential for encouragement, accountability, hope, and service. At the same time, some noted barriers such as transitions, work schedules, health issues, church hurt, moving, or difficulty finding a church home. Several also identified growth areas in deeper involvement, evangelism, receiving feedback, and moving from attendance to active contribution. ***The Rubric with Results is in Appendix A.***

Recommendation: Within advising meetings with students and within class contexts, faculty will encourage students to strengthen their consistency in a connection to a local church through

attendance at services and activities as well as service to those churches through active participation in ministries and community.

- **Outcome Hands: Internships 1 & 2 – ORS/SRS – 2.93 Overall.**

Student performance on the ORS/SRS internship assessments indicates consistently exceptional proficiency across all evaluated domains, including adjustment to feedback and self-awareness, application of learning to clinical practice, and establishment of holistic, client-focused care. Aggregate scores (2.8–3.0) reflect strong competency in integrating academic knowledge, spiritual formation, and character into clinical work. ***The Rubric with Results is in Appendix A.***

Recommendation: With students demonstrating strength with their clinical skills, faculty can maintain this performance by continuing to emphasize their embodied practices of academic knowledge, spiritual formation, and clinical practice while also introducing more complex or nuanced clinical scenarios or client populations in the training areas and through case reviews in supervision.

- **Outcome Hands: Internships 1 & 2 – Supervisor Evaluations – 2.55 Overall.**

Student performance across the three assessed domains (interpersonal skills, empathy and responsiveness to diverse client issues, and use of effective counseling techniques) indicates generally solid competency with notable variability in applied clinical skills. Within this subsample, students demonstrated strong relational abilities, including maintaining professional boundaries, engaging in the learning process, and responding constructively to feedback. However, compared to broader program data, there is greater inconsistency in professionalism, adaptability, and self-awareness, suggesting that some students are still refining these competencies. Empathy and responsiveness to client diversity emerged as a clear strength. Students consistently exhibited respect, emotional attunement, and cultural sensitivity, indicating well-developed relational and affective counseling skills even within a smaller sample. In contrast, the application of counseling techniques showed the greatest variability and comparatively lower performance. While foundational skills such as questioning and paraphrasing were generally present, more advanced interventions, such as appropriately challenging clients, offering deeper reflections, and maintaining clear session direction, were less consistently demonstrated. This pattern suggests that many students are in the transition from basic skill acquisition to more intentional and advanced clinical practice. ***The Rubric with Results is in Appendix A.***

Recommendations: Faculty can provide focused, individualized feedback and utilize session recordings to support skill development and promote greater consistency in clinical application. Faculty can also emphasize training in higher-level counseling interventions, including challenging clients constructively, deepening reflections of meaning, and guiding sessions with clear therapeutic goals. Incorporate structured practice opportunities such as role-play and live or recorded supervision to reinforce skill integration.

Summary of 2025-2026 Results

The Cycle #3 assessment process demonstrated that the evaluation and improvements implemented in the previous cycle effectively strengthened student success, aligning well with the Standards and Outcomes. Only one Outcome measure (Head: CECE Exam Score) fell below the 2.0 threshold (0.91). This finding provides a great opportunity to reevaluate the assessment process for academic content and better align our summative evaluation method from an exit exam to a portfolio project that will better support our comprehensive evaluation of the students' embodied experience by including personal reflection and consideration of the seven virtues along with the opportunity for students to see their own progress and growth in reviewing earlier assignments. As this year marks the end of the Second Assessment Revolution (3 of 3), we are initiating a revised Annual Assessment Plan this Fall. This new plan will continue to follow a three-year rotation, but will streamline the content and process by aligning each year with our educational goals of Head, Heart, and Hands, incorporating the seven virtues for dispositional evaluation alongside the 2024 CACREP Standards. **This new assessment plan is provided in Appendix C.**

Employer & Alumni Survey (Third Year of Assessment Process)

See surveys in **Appendix D**.

Alumni Survey Results

Overall, alumni report high levels of satisfaction with their clinical foundation, ethical preparation, faculty mentorship, and preparedness for national licensure and competitive doctoral studies. The primary areas identified for curricular enhancement involve administrative practice (clinical documentation/note-taking styles), earlier assessment course sequencing, hands-on group leadership, and post-licensure transition support.

11 alumni completed the survey. 100% of respondents are actively employed in mental health (45.5% Full-time, 54.5% Part-time). Of the respondents, 81.8% are Female, 18.2% Male; 72.7% Caucasian/White, 9.1% Hispanic/Latino, 18.2% Bi-racial/Other. Respondents demonstrate a broad representation across career stages with 1 (20-25 years old), 3 (31-35), 3 (36-40), 2 (46-50), 1 (51-60), 1 (over 61).

Section 1: Professional Identity ("How well did the program prepare you to...")

1.1. Engage in professional memberships (CAPS, AACC, AMHCA, SCMHC, ACA)?

Summary Finding: Over 63% of respondents felt *Very Well Prepared* (A) or *Well Prepared* (B). However, 27% felt only *Somewhat Prepared* (C) and one respondent felt *Not Prepared* (D).

Implication for the Program: Embed explicit introductions to relevant professional counseling organizations into the foundational curriculum, encouraging student memberships and active student-chapter engagement prior to graduation.

1.2. Engage in professional training activities (conferences & CEU trainings)?

Summary Finding: Approximately 64% reported feeling Well to Very Well Prepared, though multiple respondents rated this as Somewhat or Not Prepared, a sentiment reinforced in open-ended comments.

Implication for the Program: Offer structured opportunities or workshops during internship on how to identify, evaluate, and navigate post-graduate CEU offerings and professional conferences.

1.3. Engage in leadership activities in professional organizations?

Summary Finding: A majority reported moderate-to-high preparation (Well or Very Well Prepared), with a small cluster rating this lower (3 respondents rated Somewhat or Not Prepared).

Implication for the Program: Foster leadership development through mentorship in student associations, state division committees, and collaborative faculty-student initiatives.

1.4. Engage in advocacy activities in the area of Clinical Mental Health?

Summary Finding: Alumni reported strong preparation, with over 72% rating this item as Well or Very Well Prepared.

Implication for the Program: Continue integrating public advocacy, policy awareness, and client advocacy within social and cultural foundations coursework.

Section 2: Professional Practice (“How well did the program prepare you to...”)

2.1. Practice client engagement skills that foster rapport and maintain healthy working alliances?

Summary Finding: Marked strength across the cohort, with 100% of respondents indicating they were Very Well Prepared (91%) or Well Prepared (9%).

Implication for the Program: Maintain the current pedagogical and experiential training models for interpersonal skills and the therapeutic relationship.

2.2. Conduct client assessments utilizing appropriate evaluation and diagnostic skills?

Summary Finding: Highly rated overall (82% Very Well or Well Prepared), though qualitative feedback highlighted a desire to complete assessment coursework prior to clinical practicum.

Implication for the Program: Review curricular course sequencing to ensure Assessment & Testing is completed as a strict prerequisite before Practicum/Internship 1.

2.3. Conduct case conceptualizations demonstrating awareness of therapeutic variables?

Summary Finding: Consistently strong results, with over 90% evaluating their preparation as Very Well Prepared or Well Prepared.

Implication for the Program: Continue utilizing comprehensive case conceptualization assignments and genogram/systemic evaluations across core clinical courses.

2.4. Offer clinical interventions utilizing effective skills, techniques, and interventions?

Summary Finding: Strong positive ratings across all respondents (over 90% in top categories), alongside constructive feedback requesting exposure to a wider variety of specialized theoretical techniques.

Implication for the Program: Continue providing deep grounding in core evidence-based interventions while expanding elective modules on diverse clinical modalities.

*Section 3: Commitment to Personal & Professional Growth
("How well did the program develop your...")*

3.1. Cultural sensitivity demonstrating respect in light of unique cultural/spiritual beliefs?

Summary Finding: One of the highest-rated items on the survey (over 90% Very Well Prepared).

Implication for the Program: Sustain the program's recognized strength in integrating cultural humility, worldview considerations, and spiritual integration into clinical practice.

3.2. Openness to seek feedback from supervisors, peers, and clients?

Summary Finding: 100% positive rating (Very Well Prepared / Well Prepared), reflecting strong professional disposition development.

Implication for the Program: Maintain experiential triadic supervision, live observation, and reflective practice throughout clinical field experiences.

3.3. Awareness of and compliance with ethical standards and best practices?

Summary Finding: Exceptionally high ratings (100% Very Well Prepared or Well Prepared).

Implication for the Program: Uphold current comprehensive legal, ethical, and professional boundary coursework.

3.4. Behavior as a life-long learner current with professional trends and guidelines?

Summary Finding: Rated overwhelmingly as Very Well Prepared, indicating strong instillation of scholarly inquiry and ongoing professional development.

Implication for the Program: Continue emphasizing evidence-based practice and lifelong learning throughout culminating capstone experiences.

Section 4: Overall Program Evaluation ("How well did the program prepare you for...")

4.1. Professional practice as compared with other entry-level mental health professionals?

Summary Finding: Over 90% of alumni felt Very Well or Well Prepared, noting they felt notably ahead of peers from other institutions in core clinical and diagnostic skills.

Implication for the Program: Highlight these comparative findings in program marketing, advisory board meetings, and accreditation self-studies.

4.2. Responsibilities within the employment setting?

Summary Finding: Generally high satisfaction, though several alumni noted a steep learning curve regarding agency paperwork, billing/business operations, and agency recordkeeping.

Implication for the Program: Integrate practical practice-management units into Internship coursework (e.g., electronic health records, diverse note formats, business aspects of private and agency practice).

4.3. The pursuit of advanced studies?

Summary Finding: Consistently high ratings; alumni who pursued doctoral studies reported being exceptionally competitive and well-grounded academically.

Implication for the Program: Continue supporting student research opportunities, doctoral preparation, and rigorous theoretical writing.

4.4. The national licensing examination(s)?

Summary Finding: Strong positive ratings (over 80% Very Well Prepared), with specific requests for faculty-led guidance on the administrative/licensure application paperwork process.

Implication for the Program: Offer an annual post-NCE licensure roadmap session guiding graduates through state board application packets, supervisor agreements, and international student documentation.

Qualitative Themes and Actionable Recommendations

Analysis of the open-ended feedback (Question 5) revealed three main themes for ongoing program continuous improvement:

1. Diverse Documentation & Clinical Note-Taking:

Feedback: Alumni reported that many clinical sites use formats beyond SOAP notes (e.g., DAP, BIRP) and requested deeper instruction in clinical documentation.

Action Item: Incorporate multi-format documentation labs into Pre-Practicum and Internship seminar classes.

2. Experiential Group Counseling Structure:

Feedback: Students with full-time work and family obligations faced hurdles securing outside groups to observe, suggesting in-class mock/live group observation.

Action Item: Facilitate simulated group dynamics and fishbowl observations during scheduled class times.

3. Curriculum Sequencing & Practice Management:

Feedback: Alumni emphasized taking Assessment prior to Practicum and adding practical instruction on practice management, record keeping, and post-graduation licensure steps.

Action Item: Adjust prerequisite requirements and schedule an annual licensure orientation covering state board paperwork and credentialing steps.

Employer Survey Results

A total of **2 employers** completed the 2026 Employer Survey, providing feedback on the preparation and professional performance of CIU School of Counseling graduates in clinical mental health settings. Although the sample size is small, the responses show a consistent pattern of **strong employer satisfaction** with graduates' clinical skills, ethical preparation, cultural sensitivity, and overall readiness for entry-level counseling practice.

Employers identified CIU graduates as especially strong in **client engagement, case conceptualization, clinical interventions, ethical practice, and lifelong learning**. One employer explicitly noted that **"CIU is still the benchmark for training counselors."**

The primary areas identified for improvement were in **professional identity development** and selected aspects of workplace readiness, including **recordkeeping/documentation, marketing skills, interdisciplinary collaboration, and navigating organizational constraints and competing demands**.

Section 1: Professional Identity ("How well did the program prepare the employee(s) to...")

1.1 Engage in professional memberships such as SCMHC and ACA?

Summary Finding: Employer responses were mixed. One employer rated graduates as Well Prepared (B), while the other rated them Somewhat Prepared (C).

Implication for the Program: These results suggest a need for more intentional preparation related to professional association involvement, including helping students understand the value of membership, networking, and ongoing professional participation after graduation.

1.2 Engage in professional training activities such as local, state, and national conferences and CEU trainings?

Summary Finding: Employers rated graduates positively in this area, with one Very Well Prepared (A) and one Well Prepared (B) response.

Implication for the Program: The program appears to be effectively encouraging engagement in continuing education and professional development. Continued emphasis on conference participation and post-graduate training opportunities is recommended.

1.3 Engage in leadership activities in professional organizations?

Summary Finding: Responses were **somewhat uneven**, with one employer indicating Very Well Prepared (A) and the other Somewhat Prepared (C).

Implication for the Program: The program may benefit from expanding leadership development opportunities through student organizations, committee service, or mentorship experiences that build confidence for leadership within the profession.

1.4 Engage in advocacy activities in the area of Clinical Mental Health?

Summary Finding: Employer feedback was moderate, with one Well Prepared (B) and one Somewhat Prepared (C) response.

Implication for the Program: Additional curricular emphasis on advocacy, systems-level engagement, and the counselor's role in promoting client and community well-being may strengthen this area.

Section 2: Professional Practice ("How well did the program prepare the employee(s) to...")

2.1 Practice client engagement skills that foster rapport and maintain healthy working alliances with clients?

Summary Finding: This was a clear strength area. Both employers rated graduates as Very Well Prepared (A).

Implication for the Program: The results affirm the program's strength in preparing students to establish therapeutic rapport and develop effective helping relationships. Current training practices in counseling skills and relational development should be maintained.

2.2 Conduct client assessments that utilize appropriate evaluation and diagnostic skills?

Summary Finding: Employers rated graduates highly in assessment and diagnostic preparation, with one Very Well Prepared (A) and one Well Prepared (B) response.

Implication for the Program: The program is preparing students well for assessment responsibilities. Continued attention to applied diagnostic reasoning and field-based assessment experiences is recommended.

2.3 Conduct case conceptualizations that demonstrate awareness of the many therapeutic variables at play while working with clients?

Summary Finding: Both employers rated graduates as Very Well Prepared (A).

Implication for the Program: Case conceptualization is a notable strength of the program. The curriculum appears effective in helping students think critically and holistically about client concerns and treatment planning.

2.4 Offer clinical interventions that utilize effective skills, techniques, and interventions?

Summary Finding: Both employers rated graduates as Very Well Prepared (A).

Implication for the Program: Employers view CIU graduates as highly competent in delivering counseling interventions. This supports continued use of the program's current clinical training model.

Section 3: Commitment to Personal and Professional Growth ("How well did the program develop the employee's...")

- 3.1 Cultural sensitivity that demonstrates understanding and respect for clients in light of their unique backgrounds?

Summary Finding: Both employers rated graduates as Very Well Prepared (A).

Implication for the Program: Cultural sensitivity continues to be a significant program strength. The findings suggest that the curriculum is effectively preparing students to work respectfully and competently with diverse populations.

- 3.2 Openness to seek feedback from supervisors, peers, and clients?

Summary Finding: Both employers rated graduates as Very Well Prepared (A).

Implication for the Program: Employers perceive CIU graduates as teachable, reflective, and open to supervision. This is an important indicator of professional maturity and should remain a program priority.

- 3.3 Awareness of and compliance with ethical standards and best practices?

Summary Finding: Both employers rated graduates as Very Well Prepared (A).

Implication for the Program: Ethical preparation is clearly a strong outcome area. The program should continue its emphasis on ethical decision-making, professionalism, and best practices in counseling.

- 3.4 Behavior as a life-long learner who is current with professional trends and changing practice guidelines?

Summary Finding: Both employers rated graduates as Very Well Prepared (A).

Implication for the Program: Employers view graduates as committed to ongoing learning and professional growth. This reflects well on the program's ability to instill habits of continual development.

Section 4: Overall Program Evaluation ("How well did the program prepare employee[s] for...")

- 4.1 Professional practice as compared with other entry-level mental health professionals?

Summary Finding: Both employers rated graduates as Very Well Prepared (A).

Implication for the Program: This finding indicates strong comparative performance of CIU graduates in the workplace. It provides meaningful external validation that graduates are competitive with, and in some cases exceed, peer preparation at the entry level.

- 4.2 Responsibilities within the employment setting?

Summary Finding: Both employers rated graduates as Well Prepared (B).

Implication for the Program: While employers view graduates positively overall, feedback suggests room for improvement in practical workplace readiness, especially in areas such as documentation, administrative expectations, and role-related professional tasks.

4.3 Collaboration with other professionals?

Summary Finding: Both employers rated graduates as Well Prepared (B).

Implication for the Program: Graduates appear adequately prepared for interdisciplinary work, but employers indicated that stronger preparation for collaboration with allied professionals and treatment teams would be beneficial.

Qualitative Themes and Recommendations

Employer comments revealed several themes that can inform continuous program improvement:

1. Clinical Documentation and Recordkeeping

Employers noted that graduates could improve in recordkeeping and note-writing.

2. Marketing and Professional Business Skills

One employer specifically mentioned marketing skills as an area for growth.

3. Interdisciplinary Collaboration

Employers suggested stronger preparation for collaboration with allied mental health professionals and treatment teams.

4. Resource Constraints and Organizational Complexity

One employer recommended more exposure to case studies involving competing staff priorities and resource limitations.

PhD in CES Systematic Program Assessment Process

Over the course of a three-year cycle, our assessment process reviews our program from three perspectives: Head, Heart, and Hands to demonstrate alignment with the 2024 CACREP Standards and Program Objectives, and Student Learning Outcomes.

- Assessment Cycle Year #1: **Head (Academic & Scholarly Competence)** reviews Student Learning Outcomes 1 and 2 with emphasis on the doctoral role domains of Research and Scholarship (6.B.4.) and Leadership and Advocacy (6.B.5.).
- Assessment Cycle Year #2: **Heart (Professional Identity & Character)** reviews Student Learning Outcomes 5 and 6 with an emphasis on the professional identity and the person of the counselor educator.
- Assessment Cycle Year #3: **Hands (Professional Skill & Application)** reviews Student Learning Outcomes 3 and 4 with emphasis on the application of all five doctoral role domains (6.B.1.-6.B.5.) as well as the Doctoral Internship Courses (6.C. & 6.D.).

The curriculum map provides an overview of the alignment and progression from introduction through mastery of the program outcomes throughout the curriculum. The CES Educational Program Assessment Report (EPAR) also lays out course and assignment alignment to the Student Learning Outcomes. The following table sets out the outcomes we will measure and the corresponding data we will analyze for each year in the cycle.

Each Program objective and Student Learning Outcome is correlated with a Domain of Head, Heart, or Hand, aligned with a corresponding CACREP Standard, and evidenced through the content mastery progression in the Curriculum Map and with the course and component assignment for each annual assessment cycle. At the appropriate time in the assessment cycle, we will draw a random sample of 25% of the assignments for each course over a three-year period and will evaluate them against the pertinent rubric. At least one faculty member who is not responsible for teaching the course will review and evaluate the sample assignments.

The primary means we will use in the process is direct assessment of student learning outcomes (SLOs) based on coursework collected each year and evaluated using rubrics designed according to a four-level scale: Unsatisfactory (0), Marginal (1), Satisfactory (2), and Exceptional (3). We will consider an outcome to be met successfully when the student work evaluated achieves an average score of 2.00 or better.

In addition to direct assessment of student learning outcomes, we will conduct an indirect assessment of the program. Our advisory council will meet annually to provide input, and we will administer our graduating student and internship site supervisor surveys annually. We will administer our alumni and employer surveys every third year (during Assessment Cycle Year #3), starting in 2029, as this first revolution does not yet have any graduates. We will add the information collected through these indirect means to the results of our direct assessment as we conduct our analysis during a two-day workshop in May.

Assessment Cycle Year #1 Head: Academic & Scholarly Competence	Program Objective	Student Learning Outcome	2024 CACREP Standard	Course	Component
	1. Research and write at an advanced level of clinical and social science scholarship under the functional authority of Scripture.	Students will demonstrate a contextualized biblical worldview by researching and writing at an advanced level of clinical and social science scholarship.	6.A.2.a.; 6.B.1.a.; 6.B.1.d.; 6.B.4.a.; 6.B.4.b.; 6.B.4.c.; 6.B.4.d.; 6.B.4.f.; 6.B.4.g.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.; 6.A.2.b.; 6.B.4.a.; 6.B.4.b.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.; 6.A.2.a.; 6.B.4.a.; 6.B.4.c.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.; 6.A.2.c.; 6.B.4.a.; 6.B.4.c.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.; 6.A.2.b.; 6.A.2.c.; 6.A.7.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9411 Research Theory, Designs, & Methods CNS 9412 Quantitative Research Methodology CNS 9413 Qualitative Research Methodology CNS 941X Advanced Research Methodology CNS 9963 Dissertation	Abbreviated Research Plan Final Reflection Discussion Qualitative Research Project Presentation of the Research Project Completed Dissertation
2.	Provide a scholarly contribution to the field of counseling.	Students will contribute scholarly research materials, educational content, clinical skill and training, and leadership and advocacy practices from a contextualized biblical worldview.	6.A.2.c.; 6.B.1.d.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.	CNS 9002 Residency Year 3	Research Prospectus Presentation
			6.A.2.a.; 6.A.2.b.; 6.A.5.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.l.; 6.B.4.m.	CNS 9960 Proposal Development	Dissertation Research Proposal
			6.A.2.b.; 6.A.2.c.; 6.A.7.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9963 Dissertation	Completed Dissertation
Assessment Cycle Year #2 Heart: Professional Identity & Character	Program Objective	Student Learning Outcome	2024 CACREP Standard	Course	Component
	5. Contribute responsibly in the context of educational, clinical, supervisory relationships, and leadership roles	Students will exhibit ethical, moral, spiritual, professional, and authentic caring behaviors as a Christian	6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8. 6.B.1.a.; 6.B.1.b.; 6.B.1.d.; 6.B.1.e.; 6.B.1.f.; 6.B.2.a.; 6.B.2.c.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9930 Teaching Internship CNS 9910 Internship in Clinical Counseling & Supervision	Supervisor Evaluation Supervisor Evaluation

	while exhibiting CIU's core value of Victorious Christian Living.	counselor educator.	6.A.2.d.; 6.B.1.e.; 6.B.5.a.; 6.B.5.b.; 6.B.5.c.; 6.B.5.d.; 6.B.5.e.; 6.B.5.f.; 6.B.5.g.; 6.B.5.h.; 6.B.5.i.; 6.B.5.j.; 6.B.5.k.; 6.B.5.l.; 6.B.5.m.; 6.B.5.n.	CNS 9510 Program Evaluation, Leadership, & Publications	Advocacy within Program Evaluation Project
			6.A.2.c.; 6.A.2.d.; 6.A.8.; 6.B.1.c.; 6.B.1.d.; 6.B.1.f.; 2.B.2.l.; 6.B.3.f.; 6.B.3.l.; 6.B.5.h.; 6.B.5.m.;	CNS 9710 Advanced Multicultural Counseling	Advocacy Amidst Relentless Tension (AART) Project
			6.B.1.a.; 6.B.1.b.; 6.B.1.c.; 6.B.5.h.;	CNS 9720 Capstone: Counseling & Christian Thought	Integrative Philosophy of Counseling Paper
			6.B.5.j.; 6.B.5.n.;	CNS 9000 Residency Year 1	Habits & Rhythms Plan
6.	Seek continual personal and professional growth and improvements.	Students will experience personal and professional growth as counselor educators throughout the program, engaging in leadership and advocacy now and for the future as contributors to the field.	6.A.2.e.; 6.B.1.c.; 6.B.1.f.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.; 6.B.3.l.; 6.B.5.d.; 6.B.5.k.; 6.B.5.m.;	CNS 9200 Professional Orientation, Ethics, & Identity	Professional Identity & Developmental Plan
			6.A.2.e.; 6.A.2.f.; 6.B.1.a.; 6.B.1.c.; 6.B.2.c.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9931 Internship (Five Domains)	Supervisor Evaluation
Assessment Cycle Year #3 Hands: Professional Skills & Application	Program Objective	Student Learning Outcome	2024 CACREP Standard	Course	Component
	3. Develop future counselors through engagement across teaching, clinical skill development, supervision, leadership and advocacy, and scholarly research.	Students will expand their professional identity from counselor to counselor educator, increasing skill and identity from clinical to engagement across teaching, clinical skill development, supervision,	6.A.2.e.; 6.B.1.c.; 6.B.1.f.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.; 6.B.3.l.; 6.B.5.d.; 6.B.5.k.; 6.B.5.m.;	CNS 9200 Professional Orientation, Ethics, & Identity	Advocacy Plan
			6.A.2.d.; 6.A.2.f.; 6.B.1.e.; 6.B.5.a.; 6.B.5.b.; 6.B.5.c.; 6.B.5.d.; 6.B.5.e.; 6.B.5.f.; 6.B.5.g.; 6.B.5.h.; 6.B.5.i.; 6.B.5.j.; 6.B.5.k.; 6.B.5.l.; 6.B.5.m.; 6.B.5.n.	CNS 9510 Program Evaluation, Leadership, & Publications	Advocacy within Program Evaluation Project
			6.B.1.a.; 6.B.1.b.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g.; 2.B.2.h.; 2.B.2.i.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.;	CNS 9460 Clinical Supervision & Consultation	Supervision Disclosure Statement
			6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.;	CNS 9930 Teaching Internship	Supervisor Evaluation

4.		leadership and advocacy, and scholarly research.	6.B.5.d.; 6.B.5.i.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.		
			6.B.1.d.; 6.B.1.e.; 6.B.1.f.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9910 Internship in Clinical Counseling & Supervision	Artifacts & Skill Recordings
			6.B.1.a.; 6.B.1.c.; 6.B.1.f.; 6.B.2.e.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9931 Internship (Five Domains)	Supervisor Evaluation
		Students will engage in educational content design for clinical counselor development and training.	6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.;	CNS 9700 Teaching in Counselor Education	Personal Philosophy of Teaching Parts 1 & 2
		Design educational content for clinical counselor development and training.	6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	CNS 9930 Teaching Internship	Supervisor Evaluation
			6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.l.; 6.B.3.m.; 6.C.1.	CNS 9001 Residency Year 2	Teaching Evaluation

The following table provides a summary of the points at which we will assess students during the three years of their program of study.

Pre-Admission	Research Proposal, Essay, Group Interview			
Year 1	Summer Semester: CNS 9000 – Habits & Rhythms Plan			
	Fall Semester:	Spring Semester:	Summer Semester:	
	CNS 9200 – Professional Identity & Developmental Plan	CNS 9700 – Personal Philosophy of Teaching (1 & 2)	CNS 9001 – Teaching Evaluation	
	CNS 9411 - Abbreviated Research Plan	CNS 9412 - Final Reflection Discussion	CNS 9413 - Qualitative Research Project	
Year 2	Fall Semester:	Spring Semester:	Summer Semester:	
	CNS 9460 – Supervision Disclosure Statement	CNS 9930 – Supervisor Evaluation	CNS 9002 – Research Prospectus Presentation	
	CNS 941X - Presentation of the Research Project	CNS 9510 - Advocacy within Program Evaluation Project	CNS 9910 – Supervisor Evaluation	
			CNS 9960 – Research Proposal	
Year 3	Fall Semester:	Spring Semester:	Summer Semester:	
	CNS 9931 – Supervisor Evaluation	CNS 9710 – Advocacy Amidst Relentless Tension (AART) Project	CNS 9963 – Completed Dissertation	
Post-Graduation:			CNS 9720 - Integrative Philosophy of Counseling Paper	
Graduating Student Survey; Alumni survey; Employer survey				

At our annual May workshop, the entire School of Counseling faculty team will serve as the assessment committee to review the area designated for that year of the assessment cycle. In addition to reviewing sample assignments and other data identified above, we will also consider other input (e.g., feedback from our Advisory Council, information from our graduating student and internship site supervisor surveys). We will analyze the information we have collected, make specific recommendations based on that analysis, and develop plans for implementation and/or remediation. We will draft and distribute an annual report that documents the findings of that year's assessment and describes any modifications to the program.

As part of the report, we will assign follow-up steps to specific program faculty members for implementation. These faculty members will be responsible for documenting any changes made and reporting on them at the next workshop. Their follow-up reports will close the loop on the assessment cycle year.

Timeline for Implementing First Assessment Cycle (2024-2026):

May 2024	Collect and store course-related data Analyze data and develop recommendations for Assessment Cycle Year #1: Head (Academic & Scholarly Competence)
August 2024	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #1
September 2024	Distribute report on Assessment Cycle Year #1
August 2024 – May 2025	Continue collecting and storing course-related data Administer internship site supervisor surveys (annual)
May 2025	Report on follow-up steps from Assessment Cycle Year #1 Analyze data and develop recommendations for Assessment Cycle Year #2: Heart (Professional Identity & Character)
August 2025	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #2
September 2025	Distribute report on Assessment Cycle Year #2
August 2025 – May 2026	Continue collecting and storing course-related data Administer graduating student and internship site supervisor surveys (annual) Administer alumni and employer surveys (triennial)
May 2026	Report on follow-up steps from Assessment Cycle Year #2 Analyze data and develop recommendations for Assessment Cycle Year #3: Hands (Professional Skill & Application)
August - September 2026	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #3
September 2026	Distribute report on Assessment Cycle Year #3

PhD in CES Curriculum Map

Program Outcomes	Curriculum Layout														
	Residency – Year One: Orientation & Professional Orientation, Ethics, & Research Theory, Designs, & Methods	Teaching in Counselor Education	Quantitative Research Methodology	Residency – Year Two: Teaching & Research Theories	Qualitative Research Methodology	Clinical Supervision & Consultation	Advanced Research Methodology	Teaching Internship	Program Evaluation, Leadership, & Clinical & Research	Residency – Year 3: Clinical & Research	Internship in Clinical Counseling & Dissertation	Proposal Development	Internship: Five Domains	Advanced Multicultural Counseling	Capstone: Counseling & Christian Thought
1. Research and write at an advanced level of clinical and social science scholarship under the functional authority of Scripture.			R		R		R		R	R		R	M		R
2. Provide a scholarly contribution to the field of counseling.	I	R	R		R		R		R	R		R	M		R
3. Develop future counselors through engagement across	I		R			R		M	R	R				R	R
a. teaching,...	I			R						R	M				
b. clinical skill development, ...	I									R					
c. supervision, ...	I			R		M		R	R	R	R		R		
d. leadership, and advocacy.	I	R				R		R	M	R	R	R	R	R	
4. Design educational content for clinical counselor development and training.		I		R		R		M	R				R		R
5. Contribute responsibly within the context of educational, clinical, supervisory relationships, and leadership roles while exhibiting CIU's core value of victorious Christian living.	I	R		R		R		R	R	R		R	M	R	R
6. Display continual personal and professional growth and improvement.	I	R												R	M

Legend: I = Introduced R = Reinforced M = Mastery Assessed

Assessment Cycle 1, Year 3

Assessment Cycle Year #3 Hands: Professional Skills & Application (Justice & Temperance)	Program Objective	Student Learning Outcome	2024 CACREP Standard	Course	Component
3.	Develop future counselors through engagement across teaching, clinical skill development, supervision, leadership and advocacy, and scholarly research.	Students will expand their professional identity from counselor to counselor educator, increasing skill and identity from clinical to engagement across teaching, clinical skill development, supervision, leadership and advocacy, and scholarly research.	6.A.2.e.; 6.B.1.c.; 6.B.1.f.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.; 6.B.3.l.; 6.B.5.d.; 6.B.5.k.; 6.B.5.m.;	CNS 9200 Professional Orientation, Ethics, & Identity	Advocacy Plan
			6.A.2.d.; 6.A.2.f.; 6.B.1.e.; 6.B.5.a.; 6.B.5.b.; 6.B.5.c.; 6.B.5.d.; 6.B.5.e.; 6.B.5.f.; 6.B.5.g.; 6.B.5.h.; 6.B.5.i.; 6.B.5.j.; 6.B.5.k.; 6.B.5.l.; 6.B.5.m.; 6.B.5.n.	CNS 9510 Program Evaluation, Leadership, & Publications	Program Evaluation Project
			6.B.1.a.; 6.B.1.b.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g.; 2.B.2.h.; 2.B.2.i.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.;	CNS 9460 Clinical Supervision & Consultation	Supervision Disclosure Statement
			6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.; 6.B.5.i.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	CNS 9930 Teaching Internship	Supervisor Evaluation
4.	Design educational content for clinical counselor development and training.	Students will engage in educational content design for clinical counselor development and training, promoting justice and cultivating temperance.	6.B.1.d.; 6.B.1.e.; 6.B.1.f.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9910 Internship in Clinical Counseling & Supervision	Artifacts & Skill Recordings
			6.B.1.a.; 6.B.1.c.; 6.B.1.f.; 6.B.2.e.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9931 Internship (Five Domains)	Supervisor Evaluation
			6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.;	CNS 9700 Teaching in Counselor Education	Personal Philosophy of Teaching Parts 1 & 2
			6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	CNS 9930 Teaching Internship	Supervisor Evaluation
			6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.l.; 6.B.3.m.; 6.C.1.	CNS 9001 Residency Year 2	Teaching Evaluation

Assessment Methods for Cycle 1, Year 3

Outcome	Assessment Term/Year	Assessment Measure(s) Used + Target Result	Total Students & 25%	Relationship between Measure(s) and Outcome
3a.	Cycle 3/ 2025-2026	CNS 9200: Advocacy Plan (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	5 Total Students, 2 Students	The Advocacy Plan assignment supports this SLO by engaging students in the transition from counselor to counselor educator through the design of advocacy-focused learning activities that integrate leadership, teaching, supervision, ethical practice, and scholarly application aligned with ACA and CACREP standards.
3b.	Cycle 3/ 2025-2026	CNS 9510: Program Evaluation Project (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	2 Total Students, 2 Students	The Program Evaluation Project supports this SLO by requiring students to expand their professional identity beyond clinical counseling into the roles of counselor educator, consultant, leader, and scholar through program evaluation, community collaboration, problem-solving, advocacy, and the application of research-informed practices.
3c.	Cycle 3/ 2025-2026	CNS 9460: Supervision Disclosure Statement (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	3 Total Students, 1 Students	The Supervision Disclosure/Contract assignment supports this SLO by helping students develop their professional identity as counselor educators and supervisors through the creation of supervision documents that demonstrate leadership, ethical practice, gatekeeping responsibilities, supervisory relationships, and the application of clinical supervision competencies.
3d.	Cycle 3/ 2025-2026	CNS 9930: Supervisor Evaluation (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	2 Total Students, 2 Students	The Supervisor Evaluation in the Teaching Internship supports this SLO by immersing students in the roles and responsibilities of counselor educators through supervised teaching, course development, student assessment, and instructional evaluation, thereby strengthening their professional identity in teaching, leadership, supervision, and counselor education practice.
3e.	Cycle 3/ 2025-2026	CNS 9910: Artifacts & Skill Recordings (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	5 Total Students, 2 Students	The Skills Demonstrations assignment supports this SLO by requiring students to integrate advanced counseling and supervision practices with theoretical application, self-evaluation, teaching through presentation, and collaborative feedback, thereby strengthening their professional identity as counselor educators, supervisors, and reflective practitioners.
3f.	Cycle 3/ 2025-2026	CNS 9931: Supervisor Evaluation (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	5 Total Students, 2 Students	The Supervisor Evaluation in the Domains Internship supports this SLO by providing supervised, applied experiences across multiple counselor education domains that foster the development of students' professional identity as counselor educators through leadership, supervision, teaching, clinical practice, and professional engagement aligned with CACREP doctoral standards.
4a.	Cycle 3/ 2025-2026	CNS 9700: Personal Philosophy of Teaching Parts 1 & 2 (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	4 Total Students, 1 Student	The Personal Teaching Philosophy assignment supports this SLO by engaging students in the intentional design of inclusive, research-informed educational practices that foster clinical counselor development while emphasizing justice, ethical responsibility, reflective teaching, and the cultivation of temperance in counselor education and training.
4b.	Cycle 3/ 2025-2026	CNS 9930: Supervisor Evaluation (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	2 Total Students, 2 Students	The Teaching Internship supports this SLO by providing students with supervised experiences in counselor education course design, instruction, assessment, and student engagement, fostering the development of educational content and teaching practices that promote justice, professional growth, and reflective temperance in clinical counselor training.

*** See Rubrics for the assessments in Appendix B.

Summary of May 2025 Assessment Report with UPDATES:

May 2025 was the second year of assessment for the PhD program, focused on **Year 2** outcomes related to **Professional Identity & Character**. **Outcomes 5A, 5C, 6A, and 6B** had available data for reporting, while **Outcomes 5B, 5D, 5E, and 6C** were not yet developed or did not yet have baseline data.

Outcome 5A met the standard with a **2.675/3.0**, indicating that students demonstrated appropriate development in teaching internship performance, including instructional delivery and application of teaching theory. Continued encouragement was recommended regarding the intentional application of teaching theories to delivery and practice.

Outcome 5C met the standard with a **2.66/3.0**, with students demonstrating strong alignment between advocacy, ethical practice, and a biblical worldview. The recommendation was to continue reinforcing a kingdom-centered lens on biblical justice.

Outcome 6A met the standard with a **2.25/3.0**, showing that students were developing habits and rhythms for personal and professional growth. A recommendation was made to revise the assignment rubric so that it more clearly assesses completion of goals and frequency of practice, since those elements were reflected in the outcome evaluation but not sufficiently present in the assignment rubric.

Outcome 6B met the standard with a **2.54/3.0**, with students demonstrating leadership, ethics, advocacy, and self-awareness through the Professional Identity and Developmental Plan. A recommendation was made to revisit this plan in the students' final year, particularly in CNS 9931, so students can reflect on and update the plan as part of the program's learning spiral.

Overall, all reported May 2025 outcomes met the established standard, with recommendations focused primarily on strengthening rubric alignment, reinforcing biblical justice integration, and supporting continued professional identity development across the program.

PhD in Counselor Education & Supervision, May 2026 Assessment Report Outcomes

Outcome	Results & Interpretation of Related Assessments	Conclusion about Outcome
3a.	2.0625/3 – goals meet	The evaluation found that the original assignment instructions lacked sufficient clarity around rubric expectations, standards alignment, and rationale development, which led to inconsistent student performance and misunderstanding of assignment requirements. To improve alignment with expectations, the revised instructions provide detailed guidance for each section, including explicit ACA and CACREP standards alignment, comprehensive rationale development, precise population analysis, and a required multi-level assessment rubric with measurable SMART-based performance criteria.
3b.	2.87/3 - goals meet	Supervisor Evaluations indicate that clinical interns are demonstrating strong development in clinical supervision and counseling practice competencies, with an average score of 2.87/3, exceeding the established target benchmark of 2.0. These results reflect effective preparation and continued growth in professional counseling skills during the internship experience.
3c.	3/3 - goals meet	The program evaluation project demonstrated exceptional integration of holistic assessment practices and advocacy considerations, earning a perfect score of 3/3 and exceeding the target benchmark of 2.0. These results reflect students' strong ability to incorporate comprehensive evaluation strategies while addressing advocacy-related factors relevant to counseling practice and program development.
3d.	2.7625/3 - goals meet	Results from the Supervisor Evaluation in the Teaching Internship indicate that students are successfully developing their professional identity and competencies as counselor educators, with an average score of 2.7625/3, exceeding the target benchmark of 2.0. These findings demonstrate strong performance in teaching, leadership, supervision, and instructional practice within counselor education settings.
3e.	2.8551/3 - goals meet	Results from the Skills Demonstrations assignment indicate that students are effectively integrating advanced counseling and supervision skills with theoretical application, self-reflection, teaching, and collaborative feedback, earning an average score of 2.8552/3 and exceeding the target benchmark of 2.0. These findings reflect strong development in students' professional identity as counselor educators, supervisors, and reflective practitioners.
3f.	2.856/3 - goals meet	Results from the Supervisor Evaluation in the Domains Internship demonstrate that students are successfully developing their professional identity and competencies across multiple counselor education domains, with an average score of 2.856/3, exceeding the target benchmark of 2.0. These findings reflect strong growth in leadership, supervision, teaching, clinical practice, and professional engagement aligned with CACREP doctoral standards.
4a.	2.775/3 - goals meet	Results from the Personal Teaching Philosophy assignment indicate that students are effectively developing inclusive, research-informed approaches to counselor education that emphasize justice, ethical responsibility, reflective teaching, and temperance, with an average score of 2.775/3, exceeding the target benchmark of 2.0. These findings demonstrate strong growth in students' ability to intentionally design educational practices that support clinical counselor development and professional formation.
4b.	2.7625/3 - goals meet	Results from the Teaching Internship indicate that students are effectively developing competencies in counselor education course design, instruction, assessment, and student engagement, with an average score of 2.7625/3, exceeding the target benchmark of 2.0. These findings reflect strong growth in students' ability to create and implement educational practices that promote justice, professional development, and reflective temperance in clinical counselor training.
4c.	2.91/3 - goals meet	Results from the Teaching Skills Evaluations assignment demonstrate that students are effectively developing competencies in the collaborative design, delivery, facilitation, and assessment of counseling instruction and clinical skills training, with an average score of 2.91/3, exceeding the target benchmark of 2.0. These findings reflect strong student growth in creating educational practices grounded in justice, professional competence, and reflective temperance within counselor education.

Program Updates

Graduation 2026



43 Graduates in May/August 2026
Great employment opportunities

Fourth Residency May 2026



95 Students attended Residency
41 students in the CNS 6440 Class, 43 students in the CNS 6912, and 12 PhD residency students.

Students arrived Sunday night for a Residency Kickoff Worship Event with gifted students and Drs. Herzel and Mathew leading the worship. We followed the worship with a Faculty FAQ. The week continued with intensive coursework over four days of class and times for team-building activities, including Family Feud, and fellowship sprinkled throughout.

Program Updates

School of Counseling Team



Strong Enrollment Continues

We have accepted over 50 new MA students (including Spring 2026 admits) and 3 new PhD students for the Fall. We expect to have over 150 overall in the School of Counseling this Fall. Some students do not plan to be full-time so we will be able to maintain ratios for accreditation.

PhD Graduates & Program Progression

The first (2023) PhD cohort of five students is finishing up their dissertations this Summer and Fall with a commissioning and commencement ceremony celebration planned for December.

Community Clinic Update & New Staff

The Terrace Counseling Center is still under construction by Sandhills at Denny Terrace with a projected occupancy date of the end of November or December. The clinic is funded through a Prisma Richland Memorial Hospital grant and a Blue Cross Blue Shield Foundation of South Carolina grant. This grant is designed to provide operational expenses for the first three year of the clinic's operation. CIU hired Lannie Ott, LPC-S and soon-to-be-graduate from the PhD in CES program as the Clinic Director. Lannie has created the business and clinical practice documents and coordinated for continued mental health care for CIU students through an on-campus site agreement of the Terrace at CIU.

CACREP Updates

We submitted our self-study for the PhD in CES program in December 2025. Upon review of the materials, CACREP requested responses to two pages of responses in an addendum with a scheduled virtual site visit sometime this Fall. The Standards to which we are responding are 1.K.2., 1.K.4., 1.M.5., 1.M.8., 1.M.10., 1.V., 1.Z., 2.B.1., 2.B.2., 2.D., 2.E., 6.A.4., 6.A.5., 6.E.1., and 6.E.2.

MA in School Counseling Proposal

CACREP accredits entry and doctoral programs. The MA in Clinical Counseling degree is an entry-level program that is presently accredited. Adding entry-level programs requires only 12-15 additional credits to meet specialized degree requirements for accreditation. An MA in School Counseling degree fits our existing core content, with limited modifications to the core curriculum and only a few additional courses required to provide an additional specialization area. The MA in School Counseling degree aligns with our mission as a university and as the School of Counseling by expanding our access to and opportunities for new populations while collaborating with the College of Education on placements.

National Counselor Examination (NCE) for Licensure and Certification

“The National Counselor Examination for Licensure and Certification (NCE) is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states and for the National Certified Counselor (NCC) certification. The NCE is also used by the military health systems.

The NCE was first used in 1983, as part of the NCC application process, and continues to undergo regular review and development to ensure it represents the current reality of practice and research in the counseling profession.”¹

NCE Pass Rates for CIU Clinical Mental Health Counseling Program:

Examination Date: Spring 2026	
Number Tested:	26
Number Passed on first attempt:	23
Examination Date: Spring 2025	
Number Tested:	19
Number Passed on first attempt:	18
Examination Date: Spring 2024	
Number Tested:	10
Number Passed on first attempt:	10
Examination Date: Spring 2023	
Number Tested:	27
Number Passed on first attempt:	26
Examination Date: Spring 2022	
Number Tested:	11
Number Passed:	11
Examination Date: Fall 2021	
Number Tested:	12
Number Passed on first attempt:	11
Examination Date: Spring 2021	
Number Tested:	25

¹ Quoted description found at <http://www.nbcc.org/Exam/NationalCounselorExaminationForLicensureAndCertification/> , Jan. 21, 2015.

Number Passed:	25
Examination Date: Spring 2020	
Number Tested:	9
Number Passed:	9
Examination Date: Spring 2019	
Number Tested:	12
Number Passed:	12
Examination Date: Spring 2018	
Number Tested:	10
Number Passed:	10
Data unavailable for 2014 through 2017	
Examination Date: 4/20/2013	
Number Tested:	15
Number Passed:	14
Examination Date: 4/21/2012	
Number Tested:	13
Number Passed:	13
Examination Date: 4/16/2011	
Number Tested:	11
Number Passed:	9

Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2026		
Number Tested Nationally:	5703	Number Tested in Program:	26
Number Passed Nationally:	5054	Number Passed in Program:	23
National Pass Rate:	89%	Program Pass Rate:	88%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	12.0	2.5	11.9	3.0
Intake, Assessment and Diagnosis	19	13.1	2.4	13.6	2.7
Areas of Clinical Focus	47	34.7	4.5	33.9	5.2
Treatment Planning	14	9.9	2.0	10.3	1.9
Counseling Skills and Interventions	48	33.3	5.7	32.3	5.6
Core Counseling Attributes	13	9.5	1.3	9.7	1.9
Score	160	112.4	14.2	111.5	16.2

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	7.9	2.3	7.8	2.1
Social and Cultural Diversity	7.3	1.7	7.3	1.9
Human Growth and Development	8.0	2.2	8.3	2.8
Career Development	9.3	2.9	8.7	2.8
Counseling and Helping Relationships	41.3	6.8	40.7	6.9
Group Counseling and Group Work	17.2	4.9	15.4	4.3
Assessment and Testing	19.1	4.3	20.6	4.8
Research and Program Evaluation	2.5	1.9	2.6	1.8
Score	112.4	14.2	111.5	16.2

**One student reported attempting the exam three times, passing on the third attempt. This student may be the reason for the reduction in success in this round of students.

Counselor Education Comprehensive Exam (CECE)

The Counselor Education Comprehensive Exam (CECE) is a standardized, multiple-choice exam using 120 questions to assess students' learning and knowledge across the eight core competency areas of CACREP, including: Human development, social cultural issues, helping relationships, group counseling, career counseling, appraisal, research, and professional ethics.

These eight areas are the same eight competencies covered on the National Counselor Exam (NCE) used by the state of South Carolina for licensure, providing a way for students to practice for the licensure exam as well as providing analysis of program content coverage as a type of exit exam.

- *The CECE is not intended or designed as an alternate credentialing examination.*

Section	2026 CIU Means (N= 43)	2026 Nat'l Means (N=3825)	Nat'l Standard Deviations 2026	2025 CIU Means (N= 32)	2025 Nat'l Means (N=3378)
Human Development	9.09	9.41	2.46	8.5	9.48
Social & Cultural	11.42	11.23	2.23	10.78	11.30
Helping Relationships	8.51	9.78	2.81	8.56	9.88
Group	9.47	9.71	2.44	9.09	9.74
Career	9.47	9.94	2.70	8.56	10.06
Appraisal	7.37	8.03	2.56	7.44	8.12
Research & Eval	6.44	7.40	2.83	6.19	7.49
Professional Ethics	9.09	8.88	2.62	8.31	8.94
Total	70.86	74.36	15.21	67.44	75.02

National Median Score= 75; Mode = 73; Range = 100 (Scores 21-120)

CIU Median Score = 67.50 Mode = 65,66, 72 (3x) Range = 50 (Scores 43-93) STD = 10.78

CECE Comparison over the past 5 years

Section	2026 CIU Means (N=43)	2025 CIU Means (N=32)	2024 CIU Means (N= 12)	2023 CIU Means (N=26)	2022 CIU Means (N=23)
Human Development	9.09	8.5	8.92	8.85	8.56
Social & Cultural	11.42	10.78	10.67	11.08	10.86
Helping Relationships	8.51	8.56	7.92	8.96	8.08
Group	9.47	9.09	9.08	10.08	8.86
Career	9.47	8.56	8.16	9.38	8.39
Appraisal	7.37	7.44	6.50	7.00	6.69
Research & Eval	6.44	6.19	5.08	6.58	5.91
Professional Ethics	9.09	8.31	7.92	8.08	7.91
Total	70.86	67.44	64.25	70.00	65.26

CECE Results ANALYSIS

While still under the national means overall, students scored about the national means in some areas and were within the standard deviation in all areas. This is our largest group to take the exam as well, which will create a bigger range. As noted in the assessment process for this year, School of Counseling faculty determined that this method of evaluation of student learning and use of the CECE for student preparation for the National Counselor Exam was not aligned sufficiently and so this year will be our last year using the CECE with students. While our scores continue to be a bit lower than the national average for this exam, our students continue to exceed the national averages for program completion rates and NCE licensure examination pass rates, which are the critical numbers for comparison.

Advisory Council Meeting

Agenda

Attendees: *Council Members*: Jill Cossgrove, Nicole Kinney, Case Lee, Brian Mesimer, Janalee Smith, James Walden (absent, Suzy Hardie, Sarah Parker Mounce)

Faculty & Staff: Matt Casada, David Croteau, Karen Herzel, Shenika Jones Cotton, Nicole Kinney, Ben Mathew, Lannie Ott, Jackie Perry, Seth Scott, Steve Stuhlreyer

Greetings & Introductions

Prayer & Dinner

Report Highlights

- “What?”: Executive Summary & Context
- “So What?”: Analytical Insights on Assessments Across Head, Heart, Hands
- “Now What?”: Program Innovations & Updates
- “What’s That?”: Focused Discussion Prompts

Open Discussion, Questions, and Feedback

Feedback & Discussion

Alumni and Student Feedback Surveys (specific details in appendices)

- The alumni survey received 11 responses, primarily from graduates within the last 6–7 years.
- Plan: broaden scope and reach by running the survey annually (instead of every three years) to refine methodology and increase participation.

Program Assessment and Revisions

- Review of the last assessment cycle showed strong outcomes in spiritual development and faithful engagement.
- CEC (comprehensive exam) scores were unusually low, attributed to students not taking the exam seriously.
- The CEC will be replaced by a Master of Arts Portfolio Project (MAPP), launching this fall.
- The MA program’s assessment model is being aligned with the PhD program’s “head, heart, hand” framework (Orthodoxy, Orthopathy, Orthopraxy):
 - Year 1: “head” (content)
 - Year 2: “heart” (character)
 - Year 3: “hand” (clinical competence)
- The MAPP will span the final year (Internship 1 & 2), requiring reflection on signature assignments from the eight CACREP content domains.

PhD Program and Accreditation

- The first cohort of five PhD students is graduating: one completed in August; four are on track for December.
- A CACREP accreditation site visit for the PhD program is scheduled for October 12–13, 2026.

- The visit is a substantive change program addition focused solely on the PhD program. Final accreditation decision is expected around March 2027.

Community Clinic (The Terrace Counseling Center - TCC)

- TCC at Sandhills Community Church on Dorchester Street is planned to open January 2027, pending renovations.
- A campus site has been established to serve students; 33 clients have been seen via word of mouth.
- The clinic will provide graduate training; 11 students are currently assisting.
- A three-year Blue Cross grant was affected by the launch delay (loss of first year). Two additional grants totaling \$105,000 have been submitted to cover the gap.
- The clinic aims to address holistic needs and is exploring partnerships with Good Samaritan Clinic and Prisma for medical services and referrals.
- Long-term goal: obtain Medicaid credentialing so LPCEs can bill under supervision and serve uninsured/underinsured populations.

Feedback on Interns and Graduates

- Discussion covered intern and recent graduate skills and preparedness.
- CIU students were described as reliable and dependable, with good consultation judgment—"like a Toyota or a Honda."
- Common cross-program issues: anxiety, impostor syndrome, and need for more guidance on documentation and business practices.
- Recommendation: increase exposure to diverse populations (e.g., clients with substance use history or schizophrenia) to build confidence.
- The SimCareAI model was noted as a tool to simulate clinical exposure to varied demographics before real client work.

Expectations for PhD Graduates

- The group discussed expectations for new PhD graduates.
- Approximately 80% are expected to enter academia.
- Desired skills: clear, effective teaching and mastery of five core areas—counseling, teaching, supervision, research, and leadership/advocacy.
- Core expectation: graduates will be masters of a biblical worldview immersion and faith integration counseling and counselor education approach.

Needs Assessment for The Terrace Clinic

- Identified community needs TCC could serve:
 - Individuals with inadequate insurance or high deductibles who struggle to afford care.
 - Significant demand for counseling for children, especially in impoverished communities within 29203.
 - Long psychiatric waitlists; potential collaborations with nursing programs or medical schools were discussed.

Appendices

Appendix A. MA in Counseling Assessment Rubrics Cycle 3

Over the course of a three-year cycle, our assessment process reviews our program from three perspectives: Professional Identity, Professional Competence and Program Area (CMHC), and Overall Program Balance. The rubrics used for assessment artifacts are different from the course assignment rubric, aligning the artifact directly with the CACREP Standard and Dispositional Virtue Formation Standard.

Course & Artifact	Description of Assignment as Listed in the Course	Total Students & 25% for significance	Assessment Rubric
HEAD: CECE – Exam Score PPR – Advisor Evaluation	Students will demonstrate mastery of the foundational knowledge in the field of clinical mental health counseling and the seven-character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.	43 total students (SP 26), 11 students for significance *See email response from SLS, 4/6/26, Assessment, #2	Listed Below
CNS 5305: Applied Biblical Fdn. Of Couns. – <i>Philosophy of Counseling Paper</i>	Students will demonstrate proficiency in culturally sensitive critical thinking skills and dispositional character virtues in the field of mental health from a bio-psycho-social-spiritual framework.	18 (SP 25), 20 (SP 25V), 38 total students, 10 students for significance	Listed Below
CNS 5342: Fdn. Of Marriage & Family Couns. – <i>Couples Counseling Philosophy & Approach Integration Project</i>	Students will demonstrate mastery of the biblical design for their relationship with creation, each other, and God and the character traits of the seven virtues.	24 total students (FA 25), 10 students for significance	Listed Below
HEART: Counseling Orientation – PPR Item: <i>Spiritual Development (Question #12)</i>	Students will demonstrate consistency in individual and corporate spiritual practices and the affirmation of the seven-character virtues.	113 (FA24), 144 (SP25), 102 (FA25), 359 total students, 90 students for significance	Listed Below
Counseling Orientation – PPR Item: <i>Faithful Engagement (Question #5)</i>	Students will demonstrate growth in a Christian community of redemptive relationships and the consistent expression of the seven-character virtues.	114 (FA24), 146 (SP25), 109 (FA25), 369 total students, 93 students for significance	Listed Below
Counseling Orientation – PPR	Students will demonstrate the seven character-based virtues through the categories of insight, awareness, relationships, interaction, & personal res.	*See email response from SLS, 4/6/26, Assessment, #5	
HANDS: CNS 6931-32: Internship – ORS/SRS	Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice.	9 (FA 25), 9 (SP 26), 18 total students, 5 students for significance	Listed Below
CNS 6931-32: Internship	Students will demonstrate competence in	46 total students (FA 25), 11 students for significance	Listed Below

– <i>Supervisor Evaluation</i>	effective interpersonal skills and character virtues in clinical practice and with professional colleagues.		
CNS 6931-32: Internship – <i>Supervisor Evaluation</i>	Students will demonstrate competence in ethical, moral, and culturally sensitive care through the expression and practice of the seven-character virtues.	46 total students (FA 25), 11 students for significance	Listed Below

Assessment Rubrics Master of Arts in Counseling

Head: Students will demonstrate mastery of the foundational knowledge in the field of clinical mental health counseling and the seven-character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.

Artifact: CECE Exam Score from CECE Exam		
Rating Scale: Unacceptable (0)	“Poor”	Score
Marginal (1)	“Fair”	
Acceptable (2)	“Good”	
Exceptional (3)	“Very Good” or “Excellent”	
Demonstrates a mastery of knowledge across the core clinical domains of counseling.		0.91

(43 total students (SP 26), **11 students** for significance)

Student	Total Score (out of 120)	Percentage	Score	Rubric Rating
Student 1	89	74.2%	2	Acceptable (Good)
Student 2	82	68.3%	1	Marginal (Fair)
Student 3	82	68.3%	1	Marginal (Fair)
Student 4	70	58.3%	0	Unacceptable (Poor)
Student 5	70	58.3%	0	Unacceptable (Poor)
Student 6	89	74.2%	2	Acceptable (Good)
Student 7	82	68.3%	1	Marginal (Fair)
Student 8	72	60.0%	1	Marginal (Fair)
Student 9	68	56.7%	0	Unacceptable (Poor)
Student 10	75	62.5%	1	Marginal (Fair)
Student 11	80	66.7%	1	Marginal (Fair)

Scoring Process Explanation:

Step 1: Take the original CECE score (out of 120) of 11 randomized students and convert to a percentage

Step 2: Percentages are converted to a 0-3 scale for assessment ratings

Step 3: Scores are aligned to the Rubric Rating

Summary:

Student performance on the CECE exam, used to assess mastery of foundational knowledge in clinical mental health counseling and alignment with seven core virtues (Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage), indicates overall outcomes below the benchmark. From a randomized sample of 11 students, only 2 (18%) achieved an *Acceptable (Good)* rating, while 6 (55%) were

rated *Marginal (Fair)*, and 3 (27%) were rated *Unacceptable (Poor)*. No students reached the *Exceptional* level. Scores ranged from 56.7% to 74.2%, suggesting limited demonstration of strong competency across core clinical domains.

The overall mastery indicator of 0.91 further indicates that student performance is not meeting the program's desired proficiency standard. The clustering of scores in the marginal and unacceptable ranges points to gaps in knowledge acquisition and application, indicating that most students are not yet demonstrating sufficient mastery of essential counseling concepts. These results highlight a need for targeted instructional improvements and enhanced academic support to better prepare students for competency in clinical practice.

Recommendations:

1. **Strengthen Targeted Academic Support**
Focus on the lowest-performing domains by implementing structured review sessions, exam prep workshops, and diagnostic feedback. Prioritize students in the *Unacceptable* and *Marginal* categories with remediation plans tied to specific content areas.
2. **Align Instruction More Closely with CECE Competencies**
Conduct a curriculum-to-exam alignment audit to ensure coursework directly supports CECE domains. Incorporate more practice questions, simulations, and formative assessments that mirror exam expectations.
3. **Integrate Virtue-Based Competency Development**
Since the program emphasizes seven-character virtues, embed these explicitly into coursework and assessment. Use reflective assignments, case studies, and supervision models that connect clinical knowledge with virtues like Wisdom and Courage, reinforcing both academic and professional formation.

*Email response from SLS, 4/6/26, Assessment #2– “PPR - Advisor Evaluation - we didn't assess this last time because, as the previous report notes, other faculty didn't collect the needed data. I think this data point could be demonstrated through the CAPE forms or through our meeting minutes in reviewing student PPRs, which we will be doing during Residency.”

Master of Arts in Counseling

Head: Students will demonstrate proficiency in culturally sensitive critical thinking skills and dispositional character virtues in the field of mental health from a bio-psycho-social-spiritual framework.

Artifact: <i>Philosophy of Counseling Paper</i> from CNS 5305 Applied Biblical Foundations of Counseling		
Rating Scale:		Scores
Unacceptable (0)	“Poor”	
Marginal (1)	“Fair”	
Acceptable (2)	“Good”	
Exceptional (3)	“Very Good” or “Excellent”	
Demonstrates capacity for holistic and ethical integration from philosophy to clinical practice.		2.90
Integrates information from theological, academic, and personal experiences and content to provide a comprehensive approach to counseling.		2.70
Articulates an accurate and effective model for counseling.		2.40
Total:		2.67

(18 (SP 25), 20 (SP 25V), 38 total students, **10 students** for significance)

Student	Holistic Integration	Integration of Sources	Model	Score	Rubric Rating
Student 1	3	3	3	3.00	Exceptional
Student 2	3	3	2	2.67	Exceptional
Student 3	2	3	2	2.33	Acceptable

Student 4	3	2	3	2.67	Exceptional
Student 5	3	2	2	2.33	Acceptable
Student 6	3	3	3	3.00	Exceptional
Student 7	3	3	3	3.00	Exceptional
Student 8	3	3	2	2.67	Exceptional
Student 9	3	3	3	3.00	Exceptional
Student 10	3	3	2	2.67	Exceptional

Scoring Process Explanation:

Step 1: Take the original content of the papers of 10 randomized students

Step 2: Content is assessed and converted to a 0-3 scale for 3 assessment ratings

Step 3: Scores are aligned to the Rubric Rating

Summary:

The assessment results indicate that students are largely achieving the program's goal of demonstrating culturally sensitive critical thinking and dispositional character within a bio-psycho-social-spiritual framework. The overall average score of 2.67 falls within the "Good" to "Very Good" range, with particularly strong performance in holistic and ethical integration (2.90) and the integration of theological, academic, and personal sources (2.70). A majority of students received "Exceptional" ratings, suggesting consistent strength in synthesizing diverse perspectives and applying them meaningfully to counseling philosophy and practice.

However, performance is slightly lower in articulating a clear and effective counseling model (2.40), indicating this as a relative area for growth. While many students demonstrated excellence across all categories, a subset scored in the "Acceptable" range, often due to less-developed counseling models or uneven integration across domains. Overall, the data reflects a strong foundation in integrative thinking and ethical awareness, with an opportunity to further strengthen students' ability to define and communicate their counseling approach clearly.

Recommendations:

1. **Enhance Instruction on Model Development:** Provide more targeted teaching, examples, and scaffolding to help students construct and articulate a coherent counseling model, improving clarity and depth in this area.
2. **Incorporate Iterative Feedback Opportunities:** Introduce draft submissions or checkpoints for the Philosophy of Counseling Paper to allow students to receive formative feedback, particularly on integration and model articulation.
3. **Support Students at the "Acceptable" Level:** Offer additional resources such as writing workshops, exemplars, or one-on-one coaching to help these students strengthen integration skills and move toward "Exceptional" performance.

Master of Arts in Counseling

Head: Students will demonstrate mastery of the biblical design for their relationship with creation, each other, and God and the character traits of the seven virtues.

Artifact: Couples Counseling Philosophy Paper from CNS 5342 Foundations of Marriage/Family Counseling		
Rating Scale: Unacceptable (0)	"Poor"	Scores
Marginal (1)	"Fair"	
Acceptable (2)	"Good"	
Exceptional (3)	"Very Good" or "Excellent"	
Demonstrates an understanding of a biblical view of relationship.		2.60

Demonstrates competency in articulating the implications and applications of a biblical design for relationships.	2.20
Demonstrates an ability to provide ethical and effective systems interventions.	1.90
Total:	2.23

(24 total students (FA 25), 10 students for significance)

Student	Biblical View of Relationship	Implications & Applications	Ethical & Effective Systems Interventions	Score	Rubric Rating
Student 1	3	3	2	2.66	Exceptional
Student 2	3	2	2	2.33	Acceptable
Student 3	3	3	3	3.00	Exceptional
Student 4	3	3	2	2.66	Exceptional
Student 5	2	2	1	1.66	Marginal
Student 6	2	2	1	1.66	Marginal
Student 7	3	2	2	2.33	Acceptable
Student 8	2	2	2	2.00	Acceptable
Student 9	2	2	2	2.00	Acceptable
Student 10	3	3	2	2.66	Exceptional

Scoring Process Explanation:

Step 1: Take the original content of the papers of 10 randomized students

Step 2: Content is assessed and converted to a 0-3 scale for 3 assessment ratings

Step 3: Scores are aligned to the Rubric Rating

Summary:

Assessment data from the Couples Counseling Philosophy Paper indicate that students are performing at an overall acceptable level, with an average score of 2.23, reflecting moderate competency in demonstrating a biblical design for relationships. Students show their strongest performance in understanding a biblical view of relationships (2.60), suggesting that foundational theological knowledge and conceptual understanding are well established across the cohort. However, performance declines when moving from comprehension to application. Scores in articulating implications and applications (2.20) and, more notably, in providing ethical and effective systems interventions (1.90) reveal a gap between theoretical knowledge and practical counseling implementation.

This pattern is further reflected in the distribution of individual performance. While a small number of students demonstrated exceptional mastery, others fell into the marginal range, particularly in areas requiring applied clinical judgment and systems thinking. The majority of students clustered within the acceptable range, especially in applying biblical principles and designing interventions. These findings suggest that although students can articulate core concepts, many are still developing the ability to translate those concepts into effective, ethically grounded counseling practices. Overall, the data point to a cohort with solid theoretical grounding but uneven proficiency in applied skills.

Recommendations:

- Expand Applied Learning Opportunities**

Increase the use of case studies, role-playing exercises, and supervised practice that specifically target ethical decision-making and systems-based interventions. This will help bridge the gap between conceptual understanding and clinical application.

- Strengthen Integration of Biblical Principles with Practice**

Design assignments that require students to explicitly connect biblical frameworks with real-world

counseling scenarios. Emphasize articulation of implications and practical application to deepen integration skills.

3. **Provide Targeted Support for Skill Development**

Identify students demonstrating lower performance and offer focused feedback, mentoring, and supplemental instruction. Emphasize the development of practical counseling competencies and ethical reasoning to improve consistency across the cohort.

Master of Arts in Counseling

Heart:

- Students will demonstrate consistency in individual and corporate spiritual practices and the affirmation of the seven-character virtues.
- Students will demonstrate growth in a Christian community of redemptive relationships and the consistent expression of the seven-character virtues.
- Students will demonstrate the seven character-based virtues through the categories of insight, awareness, relationships, interaction, and personal responsibility. – *See email response from SLS, 4/6/26

(Spiritual Dev. – 113 (FA24), 144 (SP25), 102 (FA25), 359 total students, **90 students** for significance)
(Faithful Engagement – 114 (FA24), 146 (SP25), 109 (FA25), 369 total students, **93 students** for significance)

Artifact: PPR from Counseling Orientation ELC			
Rating Scale: Unacceptable (0) “Poor” Marginal (1) “Fair” Acceptable (2) “Good” Exceptional (3) “Very Good” or “Excellent”	Scores	Rubric Rating	
<i>PPR Item Spiritual Development</i> (Question 12) Demonstrates awareness and consistency in spiritual practices.	2.46	Exceptional	
<i>PPR Item Faithful Engagement</i> (Question 5) Demonstrates awareness and growth in redemptive community.	2.67	Exceptional	
Demonstrates awareness and growth across dispositional categories.	*See email response from SLS, 4/6/26		
Total:	2.56		

Scoring Process Explanation:

Step 1: Take the original score from PPR Item Spiritual Development (Question 12) of 90 randomized students

Step 2: Score is converted to a 0-3 scale for assessment ratings (Spiritual Development & Faithful Engagement)

Step 3: Scores are aligned to the Rubric Rating

Summary of Spiritual Development:

Student performance in spiritual development reflects a strong and consistent level of engagement, with a mean score of 2.46 indicating that most students are approaching a “consistently demonstrates” level, though not yet at full mastery. Qualitative data reinforce this strength, showing that students are actively committed to spiritual practices such as prayer, Scripture reading, church involvement, and participation in faith-based community. These practices are widely described as foundational to both personal identity and professional formation.

Students also demonstrate meaningful growth in core virtues—faith, hope, and love—evidenced by increased trust in God, perseverance through challenges, and a deepening capacity for empathy and care toward others. Importantly, many students are intentionally integrating their spiritual development with their academic and clinical training, showing awareness of how faith informs counseling practice and

contributes to holistic client care. At the same time, students exhibit a healthy level of self-awareness, acknowledging areas for growth such as inconsistency during stressful periods, limited theological depth, and a lack of confidence in articulating beliefs or engaging clients in spiritual discussions. Notably, experiences of personal hardship often serve to deepen students' faith, suggesting that spiritual formation is not only present but continuing to mature through lived experience.

Overall, the data indicate a cohort that is actively engaged in spiritual formation with strong consistency, while still developing greater depth, confidence, and sustainability in practice.

Recommendations:

1. **Support Sustainable Consistency in Spiritual Practices**
Shift focus from initiating spiritual habits to maintaining them over time. Provide structures such as adaptable spiritual formation plans, accountability groups, and rhythms that help students sustain engagement during periods of stress and high demand.
2. **Enhance Applied Integration of Faith in Counseling Practice**
Create more opportunities for students to translate personal spiritual growth into professional competence. Incorporate supervised practice, case-based learning, and modeling to strengthen confidence in addressing clients' spiritual concerns in clinically appropriate and meaningful ways.
3. **Strengthen Theological Confidence and Interfaith Competence**
Address gaps in confidence and knowledge by offering targeted training in articulating Christian beliefs, understanding diverse religious and worldview perspectives, and engaging in spiritually sensitive dialogue. This will better equip students to navigate spiritually diverse counseling contexts with clarity and competence.

Summary of Faithful Engagement:

The responses show strong overall engagement with the Christian community, church attendance, small groups, ministry service, discipleship, mentoring, and personal spiritual practices. Many students describe faithful participation in worship, Bible study, prayer, accountability relationships, and service opportunities. The high score of **2.67** suggests that this area is a clear strength, with most respondents demonstrating consistent commitment to spiritual growth and community life.

A recurring theme is that students value the body of Christ as essential for encouragement, accountability, hope, and service. At the same time, some noted barriers such as transitions, work schedules, health issues, church hurt, moving, or difficulty finding a church home. Several also identified growth areas in deeper involvement, evangelism, receiving feedback, and moving from attendance to active contribution.

Recommendations

1. **Strengthen consistency in local church connection.**
Encourage students who are between churches, newly relocated, or inconsistently attending to take one concrete next step, such as joining a small group, pursuing membership, meeting with a pastor, or committing to regular worship attendance.
2. **Move from participation to intentional service and discipleship.**
Many students are attending faithfully; the next growth step is helping them identify how their gifts can build up the body through mentoring, hospitality, children/youth ministry, evangelism, worship, missions, or care ministries.
3. **Support students navigating barriers to community.**
Provide encouragement and practical pathways for those facing church hurt, illness, work conflicts, anxiety, or transition. This could include peer accountability, flexible fellowship opportunities, mentoring, and guided reflection on how to remain connected during difficult seasons.

*Email response from SLS, 4/6/26, Assessment #5– “PPR Seven Virtues - this is now baked throughout but is connected to the qualitative responses on each question. Not sure how to measure this”

Master of Arts in Counseling

Hands: Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice.

Artifact: ORS/SRS from CNS 6931 & CNS 6932 Internship		
Rating Scale: Unacceptable (0) Marginal (1) Acceptable (2) Exceptional (3)	"Poor" "Fair" "Good" "Very Good" or "Excellent"	Scores
Demonstrates an ability for adjustment to feedback in self-awareness.		2.8
Demonstrates capacity to apply learning to clinical practice.		3.0
Demonstrates an ability to establish holistic client-focused care.		3.0
Total:		2.93

(9 (FA 25), 9 (SP 26), 18 total students, **5 students** for significance)

Student	FA 25 6931 Score (45)	SP 26 6932 Score (50)	Total (95)	Percentage	Score	Rubric Rating
Student 1	45	47	92	96.8%	3	Exceptional
Student 2	45	50	95	100.0%	3	Exceptional
Student 3	35	50	85	89.5%	3	Exceptional
Student 4	45	50	95	100.0%	3	Exceptional
Student 5	45	45	90	94.7%	3	Exceptional

Scoring Process Explanation:

Step 1: Take the total score from Fall 25 and Spring 26 ORS/SRS (out of 95)

Step 2: Score is converted to a percentage and then converted to a 0-3 scale for assessment score

Step 3: Scores are aligned to the Rubric Rating

Summary:

Student performance on the ORS/SRS internship assessments indicates consistently exceptional performance across all evaluated domains, including adjustment to feedback and self-awareness, application of learning to clinical practice, and establishment of holistic, client-focused care. Aggregate scores (2.8–3.0) reflect strong competency in integrating academic knowledge, spiritual formation, and character into clinical work.

Individual student outcomes further reinforce this trend, with all students achieving scores within the "Exceptional" range (89.5%–100%). These results suggest that students are not only mastering foundational clinical skills but are also effectively applying feedback, demonstrating growth in self-awareness, and delivering holistic care in real-world counseling settings. Variability is minimal, indicating a high level of consistency in performance across the cohort.

Recommendations:

1. Sustain and Deepen Advanced Clinical Integration

Maintain the strong performance by continuing to emphasize integration of academic knowledge, spiritual formation, and clinical practice. Introduce more complex or nuanced clinical scenarios to further challenge students and promote continued growth beyond foundational competency.

2. Enhance Reflective Practice and Feedback Utilization

Although adjustment to feedback is strong, continued emphasis on structured reflective practices (e.g., journaling, supervision dialogue, case reflection) can further deepen self-awareness and promote lifelong learning habits in clinical settings.

3. Expand Opportunities for Advanced Clinical Application

Provide opportunities for students to engage in more diverse and complex client populations or presenting issues. This will help ensure that high levels of competence are maintained across a broader range of clinical contexts and reinforce adaptability in practice.

Master of Arts in Counseling

Hands:

- Students will demonstrate competence in effective interpersonal skills and character virtues in clinical practice and with professional colleagues.
- Students will demonstrate competence in ethical, moral, and culturally sensitive care through the expression and practice of the seven-character virtues.

Artifact: Supervisor Evaluation from CNS 6931 & CNS 6932 Internship		
Rating Scale: Unacceptable (0) Marginal (1) Acceptable (2) Exceptional (3)	"Poor" "Fair" "Good" "Very Good" or "Excellent"	Scores
Demonstrates competence in interpersonal skills and relationships with peers.		2.55
Demonstrates empathy and appropriately responds to diverse client issues.		2.7
Demonstrates effective and culturally appropriate skills, techniques, and interventions.		2.4
Total:		2.55

(46 total students (FA 25), **11 students** for significance)

Student	Interpersonal Avg (1-5)	Empathy Avg (1-5)	Skills Avg (1-5)	Interpersonal (0-3)	Empathy (0-3)	Skills (0-3)
Student 1	4.5	4.7	4.3	2.625	2.775	2.475
Student 2	4.4	4.6	4.2	2.55	2.7	2.4
Student 3	4.5	4.7	4.3	2.625	2.775	2.475
Student 4	4.3	4.5	4.1	2.475	2.625	2.325
Student 5	4	4.3	3.9	2.25	2.475	2.175
Student 6	4.6	4.8	4.4	2.7	2.85	2.55
Student 7	4.1	4.4	4	2.325	2.55	2.25
Student 8	3.5	3.8	3.2	1.875	2.1	1.65
Student 9	4.7	4.9	4.5	2.775	2.925	2.625
Student 10	4.4	4.6	4.2	2.55	2.7	2.4
Student 11	4.5	4.7	4.3	2.625	2.775	2.475

Scoring Process Explanation:

Step 1: Take the original 23 items from CCS-R and categorize to the three categories above

Step 2: Raw CCS-R items (1-5 scale) are averaged within each category

Step 3: Scores are converted to a 0-3 scale for assessment ratings

Summary:

Student performance across the three assessed domains (interpersonal skills, empathy and responsiveness to diverse client issues, and use of effective counseling techniques) indicates generally solid competency with notable variability in applied clinical skills. Within this subsample, students demonstrated strong relational abilities, including maintaining professional boundaries, engaging in the learning process, and responding constructively to feedback. However, compared to broader program data, there is greater inconsistency in professionalism, adaptability, and self-awareness, suggesting that some students are still refining these competencies.

Empathy and responsiveness to client diversity emerged as a clear strength. Students consistently exhibited respect, emotional attunement, and cultural sensitivity, indicating well-developed relational and affective counseling skills even within a smaller sample. In contrast, the application of counseling techniques showed the greatest variability and comparatively lower performance. While foundational skills such as questioning and paraphrasing were generally present, more advanced interventions, such as appropriately challenging clients, offering deeper reflections, and maintaining clear session direction, were less consistently demonstrated. This pattern suggests that many students are in the transition from basic skill acquisition to more intentional and advanced clinical practice.

Recommendations:

1. **Prioritize Development of Advanced Clinical Skills**
Emphasize training in higher-level counseling interventions, including challenging clients constructively, deepening reflections of meaning, and guiding sessions with clear therapeutic goals. Incorporate structured practice opportunities such as role-play and live or recorded supervision to reinforce skill integration.
2. **Increase Targeted and Individualized Supervision**
Address variability in performance by identifying students with emerging skill gaps early. Provide focused, individualized feedback and utilize session recordings to support skill development and promote greater consistency in clinical application.
3. **Reinforce Consistency in Professional and Interpersonal Competencies**
Although generally strong, interpersonal skills would benefit from continued reinforcement. Emphasize consistent professional behavior, openness to feedback, and adaptability across diverse and dynamic counseling contexts to ensure sustained competency across settings.

CIU Educational Program Assessment Report (EPAR)

College/Unit:	Seminary and School of Counseling
Department/Program:	Counselor Education and Supervision
Degree/program being assessed:	PhD Program
Report Written by:	Ben Mathew, PhD, NCC, LPC, LPC-S
Date this Plan is Completed:	May 2026 (Assessment Cycle #3 Hand) Program Year Three

Outline

- I. Program Student Learning Outcomes
- II. Assessment Methods
- III. Results and Analysis
- IV. Improvements
- V. Supporting documents

Overview

The Educational Program Assessment Report is designed to document one full assessment cycle for one academic program. This cycle includes student learning outcomes, methods and instruments used to assess these outcomes, analysis, and interpretation of results, and, most importantly, the use of the assessment findings for improving the program, especially regarding student learning and development. Each program’s assessment should be presented on a separate report form, but specializations or concentrations within programs may be assessed together. While colleges should regularly monitor student learning related to program student learning outcomes, the formal assessment review and Educational Program Assessment Reports can be submitted on a rotating basis. Colleges should adhere to a cycle that ensures that each program undergoes a formal assessment review at least once every four years.

I. Program Student Learning Outcomes (SLOs)

Assessment Cycle Year #3 Hands: Professional Skills & Application (Justice & Temperance)	Program Objective	Student Learning Outcome	2024 CACREP Standard	Course	Component
3.	Develop future counselors through engagement across teaching, clinical skill development, supervision, leadership and advocacy, and scholarly research.	Students will expand their professional identity from counselor to counselor educator, increasing skill and identity from clinical to engagement across teaching, clinical skill development, supervision, leadership and advocacy, and scholarly research.	6.A.2.e.; 6.B.1.c.; 6.B.1.f.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.; 6.B.3.l.; 6.B.5.d.; 6.B.5.k.; 6.B.5.m.;	CNS 9200 Professional Orientation, Ethics, & Identity	Advocacy Plan
			6.A.2.d.; 6.A.2.f.; 6.B.1.e.; 6.B.5.a.; 6.B.5.b.; 6.B.5.c.; 6.B.5.d.; 6.B.5.e.; 6.B.5.f.; 6.B.5.g.; 6.B.5.h.; 6.B.5.i.; 6.B.5.j.; 6.B.5.k.; 6.B.5.l.; 6.B.5.m.; 6.B.5.n.	CNS 9510 Program Evaluation, Leadership, & Publications	Program Evaluation Project
			6.B.1.a.; 6.B.1.b.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g.; 2.B.2.h.; 2.B.2.i.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.;	CNS 9460 Clinical Supervision & Consultation	Supervision Disclosure Statement
			6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.; 6.B.5.i.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	CNS 9930 Teaching Internship	Supervisor Evaluation
4.	Design educational content for clinical counselor development and training.	Students will engage in educational content design for clinical counselor development and training, promoting justice and cultivating temperance.	6.B.1.d.; 6.B.1.e.; 6.B.1.f.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9910 Internship in Clinical Counseling & Supervision	Artifacts & Skill Recordings
			6.B.1.a.; 6.B.1.c.; 6.B.1.f.; 6.B.2.e.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9931 Internship (Five Domains)	Supervisor Evaluation
			6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.;	CNS 9700 Teaching in Counselor Education	Personal Philosophy of Teaching Parts 1 & 2
			6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	CNS 9930 Teaching Internship	Supervisor Evaluation
			6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.l.; 6.B.3.m.; 6.C.1.	CNS 9001 Residency Year 2	Teaching Evaluation

II. Assessment Methods

Outcome	Assessment Term/Year	Assessment Measure(s) Used + Target Result	Total Students & 25%	Relationship between Measure(s) and Outcome
3a.	Cycle 3/ 2025-2026	CNS 9200: Advocacy Plan (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	5 Total Students, 2 Students	The Advocacy Plan assignment supports this SLO by engaging students in the transition from counselor to counselor educator through the design of advocacy-focused learning activities that integrate leadership, teaching, supervision, ethical practice, and scholarly application aligned with ACA and CACREP standards.
3b.	Cycle 3/ 2025-2026	CNS 9510: Program Evaluation Project (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	2 Total Students, 2 Students	The Program Evaluation Project supports this SLO by requiring students to expand their professional identity beyond clinical counseling into the roles of counselor educator, consultant, leader, and scholar through program evaluation, community collaboration, problem-solving, advocacy, and the application of research-informed practices.
3c.	Cycle 3/ 2025-2026	CNS 9460: Supervision Disclosure Statement (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	3 Total Students, 1 Students	The Supervision Disclosure/Contract assignment supports this SLO by helping students develop their professional identity as counselor educators and supervisors through the creation of supervision documents that demonstrate leadership, ethical practice, gatekeeping responsibilities, supervisory relationships, and the application of clinical supervision competencies.
3d.	Cycle 3/ 2025-2026	CNS 9930: Supervisor Evaluation (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	2 Total Students, 2 Students	The Supervisor Evaluation in the Teaching Internship supports this SLO by immersing students in the roles and responsibilities of counselor educators through supervised teaching, course development, student assessment, and instructional evaluation, thereby strengthening their professional identity in teaching, leadership, supervision, and counselor education practice.
3e.	Cycle 3/ 2025-2026	CNS 9910: Artifacts & Skill Recordings (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	5 Total Students, 2 Students	The Skills Demonstrations assignment supports this SLO by requiring students to integrate advanced counseling and supervision practices with theoretical application, self-evaluation, teaching through presentation, and collaborative feedback, thereby strengthening their professional identity as counselor educators, supervisors, and reflective practitioners.
3f.	Cycle 3/ 2025-2026	CNS 9931: Supervisor Evaluation (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	5 Total Students, 2 Students	The Supervisor Evaluation in the Domains Internship supports this SLO by providing supervised, applied experiences across multiple counselor education domains that foster the development of students' professional identity as counselor educators through leadership, supervision, teaching, clinical practice, and professional engagement aligned with CACREP doctoral standards.
4a.	Cycle 3/ 2025-2026	CNS 9700: Personal Philosophy of Teaching Parts 1 & 2 (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	4 Total Students, 1 Student	The Personal Teaching Philosophy assignment supports this SLO by engaging students in the intentional design of inclusive, research-informed educational practices that foster clinical counselor development while emphasizing justice, ethical responsibility, reflective teaching, and the cultivation of temperance in counselor education and training.
4b.	Cycle 3/ 2025-2026	CNS 9930: Supervisor Evaluation (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	2 Total Students, 2 Students	The Teaching Internship supports this SLO by providing students with supervised experiences in counselor education course design, instruction, assessment, and student engagement, fostering the development of educational content and teaching practices that promote justice, professional growth, and reflective temperance in clinical counselor training.

4c.	Cycle 3/ Not Yet Developed	CNS 9001: Teaching Evaluation (Target 2.0 on 0-3.0 scale) Gathering Baseline Data	3 Total Students, 1 Students	The Teaching Skills Evaluations assignment supports this SLO by engaging students in the collaborative design, delivery, facilitation, and assessment of counseling instruction and clinical skills training, promoting the development of educational practices grounded in justice, professional competence, and reflective temperance in counselor education.
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III. Results and Analysis

Outcome	Results & Interpretation of Related Assessments	Conclusion about Outcome
3a.	2.0625/3 – goals meet	The evaluation found that the original assignment instructions lacked sufficient clarity around rubric expectations, standards alignment, and rationale development, which led to inconsistent student performance and misunderstanding of assignment requirements. To improve alignment with expectations, the revised instructions provide detailed guidance for each section, including explicit ACA and CACREP standards alignment, comprehensive rationale development, precise population analysis, and a required multi-level assessment rubric with measurable SMART-based performance criteria.
3b.	2.87/3 - goals meet	Supervisor Evaluations indicate that clinical interns are demonstrating strong development in clinical supervision and counseling practice competencies, with an average score of 2.87/3, exceeding the established target benchmark of 2.0. These results reflect effective preparation and continued growth in professional counseling skills during the internship experience.
3c.	3/3 - goals meet	The program evaluation project demonstrated exceptional integration of holistic assessment practices and advocacy considerations, earning a perfect score of 3/3 and exceeding the target benchmark of 2.0. These results reflect students' strong ability to incorporate comprehensive evaluation strategies while addressing advocacy-related factors relevant to counseling practice and program development.
3d.	2.7625/3 - goals meet	Results from the Supervisor Evaluation in the Teaching Internship indicate that students are successfully developing their professional identity and competencies as counselor educators, with an average score of 2.7625/3, exceeding the target benchmark of 2.0. These findings demonstrate strong performance in teaching, leadership, supervision, and instructional practice within counselor education settings.
3e.	2.8551/3 - goals meet	Results from the Skills Demonstrations assignment indicate that students are effectively integrating advanced counseling and supervision skills with theoretical application, self-reflection, teaching, and collaborative feedback, earning an average score of 2.8552/3 and exceeding the target benchmark of 2.0. These findings reflect strong development in students' professional identity as counselor educators, supervisors, and reflective practitioners.
3f.	2.856/3 - goals meet	Results from the Supervisor Evaluation in the Domains Internship demonstrate that students are successfully developing their professional identity and competencies across multiple counselor education domains, with an average score of 2.856/3, exceeding the target benchmark of 2.0. These findings reflect strong growth in leadership, supervision, teaching, clinical practice, and professional engagement aligned with CACREP doctoral standards.
4a.	2.775/3 - goals meet	Results from the Personal Teaching Philosophy assignment indicate that students are effectively developing inclusive, research-informed approaches to counselor education that emphasize justice, ethical responsibility, reflective teaching, and temperance, with an average score of 2.775/3, exceeding the target benchmark of 2.0. These findings demonstrate strong growth in students' ability to intentionally design educational practices that support clinical counselor development and professional formation.

4b.	2.7625/3 - goals meet	Results from the Teaching Internship indicate that students are effectively developing competencies in counselor education course design, instruction, assessment, and student engagement, with an average score of 2.7625/3, exceeding the target benchmark of 2.0. These findings reflect strong growth in students' ability to create and implement educational practices that promote justice, professional development, and reflective temperance in clinical counselor training.
4c.	2.91/3 - goals meet	Results from the Teaching Skills Evaluations assignment demonstrate that students are effectively developing competencies in the collaborative design, delivery, facilitation, and assessment of counseling instruction and clinical skills training, with an average score of 2.91/3, exceeding the target benchmark of 2.0. These findings reflect strong student growth in creating educational practices grounded in justice, professional competence, and reflective temperance within counselor education.

IV. Improvements

Dissemination of Assessment Results
Results provided to the faculty and Advisory Council through the Advisory Council Report in September, 2026

Program Improvements regarding Student Learning and Development (with timeline)	Related Finding (from results)
Met all goals with recommendations and plans noted in the tables above.	

Improvements to Assessment Process
Met all goals.

V. Supporting Documents

Attach any documents that support or illustrate the contents of this report. Assessment instruments and scoring rubrics should be included. Other documents may include rubric scores, revisions to assessment plan, improvements based on informal assessment, or faculty meeting minutes.

***See documents referenced with the criteria in the Standard and provided in the corresponding folder in SharePoint.

Appendix C: Revised MA in Clinical Counseling Assessment Plan (26-29)



2026-2029 MA in Clinical Counseling Systematic Program Assessment Process

Over the course of a three-year revolution, our assessment process evaluates the Clinical Counseling program through three integrated perspectives that reflect the holistic formation of professional counselors. The assessment rotation is framed through the formative categories cycled in annual rotations of **Head (Orthodoxy)**, **Heart (Orthopathy)**, and **Hands (Orthopraxy)**, as this structure reflects the program's commitment to developing counselors whose **knowledge, character, and practice** are formed together.

Across the three-year assessment evolution, students are intentionally formed through a framework that integrates professional counseling knowledge, character formation, and clinical practice. Students are encouraged to develop a biblical worldview for life and counseling practice, reflecting God's glory and love through the cultivation of the character virtues of **Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage**. These virtues are reinforced through a spiraling pattern of exposure, practice, and integration across the curriculum, enabling students to progressively deepen their knowledge, personal formation, and clinical competence in preparation for faithful and effective clinical mental health counseling practice.

- Assessment Rotation Year #1 (Head/Orthodoxy): The Head dimension of assessment evaluates students' mastery of the foundational knowledge, theoretical frameworks, and ethical standards required for clinical mental health counseling. This domain focuses on students' ability to think critically about counseling concepts, understand the historical and professional foundations of the field, integrate research and theory into clinical understanding, and articulate a coherent counseling worldview informed by both professional standards and program values. Assessment in this area measures students' cognitive development as counselors.
- Assessment Rotation Year #2 (Heart/Orthopathy): The Heart dimension of assessment evaluates the formation of students' character, professional dispositions, and counselor identity. This domain focuses on the internal development necessary for effective counseling practice, including self-awareness, emotional maturity, cultural humility, ethical integrity, and commitment to personal and professional growth. Assessment in this area examines how students embody the virtues, values, and relational qualities essential to the counseling profession, including the capacity for empathy, responsibility, and engagement in supportive professional communities. Assessment in this area measures dispositional growth, spiritual and personal development, and the consistent demonstration of professional character in academic and relational contexts.
- Assessment Rotation Year #3 (Hands/Orthopraxy): The Hand dimension of assessment evaluates students' ability to translate knowledge and character formation into effective counseling practice. This domain focuses on the development and demonstration of clinical competencies required for professional counseling, including counseling techniques, case conceptualization, ethical decision-making, collaboration with professionals, and culturally responsive care. Assessment in this area measures students' proficiency in applying counseling knowledge and dispositions in real-world settings, particularly through practicum and internship experiences. Assessment in this area measures supervisor evaluations, client outcome measures, case presentations, and other indicators of professional competence and readiness for clinical mental health practice.

Overall Program Balance reviews the program as a whole from the perspectives of Academic Excellence (“Head”), Spiritual Life Formation/Religious Development (“Heart”), and Professional Skills Development (“Hands”). These perspectives reflect our corporate educational triad and our commitment to developing the whole person through the formation of character virtues: Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.

The following table sets out the outcomes we will measure and the corresponding data we will analyze for each year in the cycle:

Assessment Rotation	Outcome	Data Source	Data
Year #1 Head/Orthodoxy	1.A. - Head: Students will demonstrate mastery of foundational knowledge in CMHC & Virtues. - Foundational Knowledge	CNS 5306: Foundations of CMHC	History & Ethics Test
		CNS 5310: Counseling Theories	Paradigm Paper
		CNS 5410: Research, Stats, & Eval.	Abbreviated Research Plan
		CNS 6310: Human Growth & Dev.	Developmental Case Conceptualization Project
		CNS 6931: Internship 1	Community Crisis & Disaster Response Paper
	Outcome	Data Source	Data
	1.B. - Head: Students will demonstrate proficiency in culturally sensitive critical thinking skills and dispositional character virtues from a bio-psycho-social-spiritual framework. - Cultural Knowledge	CNS 5306: Foundations of CMHC	Advocacy Plan Paper
		CNS 5420: Psychopathology	Case Study
		CNS 6912: Adv. Techniques & Practicum	Counseling Resource Notebook
	Outcome	Data Source	Data
	1.C. - Head: Students will demonstrate mastery of the biblical design for their relationship with creation, each other, and God as well as the character traits of the seven virtues. - Biblical Knowledge	CNS 5306: Foundations of CMHC	Integration, Suffering, & Flourishing Paper
		CNS 5305: Applied Biblical Foundations of Counseling	Personal Philosophy of Counseling Paper
		CNS 6912: Adv. Techniques & Practicum	Integration Presentation
Assessment Rotation Year #2 Heart/Orthopathy	Outcome	Data Source	Data
	2.A. - Heart: Students will demonstrate the seven character-based virtues through the categories of insight, awareness, relationships, interaction, and personal responsibility. - Virtue Insight	CNS 6410: Counseling Techniques	Self-Reflection Papers
		CNS 5330: Professional Orientation & Ethics	Ethical Heritage Diagram
		CNS 5075: Multicultural Counseling	Cultural Humility Application Paper
	Outcome	Data Source	Data
	2.B. - Heart: Students will demonstrate consistency in individual and corporate spiritual practices and the affirmation of the seven-	CNS 5314: Personal & Spiritual Development	Spiritual and Personal Development Goals, Plan, Tracking, & Reflection
		CNS 6620: Treating PTSD, Acute Stress, Grief, & Loss	Reflection Paper

	character virtues. - Personal Insight	CNS 6810: Career Development	Career & Calling Portfolio
	Outcome	Data Source	Data
	2. C. - Heart: Students will demonstrate growth in a Christian community of redemptive relationships and the consistent expression of the seven-character virtues. - Relational Insight	CNS 5330: Professional Orientation & Ethics	Weekly Discussion Boards
		CNS 6440: Groups	Life Together Reading Response
		CNS 6912: Adv. Techniques & Practicum	Peer Feedback Reflection Paper
Assessment Rotation Year #3 Hands/Orthopraxy	Outcome	Data Source	Data
	3.A. - Hands: Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice. - Clinical Application	CNS 5306: Foundations of Clinical Mental Health Counseling	Case Study Presentation
		CNS 6410: Counseling Techniques	Video & Analysis
		CNS 6430: Assessment	Assessment Rationale Papers
		CNS 6440: Groups	Group Design Proposal
		CNS 6932: Internship 2	Internship Experience Hours
	Outcome	Data Source	Data
	3.B. - Hands: Students will demonstrate competence in effective interpersonal skills and character virtues in clinical practice and with professional colleagues. - Relational Application	CNS 5306: Foundations of Clinical Mental Health Counseling	Advocacy Activity
		CNS 5342: Foundations of Marriage and Family	Couples Counseling Philosophy & Approach Integration Project
		CNS 6932: Internship 2	Counseling Skills Development Project
	Outcome	Data Source	Data
	3.C. - Hands: Students will demonstrate competence in ethical, moral, and culturally sensitive care through the expression and practice of the seven-character virtues. - Virtue Application	CNS 5330: Professional Orientation & Ethics	Ethical Decision Making (EDM) Scenario Papers & Final Position Paper
		CNS 5075: Multicultural Counseling	Cultural Interviews Project
		CNS 6932: Internship 2	Case Conceptualization Presentations

We have correlated each domain (outcome) under Head/Orthodoxy, Heart/Orthopathy, and Hand/Orthopraxy with a data source. Each time we offer a course, we will collect a signature assignment (data) and store it in an electronic database. At the appropriate time in the assessment rotation, we will draw a random sample of 25% of the total number of students in each course from the database and evaluate them against the relevant rubric.

Head/Heart/Hand Terms Defined:

Head/Orthodoxy: The Head dimension of assessment evaluates students' mastery of the foundational knowledge, theoretical frameworks, and ethical standards required for clinical mental health counseling. This domain focuses on students' ability to think critically about counseling concepts, understand the historical and professional foundations of the field, integrate research and theory into clinical understanding, and articulate a coherent counseling worldview informed by both professional standards and program values. Assessment in this area measures students' cognitive development as counselors.

- 1.A. – Head (Foundational Knowledge): Students will demonstrate mastery of foundational knowledge in CMHC & Virtues.
- 1.B. – Head (Cultural Knowledge): Students will demonstrate proficiency in culturally sensitive critical thinking skills and dispositional character virtues from a bio-psycho-social-spiritual framework.
- 1.C. – Head (Biblical Knowledge): Students will demonstrate mastery of the biblical design for their relationship with creation, each other, and God as well as the character traits of the seven virtues.

Heart/Orthopathy: The Heart dimension of assessment evaluates the formation of students' character, professional dispositions, and counselor identity. This domain focuses on the internal development necessary for effective counseling practice, including self-awareness, emotional maturity, cultural humility, ethical integrity, and commitment to personal and professional growth. Assessment in this area examines how students embody the virtues, values, and relational qualities essential to the counseling profession, including the capacity for empathy, responsibility, and engagement in supportive professional communities. Assessment in this area measures dispositional growth, spiritual and personal development, and the consistent demonstration of professional character in academic and relational contexts.

- 2.A. – Heart (Virtue Insight): Students will demonstrate the seven character-based virtues through the categories of insight, awareness, relationships, interaction, and personal responsibility.
- 2.B. – Heart (Personal Insight): Students will demonstrate consistency in individual and corporate spiritual practices and the affirmation of the seven-character virtues.
- 2.C. – Heart (Relational Insight): Students will demonstrate growth in a Christian community of redemptive relationships and the consistent expression of the seven-character virtues.

Hand/Orthopraxy: The Hand dimension of assessment evaluates students' ability to translate knowledge and character formation into effective counseling practice. This domain focuses on the development and demonstration of clinical competencies required for professional counseling, including counseling techniques, case conceptualization, ethical decision-making, collaboration with professionals, and culturally responsive care. Assessment in this area measures students' proficiency in applying counseling knowledge and dispositions in real-world settings, particularly through practicum and internship experiences. Assessment in this area measures supervisor evaluations, client outcome measures, case presentations, and other indicators of professional competence and readiness for clinical mental health practice.

- 3.A. – Hands (Clinical Application): Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice.

- 3.B. – Hands (Relational Application): Students will demonstrate competence in effective interpersonal skills and character virtues in clinical practice and with professional colleagues.
- 3.C. – Hands (Virtue Application): Students will demonstrate competence in ethical, moral, and culturally sensitive care through the expression and practice of the seven-character virtues.

The primary means we will use in the process is direct assessment of student learning outcomes (SLOs) based on coursework collected each year and evaluated using rubrics designed according to a four-level scale: Unsatisfactory (0), Marginal (1), Satisfactory (2), and Exceptional (3). We will consider an outcome to be met successfully when the student's work is evaluated and achieves an average score of 2.00 or better. Alignment of the seven-character virtues to demonstrate alignment between strong integration and research on spiritual formation with the non-academic character dispositions noted in the academic literature is provided in the appendices.

In addition to direct assessment of student learning outcomes, we will conduct indirect assessment of the program. Our advisory council will meet annually to provide input, and we will administer our graduating student and internship site supervisor surveys annually. We will administer our alumni and employer surveys every third year (during Assessment Cycle Year #3). We will add the information collected through these indirect means to the results of our direct assessment as we conduct our analysis during a two-day workshop in May.

The following table provides a summary of the points at which we will assess students during the three years of their program of study:

Pre-Admission	Group Interview	
Year 1	Fall Semester	Spring Semester
	CNS 5306: Foundations of CMHC • Case Study Presentation • Advocacy Activity • History & Ethics Paper • Advocacy Plan Paper • Integration, Suffering, & Flourishing Paper CNS 5310: Counseling Theories • Paradigm Paper CNS 5410: Research, Statistics, and Evaluation • Abbreviated Research Plan CNS 5314: Personal & Spiritual Development • Spiritual and Personal Development Goals, Plan, Tracking, & Reflection	CNS 5330: Professional Orientation & Ethics • Ethical Decision Making Scenario Papers & Final Position Paper • Legal Case Group Outline & Presentation • Ethical Heritage Diagram CNS 5420: Psychopathology • Case Study CNS 6410: Counseling Techniques • Video & Analysis • Self-Reflection Papers CNS 5315: Foundations of Career & Spiritual Formation • ?
	Summer Semester	
	CNS 6440: Groups • Group Design Proposal • Life Together Reading Response	
	Fall Semester	Spring Semester
Year 2	CNS 5075: Multicultural Counseling • Cultural Interviews Project • Cultural Humility Application Paper CNS 5342: Foundations of Marriage and Family	CNS 5305: Applied Biblical Found. of Counseling • Personal Philosophy of Counseling Paper CNS 6620: Treating PTSD, Acute Stress, Grief, & Loss

	Couples Counseling Philosophy & Approach Integration Project	Reflection Paper
	CNS 6310: Human Growth & Development	
	Developmental Case Conceptualization Project	
	Summer Semester	
	CNS 6912: Adv. Techniques & Practicum	
	- Counseling Resource Notebook - Integration Presentation - Peer Feedback Reflection Paper	
Year 3	Fall Semester	Spring Semester
	CNS 6810: Career Development	CNS 6430: Assessment
	Career and Calling Portfolio	Assessment Rationale Papers
	CNS 6931: Internship 1	CNS 6932: Internship 2
	Community Crisis & Disaster Response Paper	- Internship Experience Hours - Counseling Skills Development Project - Case Conceptualization Presentations
		Master of Arts Portfolio Project (MAPP)
Post-Graduation	Alumni Survey	Employer Survey

At our annual May workshop, the entire Graduate Counseling Program resident faculty team will serve as the assessment committee to review the area designated for that year of the assessment rotation. In addition to reviewing sample assignments and other data identified above, we will also consider other input (e.g., feedback from our Advisory Council, information from our graduating student and internship site supervisor surveys). We will analyze the information we have collected, make specific recommendations based on that analysis, and develop plans for implementation and/or remediation. We will draft and distribute an annual report that documents the finding of that year's assessment and describes any modifications to the program.

As part of the report, we will assign follow-up steps to specific program faculty members for implementation. These faculty members will be responsible to document any changes made and report on them at the next workshop. Their follow-up reports will close the loop on the assessment cycle year.

Timeline for Implementing Third Assessment Revolution, First with this Model (2026-2029):

August 2026 - May 2027	Collect and store course-related data Analyze data and develop recommendations for Assessment Rotation Year #1 (Head/Orthodoxy)
August 2027	Receive feedback from Advisory Council (annual) Draft report on Assessment Rotation Year #1
September 2027	Distribute report on Assessment Rotation Year #1
August 2027 – May 2028	Continue collecting and storing course-related data Administer internship site supervisor surveys (annual)

May 2028	Report on follow-up steps from Assessment Rotation Year #1 Analyze data and develop recommendations for Assessment Rotation Year #2 (Heart/Orthopathy)
August 2028	Receive feedback from Advisory Council (annual) Draft report on Assessment Rotation Year #2
September 2028	Distribute report on Assessment Cycle Rotation #2
August 2028 – May 2029	Continue collecting and storing course-related data Administer graduating student and internship site supervisor surveys (annual) Administer alumni and employer surveys (triennial)
May 2029	Report on follow-up steps from Assessment Rotation Year #2 Analyze date and develop recommendations for Assessment Rotation Year #3 (Hands/Orthopraxy)
August 2029	Receive feedback from Advisory Council (annual) Draft report on Assessment Rotation Year #3
September 2029	Distribute report on Assessment Rotation Year #3

Appendix D: Employer & Alumni Surveys

CIU School of Counseling Employer Survey 2026

Dear Employer/Supervisor:

It is our understanding that you have employed one or more graduates from the MA Clinical Counseling program of Columbia International University. As part of our program evaluation, we would like your feedback on the quality of our program's preparation of these employees. Please take a few minutes to answer the following questions about your overall impression of graduates from our program. Your responses to this survey are anonymous and your feedback is extremely important for our program development and accreditation.

Thank you!

Dr. Seth L. Scott, Assistant Dean & The School of Counseling Team

Instructions for completing this survey:

Please evaluate each question using the academic grading system of As, Bs, Cs, and Ds to indicate your overall impression of employees from our program.

1. Professional Identity: How well did the program prepare the employee(s) to... *

	Very Well Prepared (A)	Well Prepared (B)	Somewhat Prepared (C)	Not Prepared (D)	Unknown
Engage in professional memberships such as SCMHA and ACA?	☐	☐	☐	☐	☐
Engage in professional training activities such as local, state, and national conferences and CEU trainings?	☐	☐	☐	☐	☐
Engage in leadership activities in professional organizations?	☐	☐	☐	☐	☐
Engage in advocacy activities in the area of Clinical Mental Health?	☐	☐	☐	☐	☐

2. Professional Practice: How well did the program prepare the employee(s) to... *

	Very Well Prepared (A)	Well Prepared (B)	Somewhat Prepared (C)	Not Prepared (D)	Unknown
Practice client engagement skills that foster rapport and maintain healthy working alliances with clients?	☐	☐	☐	☐	☐
Conduct client assessments that utilize appropriate evaluation and diagnostic skills?	☐	☐	☐	☐	☐
Conduct case conceptualizations that demonstrate an awareness of the many therapeutic variables at play while working with clients?	☐	☐	☐	☐	☐
Offer clinical interventions that utilize effective skills, techniques, and interventions?	☐	☐	☐	☐	☐

3. Commitment to Personal and Professional Growth: How well did the program develop the employee's... *

	Very Well Prepared (A)	Well Prepared (B)	Somewhat Prepared (C)	Not Prepared (D)	Unknown
Cultural sensitivity that demonstrates understanding and respect for clients in light of their unique cultural and/or spiritual beliefs and practices?	☐	☐	☐	☐	☐
Openness to seek feedback from supervisors, peers, and clients?	☐	☐	☐	☐	☐
Awareness of and compliance with ethical standards and best practices?	☐	☐	☐	☐	☐
Behavior as a life-long learner who is current with professional trends and changing practice guidelines?	☐	☐	☐	☐	☐

4. Overall Program Evaluation: How well did the program prepare employee(s) for... *

	Very Well Prepared (A)	Well Prepared (B)	Somewhat Prepared (C)	Not Prepared (D)	Unknown
professional practice as compared with other entry-level mental health professionals?	☐	☐	☐	☐	☐
responsibilities within the employment setting?	☐	☐	☐	☐	☐
collaboration with other professionals?	☐	☐	☐	☐	☐

5. What suggestions and recommendations do you have for improving the preparation we provide for our students? Any and all additional comments are also welcome and appreciated. *

Enter your answer

Thank you!

Thank you for your participation in this survey. The CIU School of Counseling faculty appreciates your help in evaluating our program so we can continue to improve and grow for the glory of God.

CIU School of Counseling Alumni Survey 2026

Alumni Survey for Assessment of Program Graduates

Dear CIU Counseling Program Graduate,

As part of our program evaluation for CACREP we need your feedback on the MA Counseling program. Please take a few minutes to answer the following questions about your demographics and experience in the program. Your responses to this survey are anonymous if you choose and your feedback is extremely important for our program development and accreditation.

Thank you!

Dr. Seth L. Scott, Assistant Dean & The School of Counseling Team

Instructions for completing this survey

Please evaluate each question using the academic grading system of As, Bs, Cs, and Ds to indicate the overall level of preparation received in your graduate training. Your feedback will allow us to make program improvements and to ensure ongoing quality preparation.

1. Professional Identity: How well did the program prepare you to... *

	Very Well Prepared (A)	Well Prepared (B)	Somewhat Prepared (C)	Not Prepared (D)
Engage in professional memberships such as CAPS, AACC, AMHCA, SCMHCA, and ACA?	☐	☐	☐	☐
Engage in professional training activities such as local, state, and national conferences and CEU trainings?	☐	☐	☐	☐
Engage in leadership activities in professional organizations?	☐	☐	☐	☐
Engage in advocacy activities in the area of Clinical Mental Health?	☐	☐	☐	☐

2. Professional Practice: How well did the program prepare you to... *

	Very Well Prepared (A)	Well Prepared (B)	Somewhat Prepared (C)	Not Prepared (D)
Practice client engagement skills that foster rapport and maintain healthy working alliances with clients?	☐	☐	☐	☐
Conduct client assessments that utilize appropriate evaluation and diagnostic skills?	☐	☐	☐	☐
Conduct case conceptualizations that demonstrate an awareness of the many therapeutic variables at play while working with clients?	☐	☐	☐	☐
Offer clinical Interventions that utilize effective skills, techniques, and interventions?	☐	☐	☐	☐

3. Commitment to Personal and Professional Growth: How well did the program develop your... *

	Very Well Prepared (A)	Well Prepared (B)	Somewhat Prepared (C)	Not Prepared (D)
Cultural sensitivity that demonstrates understanding and respect for clients in light of their unique cultural and/or spiritual beliefs and practices?	☐	☐	☐	☐
Openness to seek feedback from supervisors, peers, and clients?	☐	☐	☐	☐
Awareness of and compliance with ethical standards and best practices?	☐	☐	☐	☐
Behavior as a life-long learner who is current with professional trends and changing practice guidelines?	☐	☐	☐	☐

4. Overall Program Evaluation: How well did the program prepare you for... *

	Very Well Prepared (A)	Well Prepared (B)	Somewhat Prepared (C)	Not Prepared (D)
professional practice as compared with other entry-level mental health professionals?	☐	☐	☐	☐
responsibilities within the employment setting?	☐	☐	☐	☐
the pursuit of advanced studies?	☐	☐	☐	☐
the national licensing examination(s)?	☐	☐	☐	☐

5. What suggestions and recommendations do you have for improving the preparation we provide for our students? Any and all additional comments are also welcome and appreciated. *

Enter your answer

Demographic Questions

These answers help with our accreditation reporting.

6. Gender

- ☐ Male
- ☐ Female
- ☐ Other

7. Employment in the field of mental health *

- ☐ Full-time
- ☐ Part-time
- ☐ Unemployed
- ☐ Not Employed in Mental Health

8. Age *

- ☐ 20-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40

- ☐ 41-45
- ☐ 46-50
- ☐ 51-60
- ☐ Over 61

9. Ethnicity *

- ☐ African American or Black
- ☐ Asian
- ☐ Caucasian/White
- ☐ Hispanic or Latino
- ☐ American Indian or Alaska Native
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Other

Thank you for your participation in this survey. The CIU School of Counseling faculty appreciates your help in evaluating our program so we can continue to improve and grow in cultivating kingdom impact by making disciples who counsel, train, and teach for the glory of God.