



Program Outcomes and Annual Evaluation Summary AY 2024-2025

Department of Graduate Counseling

Report Prepared by: Sandra Gilliland, LMFT, PhD
Program Director

TABLE OF CONTENTS

Executive Summary	4
Ouachita's Graduate Program Objectives (GPO)	4
CMHC Program Objectives (PO):	4
Program Highlights (2024–2025)	5
Program Evaluation Process	6
Area 1: Evaluation of Program Performance	6
1. The Institution	6
Objective 1.1: Ensure Institutional Support and Program Structure	6
Response	7
Objective 1.2: Academic Unit Infrastructure and Student Support	7
Response	8
AREA 2: EVALUATION OF ACADEMIC QUALITY	8
Program Objective 1: Knowledge Assessment	8
Outcome 1.1: Growth in Self-Perceived Knowledge	8
Response	9
Outcome 1.2: Demonstrated Knowledge Competency (KPIs)	9
Outcome 1.3: Comprehensive Knowledge Assessment (CPCE)	15
Response	15
Program Objective 2: Clinical Skills Assessment	15
Outcome 2.1: Growth in Self-Perceived Clinical Skills	15
Response	16
Outcome 2.2: Demonstrated Skill Competency (Faculty Assessment)	16
Response	17
Outcome 2.3: Field-Based Supervisor Evaluation of Skills	17
Response	17
Program Objective 3: Counselor Disposition Assessment	17
Outcome 3.1: Growth in Self-Perceived Dispositional Traits	17
Response	18
Outcome 3.2: Assessment by Faculty Mentor during Bi-Annual Student Review	18
Response	18
Outcome 3.3: Field-Based Supervisor Evaluation of Disposition Traits	19
Response	19
Program Objective 4: Development of Professional Counselor Identity	19
Outcome 4.1: Growth in Self-Perceived Professional Development and Activity Report	19
Response	19
Outcome 4.2: Assessment by Faculty Mentor/Advisory during Bi-Annual Review	19
Response	20
Outcome 4.3: Development of Professional Portfolio	20
Response	20
Area 3: Evaluation of Program Faculty and Supervisors	20
Objective 3.1: Evaluation and Support of Faculty	20
Response	21

Objective 3.2: Evaluation and Orientation of Site Supervisors _____	21
Response _____	21
Faculty Resources and Teaching Load (AY 2024–2025) _____	21
Credit Hour Totals _____	21
FTE Ratio _____	21

EXECUTIVE SUMMARY

The 2024–2025 academic year marked the launch of Ouachita Baptist University's MA in Counseling, with a specialization in Clinical Mental Health Counseling (CMHC). The program exceeded enrollment expectations with 20 students in its inaugural cohort and 95% remain enrolled for the upcoming fall 2025 term. This report summarizes student outcomes, program evaluation, faculty contributions, and strategic goals from year 1. The data presented aligns with the 2024 CACREP Standards and provides a foundation for the program's upcoming self-study, scheduled for submission in Spring 2026.

Program Mission and Objectives

Ouachita Baptist University's MA in Counseling program seeks to provide ethical, evidence-based counselor education that combines academic rigor with clinical experience. Grounded in a biblical worldview and believing that all human beings are made in the image of God and consequently merit respect and compassionate care, Ouachita prepares students to serve diverse populations as they aid in God's restorative mission of healing and reconciliation.

Ouachita's Graduate Program Objectives (GPO)

1. Demonstrate graduate-level mastery of the knowledge and skills central to scholarly inquiry and professional practice within a field of study.
2. Develop a reasoned approach to the role of faith in scholarly and professional pursuits and responsibly relate Christian perspectives to disciplinary practice.
3. Interpret and apply ethical insights and decision-making in the context of one's intended profession.
4. Communicate a personal vision of vocation, including how one can contribute meaningfully to one's profession and broader community.

CMHC Program Objectives (PO):

Graduates from the CMHC program will be able to:

1. Demonstrate knowledge central to scholarly inquiry and professional practice of clinical mental health counseling. (Knowledge)
2. Apply relevant skills to assess, diagnose, and treat individuals from a diverse clinical population in an ethical and effective manner. (Skills)
3. Demonstrate professional counselor behaviors for personal growth, self-care, and wellness. (Disposition)
4. Develop a professional counselor identity and practice consistent with personal beliefs and professional career goals. (Development)

Program Highlights (2024–2025)

The 2024–2025 academic year marked a transformative launch for the MA in Counseling program at Ouachita. In its first full year of operation, the program demonstrated strong growth, community engagement, and external recognition. Key highlights include:

Successful Launch of Graduate Curriculum

All foundational courses were developed and delivered, and the first student cohort completed two intensive, skills-based training sessions supported by a renovated clinical skills lab.

Faculty Growth and National Recognition

Dr. Karen Roudkovski joined the program full-time and contributed significant scholarship in the area of spiritual abuse. Faculty presented at state and national conferences, contributed to professional publications, and mentored students in academic and clinical formation.

Arkansas Naloxone Community Hero Program

The Department of Nursing and the MA in Counseling program received support through the Arkansas Opioid Recovery Partnership (ARORP) as part of the Arkansas Naloxone Community Hero Program. A \$18,648 credit to the Arkansas Naloxone Bank will allow the university to host campus-wide and community Narcan training events. This initiative reflects the program's mission to extend evidence-based training and public health advocacy beyond the classroom.

HRSA BHWET Grant Awarded

Ouachita was Awarded a \$1.1 million Behavioral Health Workforce Education and Training (BHWET) grant from the Health Resources and Services Administration. Funding will support students through \$25,000 clinical stipends, trauma training, and career development initiatives over four years.

Strong Student Engagement

All students participated in bi-annual reviews, completed assessment benchmarks, and contributed to community-building within the program. Feedback from intensives and advising sessions reflects high satisfaction and strong connections to faculty and peers.

Enrollment Growth

Enrollment is up for **Fall 2025**, with Cohort 2 exceeding the size of the inaugural class by 20% from 20 to 24 students. This growth reflects increased interest in the program and the impact of expanded recruitment, visibility, and external funding initiatives.

PROGRAM EVALUATION PROCESS

Data for the annual program evaluation is collected on an August-to-August cycle, ensuring inclusion of results from both the annual student self-assessment and the fall intensive. The current report reflects data collected from August 2024 through August 2025.

Faculty engagement in the evaluation process occurred at two points. Initial data, along with annual highlights and strategic academic goals, were reviewed and discussed during the July 17, 2025 faculty meeting. The full report was then reviewed and discussed with core faculty members on September 15, 2025. Faculty responses to any target not met are included in this document and labeled as “Response.”

This cycle ensures that data collected annually directly informs program development, curriculum refinement, and continuous improvement efforts.

The following is a public-facing Program Outcomes and Annual Evaluation Summary. The full report is available upon request for stakeholders or reviewers

Area 1: Evaluation of Program Performance

1. The Institution

Overview: The following section details how the program meets CACREP 2024 Standards 1.A–1.F, which focus on the institutional structure, accuracy of program information, administrative and financial support, faculty development, technology, and counseling skills training environments.

This section includes 2 objectives, 2 outcomes, 10 performance targets (8 met; 2 in progress, 0 not met)

Objective 1.1: Ensure Institutional Support and Program Structure

Outcome: The institution will provide adequate resources, infrastructure, and administrative support for the counseling program’s continued success and development.

Performance Targets with results

- a) All core faculty have adequate office space (for residential faculty), technology (for remote and residential faculty), and access to training resources (met)
 - a. The program began the academic year with three full-time faculty and one part-time faculty member.
 - b. Due to unforeseen health issues, one full-time faculty member stepped away at the start of the fall semester; her teaching responsibilities were covered by a part-time affiliate faculty member.
 - c. The Program Director (residential) and the part-time faculty member were provided with dedicated office space in the Psychology and Counseling suite.
 - d. The remaining full-time and part-time affiliate faculty worked remotely. All full-time faculty were issued laptops, webcams, and provided access to the full suite of instructional tools (e.g., Moodle, Canvas, Microsoft 365).
- b) Website information is reviewed and updated annually (met)
 - a. Public-facing materials reflect current admissions criteria, curriculum requirements, delivery format, program costs, faculty credentials, and accreditation status were updated in August 2025 and vital stats were added in September 2025.
- c) Program maintains sufficient institutional support for ongoing delivery (met)
 - a. Budget allocations supported core and affiliate faculty, administrative support, instructional technology, clinical training tools, and marketing efforts.

- d) Institutional marketing and recruitment efforts include accurate, mission-aligned representation of the counseling program (met)
 - a. University communications featured the program's distinctives—including hybrid delivery, CACREP alignment, and faith integration—across social media, web, and recruitment materials.
- e) Faculty have access to institutional support for professional activities, scholarly engagement, and service to the profession (met)
 - a. Faculty development funds were available for conference attendance, and scholarly engagement.
 - b. Course releases were provided for administrative roles (Program Director) to support operations and CACREP readiness.

Response

All performance targets for Objective 1.1 were met, confirming strong institutional commitment during the program's first year. Faculty had access to adequate office space, technology, and training resources, and the program received sufficient budgetary, marketing, and professional development support. Faculty will continue to monitor institutional resources annually to ensure sustained support for program growth, CACREP compliance, and the upcoming self-study submission in Spring 2026.

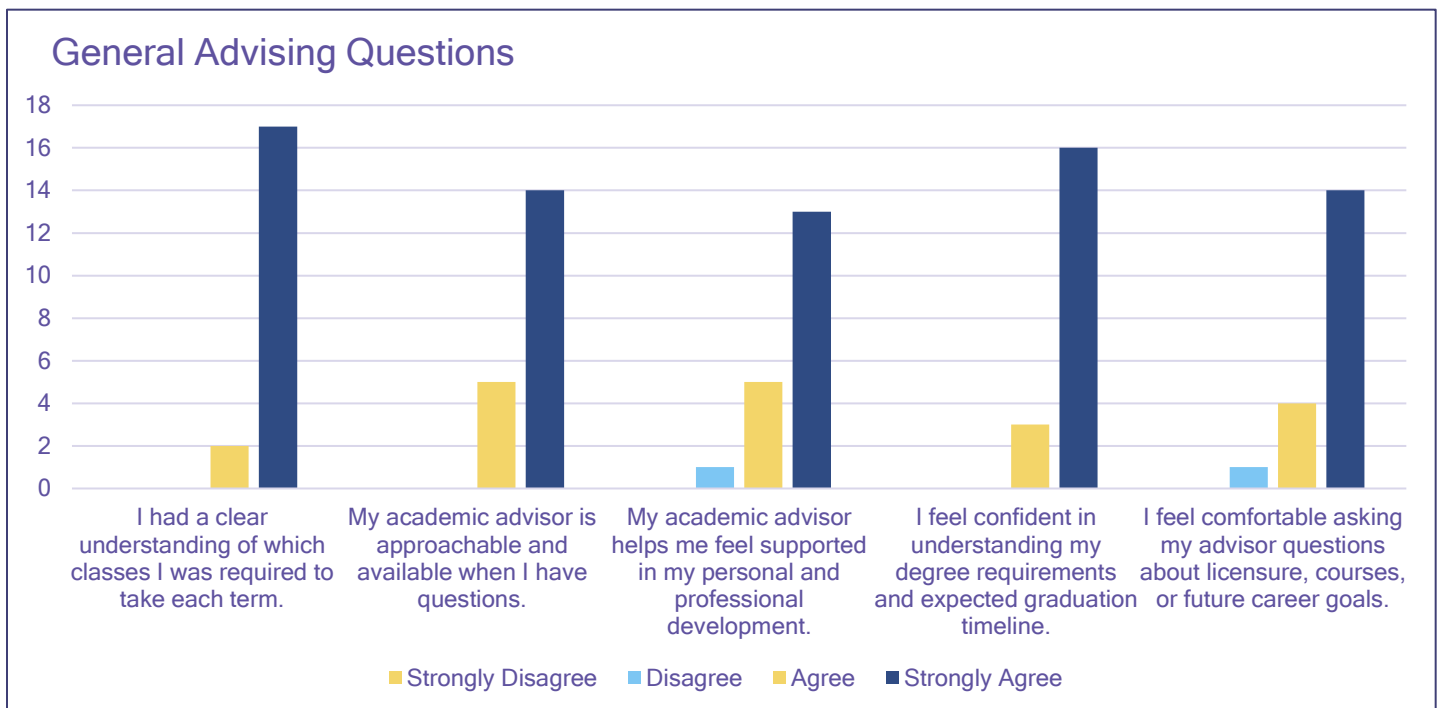
Objective 1.2: Academic Unit Infrastructure and Student Support

Outcome: The academic unit will maintain policies and procedures that support student success, professional development, and inclusive excellence from admission through post-graduation.

Performance Targets with results

- a) The demographics of applicants, admitted students, and enrolled cohorts, are reviewed annually with the goal of achieving representation that is reflective of the university's graduate population and regional context. (met)
 - a. **Demographics of Applicants for AY 24-25 (n = 35)**
 - i. Gender: female 63% (n = 22), male 37% (n = 13)
 - ii. Age: 11% (20–22), 43% (23–30), 14% (31–40), 20% (41–50), 11% (51–60)
 - iii. Race/Ethnicity: 74% White/Caucasian, 17% Black/African American, 3% Hispanic/Latino, 6% Bi-Racial/Other
 - b. **Demographics of Admitted students for AY 24-25 (n = 22)**
 - i. Gender: 62% Female (13), 38% Male (8)
 - ii. Age: 14% (20–22), 38% (23–30), 5% (31–40), 24% (41–50), 19% (51–60)
 - iii. Race/Ethnicity: 81% White/Caucasian, 10% Black/African American, 10% Bi-Racial/Other
 - c. **Demographics of Enrolled Students: (n = 20)**
 - i. Gender: 60% female (n=12), 40% male (n=8)
 - ii. Age: 15% (20–22), 35% (23–30), 5% (31–40), 25% (41–50), 20% (51–60)
 - iii. Race/Ethnicity: 85% White/Caucasian, 5% Black/African American, 10% Bi-Racial/Other
- b) ≥ 85% of students report satisfaction with academic advising (met)
 - a. 100% of students (n = 19) responded to the academic advising feedback survey on July 3rd, 2024.
 - b. 95% answered agree or strongly agree on all advising questions.
- c) ≥ 90% of *eligible* students are placed in approved practicum/internship sites (in progress)
 - a. Students in cohort 1 will begin practicum in spring 2026
- d) ≥ 85% year-to-year student retention (met)

- a. Of the 20 students who began the program in Fall 2024, 19 (95%) are enrolled for Fall 2025.



This exceeds national averages for retention in graduate counseling programs and reflects early student success and program engagement

- e) ≥ 85% of students graduate within three years of program entry (in progress)

Response

All performance targets for Objective 1.2 that could be measured in Year 1 were met, including strong advising satisfaction, retention, and demographic review. Practicum placement and graduation benchmarks remain in progress and will be assessed as Cohort 1 advances. Faculty will continue monitoring admission trends, advising satisfaction, and student outcomes annually to ensure equitable access, high-quality student support, and alignment with CACREP standards.

AREA 2: EVALUATION OF ACADEMIC QUALITY

This section includes 3 outcomes and 29 performance targets (this includes 26 KPI targets) (6 met; 20 in progress, 3 not met).

Program Objective 1: Knowledge Assessment

Students will demonstrate knowledge central to scholarly inquiry and professional practice of clinical mental health counseling.

Outcome 1.1: Growth in Self-Perceived Knowledge

Performance Targets:

- At least 80% of students will report increased self-assessed knowledge scores in a majority of CACREP content areas. (met)
 - 16/19 (84.2%) reported an increase in self-assessed knowledge scores in a majority of CACREP content areas from entry point to the start of their second year.
- At least 90% of students will rate themselves as “ready” (3 or 4) in at least six of the eight core areas prior to taking the CPCE. (in progress- will assess FA 26)

Student Self-Assessment (Avg of 3 statements of content)	Entry to program	Student Self-Assessment at fall year 2	Student Self-Assessment at fall year 3
Professional Counseling Orientation and Ethical Practice	1.72	3.09	
Social and Cultural Identities and Experiences	2.02	2.75	
Lifespan Development	2.16	2.95	
Career Development	1.42	1.96	
Counseling practice and relationships	1.56	2.35	
Group counseling and group work	1.56	1.74	
Assessment and diagnostic process	1.60	2.77	
Research and program evaluation	1.70	2.25	
Clinical mental health counseling	1.53	2.33	

Response

The performance target was met, with more than 80% of students demonstrating growth in self-assessed knowledge across most CACREP areas. Results show notable gains in ethics, lifespan development, and assessment. Faculty will continue monitoring student self-perceptions longitudinally, with targeted attention to areas reflecting smaller increases (e.g., group counseling, career development).

Outcome 1.2: Demonstrated Knowledge Competency (KPIs)

Professional Counseling Orientation and Ethical practice: Students will demonstrate knowledge of and the ability to apply ethical standards and legal considerations in professional counseling across service delivery modalities and specialized practice areas (CACREP 3.A.10).

Assessment	Target	Outcome	Response
Developmental Skill Assessment: Students will demonstrate the ability to explain the limitations of confidentiality and gain informed consent for treatment in COUN 6133 at Intensive 1:	At least 90% of students will score a 2 (Developing) or higher on these formative assessments, indicating appropriate progress toward readiness for field placement.	Average for Cohort 1 at fall 2024 intensive (n = 20) was 2.25 with 18 of 20 scoring 2 or higher. (met)	No changes needed at this time other than to ensure students are getting the content needed to feel confident in their ability to communicate with clients.
Time 2 Signature Assignments Using Ethical Decision-Making Model in COUN 6133: Students will demonstrate the ability to use the ethical decision-making model on 8 vignettes.	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	Average for Cohort 1 for fall 2024 (n = 20) was 48.96/50, with 19 of 20 scoring 85 or higher. (met)	Target met. Faculty will continue using this assignment as a key measure and monitor for consistency across cohorts.

Time 3: Clinical Practice Assessment: In COUN 6632 Internship 2 Students will be assessed by group supervisor when staffing a case on ability to utilize ethical decision making.	Performance Target At least 90% of students will score a 3 (Proficient) or higher on supervisor evaluations of skills aligned with KPIs during practicum and internship experiences.	(in progress)	Cohort 1 will begin fieldwork training in Spring 2026 and clinical practice data will be available after that.
Time 4: Clinical Practice Assessment Students will demonstrate the ability to explain the limitations of confidentiality and gain informed consent for treatment while working within COUN 6632 Internship 2	Performance Target At least 90% of students will score a 3 (Proficient) or higher on supervisor evaluations of skills aligned with KPIs during practicum and internship experiences.	(in progress)	Cohort 1 will begin fieldwork training in Spring 2026 and clinical practice data will be available after that.

Social and Cultural Diversity Students will demonstrate multicultural awareness, sensitivity, and competency in responding to and working with a diverse population. (CACREP 3.B.3)

Assessment	Target	Outcome	Response
Time 1: Signature Assignments: Students will write a paper on the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	(in progress)	Students will complete this course in Summer 2026.
Time 2: Clinical Practice Assessment Students will be assessed by their supervisor on “Cultural Competence” in COUN 6632 Internship 2	Performance Target: At least 90% of students will score a 3 (Proficient) or higher on supervisor evaluations of skills aligned with KPIs during practicum and internship experiences.	(in progress)	Cohort 1 will begin fieldwork training in Spring 2026 and clinical practice data will be available after that.

Human Growth and Development: Students will be able to identify the impact crisis, disasters, stress, grief, and trauma has on development. (CACREP 3.C.13)

Assessment	Target	Outcome	Response
Time 1: Pre/Post test Students will take pre-test using DKA to measure knowledge of impact of human growth and development as it relates to	Performance Target: At least 85% of students will improve their post-test score compared to the pre-test in each KPI	Average for Cohort 1 on DKA (Human Dev Domain) PRE-test at the January 2026 intensive was 56.67%	Consider revision of assessment tool or modification of plan of how to teach the major theories of content

crisis, disasters, stress, grief, and trauma has on development at year 1 January intensive.	course with embedded knowledge assessments.		covered on the NCE with different modalities to engage different learning styles.
Time 2: Pre/Post test Students will take Post-test DKA during final exam of COUN 6223- Human and Lifespan Development		After completing COUN 6223 Human Growth and Development the average on the DKA for the post test was 73.70% . Overall 66.67% increased their score, 11.11% showed no change in score and 22.22% decreased their score. It may be worth noting on those that declined the average decline was -8.34 while the average increase was 28.33. Target not met.	
Time 3: Signature Assignments Students will write an Individual analysis paper in COUN 6223 to demonstrate how crisis/trauma impacts development.	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	The average score for Cohort 1 on the Individual Analysis paper was 95.94 with (n =19) 100% of students scoring 85% or higher. (met)	Target met. Faculty will continue using this assignment as a key measure and monitor for consistency across cohorts.
Time 4: Clinical Practice Assessment Students will complete case conceptualization and identify impact developmental stage has on crisis, disasters, stress, grief, or trauma and be assessed in COUN 6632 Internship 2.	Performance Target: At least 90% of students will score a 3 (Proficient) or higher on supervisor evaluations of skills aligned with KPIs during practicum and internship experiences.	(in progress)	Cohort 1 will begin fieldwork training in Spring 2026 and clinical practice data will be available after that.
Career Development: Students will explore methods of identifying and using assessment tools and techniques relevant to career planning and decision making. (CACREP 3.D.2)			
Assessment	Target	Outcome	Response
Time 1: Pre/Post test using DKA to measure knowledge of assessments and tools used for career	Performance Target: At least 85% of students will improve their post-test score compared to the	Average for Cohort 1 on DKA (Career Assessment) PRE-test	Students will take this course in Summer 2026.

planning and decision making.	pre-test in each KPI course with embedded knowledge assessments.	in July 2026 was 56.84% (in progress)	
Time 2: Pre/Post test DKA taken during final exam of COUN 6723 .			
Time 3: Signature assignment in COUN 6723- career development.	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	(in progress)	Students will take this course in Summer 2026.
Time 4: Clinical Practice Assessment: Review role of career development and goals during case conceptualization during group supervision during COUN 6742 Internship 3 .	Performance Target: At least 90% of students will score a 3 (Proficient) or higher on supervisor evaluations of skills aligned with KPIs during practicum and internship experiences.	(in progress)	Cohort 1 will begin fieldwork training in Spring 2026 and clinical practice data will be available after that.
Counseling and helping relationships: Students will employ interviewing, attending, and listening skills to engage in case conceptualization using a variety of models and approaches. (CACREP 3.E.3; 3.E.9)			
Assessment	Target	Outcome	Response
Time 1: Developmental Skill Assessment Students will demonstrate interviewing while attending, building rapport and using reflective listening during a role play for COUN 6233 at Intensive 2.	Performance Target: At least 90% of students will score a 2 (Developing) or higher on these formative assessments, indicating appropriate progress toward readiness for field placement.	Cohort 1 (n = 19) scored an average of 3.11 by faculty on “Joining and Rapport Building” and 3.05 on “Reflective Listening” during the January intensive. (met)	Target met. Faculty will continue using this assignment as a key measure and monitor for consistency across cohorts
Time 2: Signature Assignments In COUN 6233 students will record an intake session demonstrating interviewing while attending, building rapport and using reflective listening during a role play.	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	Cohort 1 (n = 19) scored an average of 86.92 on the video intake assignment. 63.16% scored 85% or higher and 94.74% scored 80% or higher. Target not met.	Consider clearer instructions on assignment and provide a sample video as well as the timing of assessment to after students have had more time to learn materials.
Time 3: Clinical Practice Assessment: Students will submit video of session demonstrating	Performance Target: At least 90% of students will score a 3 (Proficient) or higher on supervisor	(in progress)	Cohort 1 will begin fieldwork training in Spring 2026 and clinical practice

interviewing, attending, and listening skills during session in COUN 6632 Internship 2 and will be assessed by supervisor.	evaluations of skills aligned with KPIs during practicum and internship experiences.		data will be available after that.
Group counseling and group work: Students will identify the characteristics and functions of effective group leaders and demonstrate various functions including group formation, recruiting, screening, and selecting members. (CACREP 3.F.4, 3.F.5)			
Assessment	Target	Outcome	Response
Time 1: Signature Assignments In COUN 6423 students will identify characteristics and functions of effective group leaders through a case studies during unit 2.	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	(in progress)	Students will take this course in Fall 2025, term 2
Time 2: Clinical Practice Assessment Students will form, recruit, and select members for a therapy, process, or support group that they will lead or co-lead during COUN 6532 (Practicum)	Performance Target: At least 90% of students will score a 3 (Proficient) or higher on supervisor evaluations of skills aligned with KPIs during practicum and internship experiences.	(in progress)	Students will take this course in Fall 2025, term 2
Assessment and testing: Students will demonstrate knowledge and the ability to select culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes. (CACREP 3.G.7)			
Assessment	Target	Outcome	Response
Time 1: Signature assignment (Assessment Instrument Review Paper) in COUN 6323 -Assessment Techniques in Counseling. Students will score at least 80/100 on assignment. (Summative)	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	18 of 19 students (94.7%) scored ≥ 85 on the COUN 6323 Assessment Instrument Review Paper (avg. = 93.6/100). Target met.	Performance target achieved. One student scored below threshold but successfully passed the course with a B; no additional monitoring or remediation for the student required.
Time 2: Clinical Practice Assessment: Students will present use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning	Performance Target: At least 90% of students will score a 3 (Proficient) or higher on supervisor evaluations of skills aligned with KPIs during practicum and internship experiences.	(in progress)	Cohort 1 will begin fieldwork training in Spring 2026 and clinical practice data will be available after that.

purposes in case conceptualization during group supervision during COUN 6542 Internship 1			
Research and Program Evaluation: Students will identify qualitative, quantitative, and mixed methods research designs in program evaluation. (CACREP 3.H.3)			
Assessment	Target	Outcome	Response
Time 1: Pre/Post test student pre-knowledge of qualitative, quantitative, and mixed methods research designs in program evaluation will be assessed during Intensive 2 using the DKA.	Performance Target: At least 85% of students will improve their post-test score compared to the pre-test in each KPI course with embedded knowledge assessments.	Average for Cohort 1 on DKA (Research and PE) PRE-test in July 2025 was 56.14% (in progress)	Students are currently enrolled in this course and data will be available at the end of the term.
Time 2: Pre/Post test Student knowledge of qualitative, quantitative, and mixed methods research designs in program evaluation during final exam of COUN 6323 .		(in progress)	
Time 3: Signature Assignments: Signature assignment in COUN 6433 -Research and Program Evaluation.	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	(in progress)	Students are currently enrolled in this course and data will be available at the end of the term.
Specialty Area for CMHC: Students will demonstrate the ability to perform an intake interview, mental status examination, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5.C.4)			
Assessment	Target	Outcome	Response
Time 1: Signature Assignments: Students will conduct a mock session in COUN 6223 practicum demonstrating an intake assessment.	Performance Target: At least 90% of students will score an average of 85% or higher on each KPI-related assessment/assignments by course/experience completion.	Average Score: 86.92%, 15 students scored ≥ 85%, 4 students scored below 85% Target not met.	Although the average score for this KPI met the threshold (86.92%), the performance target was not fully achieved, with 4 students scoring below 85%. Faculty discussed possible curriculum pacing adjustments and recommend

			moving the assignment to the January intensive to build on skills developed in COUN 6213 and COUN 6223. This change would provide additional practice opportunities prior to assessment and allow students to demonstrate intake competencies through a recorded video submission for faculty review.
Time 2: Clinical Practice Assessment: In Practicum COUN 6532 students will submit a video to the group supervisor for review demonstrating an intake interview.	Performance Target: At least 90% of students will score a 3 (Proficient) or higher on supervisor evaluations of skills aligned with KPIs during practicum and internship experiences.	(in progress)	Cohort 1 will begin fieldwork training in Spring 2026 and clinical practice data will be available after that.

Outcome 1.3: Comprehensive Knowledge Assessment (CPCE)

Performance Target: At least 85% of students will pass the CPCE at or above the national mean (or within one standard deviation) on the first attempt. (in progress)

Response

Cohort 1 will take the CPCE during their final year. Faculty have established remediation procedures for any student scoring below the national benchmark, including individualized study plans and re-examination support. Results will be analyzed once available and incorporated into program evaluation to verify curriculum effectiveness and licensure readiness.

Program Objective 2: Clinical Skills Assessment

This section includes 3 outcomes and 6 performance targets (1 met; 4 in progress; 1 not met).

Outcome 2.1: Growth in Self-Perceived Clinical Skills

Performance Targets:

1. At least 85% of students will show growth in a majority of skill areas across the three time points.

Target not met.

 - a. Results indicated that **16 of 19 students (84.2%) demonstrated growth in a majority of skill areas**, which is very close to the established benchmark of 85%. On average, students improved in **7.9 out of 10 skills**, reflecting strong overall growth in core counseling competencies. While three students did not show majority growth, the cohort

demonstrated consistent progress, with many individuals showing substantial gains across nearly all assessed areas.

2. At least 90% of students will rate themselves as “proficient” or “exemplary” (3 or 4) in at least 8 of 10 skill areas by the start of internship (in progress)

Assessed Skill (AVG for cohort 1)	Prior to program entry	Prior to practicum (Fall year 2)
1. Gaining Informed Consent and Explaining Limitations of Confidentiality	2	3.1
2. Reporting Abuse	2.25	3.1
3. Suicide Assessment and Response Plan	1.4	2.95
4. Joining and Rapport Building	2.05	3.01
5. Reflective Listening	2.5	3.15
6. Developing a Case Conceptualization	1.4	2.1
7. Development of a Treatment Plan	1.3	2.1
8. Facilitating Group Counseling	1.5	1.65
9. Terminating Counseling and Referring Clients	1.3	2.45
10. Faith Assessment and Integration	1.9	3

Response

Because the results are within one student of the benchmark, faculty consider this outcome to reflect meaningful growth. The target will remain in place, and faculty will continue to monitor this measure in subsequent cohorts to determine whether the trend persists or if additional instructional or developmental interventions are needed.

Outcome 2.2: Demonstrated Skill Competency (Faculty Assessment)

Performance Targets:

- At least 90% of students will score at least a “2 – Developing” or higher on initial skill attempts during course-based assessments (met)

Assessed Skill (AVG for cohort 1)	Faculty Assessment	Intensive/Course
-----------------------------------	--------------------	------------------

1. Gaining Informed Consent and Explaining Limitations of Confidentiality	2.25	Intensive #1 (August - Term 1) COUN 6133: Orientation to the Counseling Profession
2. Reporting Abuse	2.15	Intensive #1 (August - Term 1) COUN 6133: Orientation to the Counseling Profession
3. Suicide Assessment and Response Plan	3.26	Intensive #2 (January -Term 2) COUN 6233: Counseling Skills and Techniques
4. Joining and Rapport Building	3.11	Intensive #2 (January -Term 2) COUN 6233: Counseling Skills and Techniques
5. Reflective Listening	3.05	Intensive #2 (January -Term 2) COUN 6233: Counseling Skills and Techniques
6. Developing a Case Conceptualization	3.16	Intensive #3 (August -Term 4) and during course COUN 6413: Case Conceptualization and Treatment Planning
7. Development of a Treatment Plan	2.95	Intensive #3 (August -Term 4) and during course COUN 6413: Case Conceptualization and Treatment Planning
8. Facilitating Group Counseling		Intensive #4 (October - Term 4) and during course COUN 6423: Group Process and Counseling
9. Terminating Counseling and Referring Clients	3.21	During Course COUN 6233: Counseling Skills and Techniques
10. Faith Assessment and Integration	3.45	During Course COUN 6313: Biblical Foundations

Response

The target was met, with all students scoring at least “Developing” and many demonstrating proficiency on early course-based assessments. These results confirm that students are acquiring foundational skills prior to practicum. Faculty will continue to use these assessments as formative checkpoints to identify strengths and areas needing growth, ensuring students are adequately prepared for field placements.

Outcome 2.3: Field-Based Supervisor Evaluation of Skills

Performance Targets:

- At least 90% of students will achieve a rating of **3 (Proficient)** or higher in at least 8 of 10 skill areas by the end of Internship II **(in progress)**
- Supervisor ratings will show **progressive growth** across the three evaluation points **(in progress)**
- Supervisor completion rate of evaluations will be $\geq 95\%$ **(in progress)**

Response

Supervisor evaluation data are not yet available, as Cohort 1 will begin practicum and internship in AY 2025–2026. Once collected, supervisor ratings will provide essential evidence of applied skill development and progression across field placements.

Program Objective 3: Counselor Disposition Assessment

This section includes 7 performance targets: **2 met**, **5 in progress**, **0 not met**.

Outcome 3.1: Growth in Self-Perceived Dispositional Traits

Performance Targets:

- At least 85% of students will show growth in a majority of skill areas across the three timepoints.
Met

- a. Year 2 averages reflect consistent growth across all dispositional categories compared to Year 1 baseline.
2. At least 90% of students will rate themselves as “proficient” or “exemplary” (3 or 4) in at least 8 of 10 skill areas by the start of internship (in progress)
 - a. With current data reflecting Year 2, the majority of students are progressing toward this benchmark, which will be fully evaluated prior to Internship 3

Dispositional Traits Assessment Summary

Trend analysis shows consistent growth across all domains from program entry to the start of Year 2. For example, average scores in **empathy** rose from 2.74 (incoming) to 3.50 (Year 2), and **ethical integrity** increased from 2.45 to 3.24. These findings demonstrate measurable student development in essential professional dispositions and provide formative evidence that students are progressing toward program benchmarks. Results will continue to be monitored through Internship 3 to confirm readiness at the point of transition to professional practice.

Student Self-Perception	EMP AVG	CUL COMP AVG	ETHICAL INTG AVG	SELF-REF AVG	TOL OF AMB AVG	PROFF AVG	COLLAB AVG	RESELIANCE AVG	SELF CARE AVG	SPIRITUAL AVG
Fall YR1	2.74	2.58	2.45	2.63	2.74	2.87	2.66	2.71	2.68	2.76
Fall YR2	3.5	3.21	3.24	3.13	3.29	3.26	3.29	3.03	3.13	3.26

Response

The target for growth was met, indicating meaningful development across dispositional traits such as empathy, ethical integrity, and self-reflection. Faculty will continue monitoring student progress, with a focus on readiness for internship benchmarks. In-progress measures will be revisited at Internship 3 to ensure students meet expectations for professional dispositions.

Outcome 3.2: Assessment by Faculty Mentor during Bi-Annual Student Review

Performance Targets:

- 100% of students will participate in all scheduled advising reviews during their time in the program (met)

Fall 2024 BAR (n = 20): 100% of students met with their academic advisor/mentor for scheduled review.

Spring 2025 BAR (n = 19): 100% of students met with their academic advisor/mentor for scheduled review.

- ≥ 90% of students will score “Proficient” or “Exemplary” (3 or 4) in at least 8 of the 10 dispositional traits by the start of internship (in progress)

Student Point in Program	EMP AVG	CUL COMP AVG	ETHICAL INTG AVG	SELF-REF AVG	TOL OF AMB AVG	PROFF AVG	COLLAB AVG	RESELIANCE AVG	SELF CARE AVG	SPIRITUAL AVG
Fall Year 1 October	3.20	2.85	2.85	3.00	2.95	3.25	3.18	2.75	2.95	3.05
Spring Year 1 April	3.18	2.79	3.11	3.05	3.03	3.34	3.13	2.95	3.08	3.16

- Any student scoring below 2 in a trait will receive a written developmental plan and follow-up review (in progress)

Response

All students consistently participated in scheduled bi-annual reviews, confirming strong program adherence to advising and monitoring processes. Faculty will continue using this process to document

growth, support students falling below expected dispositional benchmarks, and ensure readiness for clinical training.

Outcome 3.3: Field-Based Supervisor Evaluation of Disposition Traits

Performance Targets:

- ≥ 90% of students will receive an average score of 3 (“Proficient”) or higher in at least 8 of the 10 dispositional areas by the end of Internship II (in progress)
- Supervisor evaluation response rate will be ≥ 95% (in progress)

Response

Supervisor evaluation data will become available once students enter practicum and internship in AY 2025–2026. Faculty will analyze results annually to confirm student proficiency in professional dispositions and to verify consistency in supervisor reporting. Results will inform program adjustments and additional student support where needed.

Program Objective 4: Development of Professional Counselor Identity

This section includes 10 performance targets: 4 met, 5 in progress, and 1 not met

Outcome 4.1: Growth in Self-Perceived Professional Development and Activity Report

Performance Targets:

- 100% of students complete the self-assessment annually (met)

100% of students in cohort 1 (n =20) in Fall 2024 completed the student self-assessment prior to the first on campus intensive and identified their professional goals.

- ≥ 90% of students identify at least one professional goal aligned with personal values and faith integration by Year 2 (met)

100% of students in cohort 1 (n =19) have identified a professional goal that aligns with their values/faith and reviewed this goal during the BAR.

- ≥ 90% participate in at least one professional development activity each academic year (not met)

Cohort 1- Year 1 14 of 19 (74%) students reported attending at least one professional development conference this year.

Response

While students demonstrated full participation in self-assessment and goal identification, only 74% engaged in professional development activities. Faculty recommended adjusting the benchmark to ≥75% participation to account for the travel demands of required intensives while still fostering professional identity (CACREP 1.L). This revision balances high expectations with program design realities.

Outcome 4.2: Assessment by Faculty Mentor/Advisory during Bi-Annual Review

Performance Targets:

- 100% of students participate in bi-annual advising (met)

Fall 2025 BAR (n = 20): 100% of students met with their academic advisor/mentor for scheduled review.

Spring 2026 BAR (n = 19): 100% of students met with their academic advisor/mentor for scheduled review.

- ≥ 90% demonstrate consistent progress toward career goals and active engagement in professional development by Year 3 (in progress)
- Students scoring below expectations receive a growth plan with follow-up review (in progress)

Response

All students consistently participated in advising reviews, meeting the target for engagement. Career goal progress and growth plan data are still in progress and will be monitored as students advance toward internship and capstone milestones. Faculty will continue to use the BAR process as a structured mechanism to track goals and address gaps through individualized growth plans.

Outcome 4.3: Development of Professional Portfolio

Performance Targets:

- 100% of students will submit a completed Professional Portfolio in the Capstone Course (in progress)
- ≥ 90% of students will include all five required components (in progress)
- ≥ 90% of portfolios will demonstrate alignment between students' values, professional identity, and counseling competencies (in progress)

Response

Portfolio data will become available beginning in Year 3, when students complete the capstone course. Faculty will evaluate both completion and quality to ensure alignment with program values and professional counseling competencies. Results will be reviewed annually to strengthen integration of coursework, advising, and professional identity development.

Area 3: Evaluation of Program Faculty and Supervisors

This section includes 8 performance targets: 5 met, 3 in progress, and 0 not met)

Objective 3.1: Evaluation and Support of Faculty

Performance Targets:

- a) Student evaluations are collected for 100% of courses taught by core and affiliate faculty (met)
Year 1- all courses were evaluated.
- b) 100% of faculty complete Annual Faculty Activity Reports (met)
Year 1- all faculty completed Faculty Activity Reports
- c) Program Director provides written feedback to 100% of faculty based on submitted reports (met)
Year 1- Program Director wrote response letter to Faculty Activity Report and discussed with each full time faculty member.
- d) Faculty recruitment and retention strategies include efforts to enhance diversity (met)
During AY 2024–2025, the program conducted two formal job searches to recruit mission-aligned faculty and staff. Job postings were made publicly available on the university's employment site and through discipline-specific platforms such as the Christian Association for Psychological Studies (CAPS). The job advertisement explicitly highlighted Ouachita's commitment to developing a diverse faculty and serving students from a wide range of backgrounds and experiences.
- e) Program faculty will meet CACREP expectations for load, qualifications, supervision, and governance. (met)

The MA in Counseling program meets CACREP expectations regarding faculty qualifications, teaching load, and governance. Core faculty members hold doctoral degrees in Counselor Education (or meet CACREP grandfathering criteria), maintain active licensure, and demonstrate ongoing engagement in professional scholarship and service.

For AY 2024–2025, the standard teaching load for full-time core faculty was 18 credit hours per academic year, which included instruction, advising, participation in program governance, and curriculum development. Faculty met regularly for strategic planning, assessment, and accreditation preparation.

Following the unexpected health-related departure of Dr. Littlefield, the program strategically adapted by hiring Dr. Kathryn Steele, a highly qualified part-time affiliate faculty member. Dr. Steele taught one course in the fall and one in the spring, attended faculty meetings, and participated in campus intensives, contributing meaningfully to instructional continuity and program collaboration.

Ms. Jennifer Duer Barnard served as a 25% FTE affiliate faculty member and contributed to program meetings and planning; however, because students had not yet entered clinical training, her role as Clinical Coordinator was preparatory in nature.

Response

All faculty-related performance targets were met, demonstrating strong structures for evaluation, support, and recruitment during the program's first year. Faculty maintained CACREP-required qualifications and governance involvement, and the program adapted effectively to an unexpected faculty transition. Faculty development and evaluation processes will continue annually to sustain compliance and promote continuous professional growth.

Objective 3.2: Evaluation and Orientation of Site Supervisors

Performance Targets:

- 100% of site supervisors evaluated annually (in progress)
- 100% of new supervisors receive orientation (in progress)
- Sites reviewed annually for continued approval (in progress)

Response

As students have not yet entered clinical training, supervisor evaluation and site review processes remain in progress. Orientation materials and evaluation tools are in place for use beginning AY 2025–2026, when students enter practicum and internship. Faculty will ensure systematic implementation and annual review of these measures to verify supervisor readiness and site quality.

Faculty Resources and Teaching Load (AY 2024–2025)

Credit Hour Totals

• Summary

- **Total Courses Offered:** 8
- **Total Students Enrolled:** Fall = 20; Spring = 19
- **Total Credit Hours Taught:** 459
- **Average Class Size:** 19.1 students per section
- **Core faculty:** 18 credit hours (6 of 8 courses)
- **Adjunct faculty:** 6 credit hours (2 of 8 courses)

Result: Core faculty taught 75% of total credit hours, exceeding CACREP Standard U, which requires that *“the combined number of course credit hours taught by core faculty must exceed those taught by affiliate faculty in any 12 continuous months.”*

FTE Ratio

Using the institution's FTE definition (6 courses per year = 1.0 FTE):

- Core faculty = 2.0 FTE (Gilliland 1.0, Roudkovski 1.0)
- Affiliate/adjunct faculty = 0.33 FTE (Steele)
- **Total faculty FTE = 2.33**

Student headcount for AY 2024–25 = 20 (maximum over the 12-month window).

- Ratio (core only): 10.0 : 1

- **Ratio (core + affiliate): 8.6 : 1**

Both measures are within CACREP's 12:1 maximum (Standard V).