

Professional Counseling Graduate Program

Clinical Mental Health Counseling

2025 Annual Program Evaluation Report

1. Purpose of the Annual Evaluation

This Annual Program Evaluation documents the systematic review of the Program Objectives using a defined set of Academic Quality Indicators (AQIs) supported by multiple sources of indirect data from the Counseling Program's Community Partners. The evaluation process supports continuous improvement and accountability aligned with the 2024 CACREP Standards. Data is collected at the end of each semester, and an aggregate review of that data takes place annually at the comprehensive program evaluation faculty meeting. Outcome measures are discussed, and action plans are developed to support the continuous improvement of the Program in preparing ethically grounded and skillfully competent entry-level counselors. The annual evaluation process is ultimately guided by the Counseling Program's Mission and Core Values:

Mission

Our mission in the Southeastern University Counselor Education Program is to educate and prepare competent professional counselors from diverse backgrounds to advance the profession through practice, scholarship, research, leadership, advocacy, and service. SEU faculty desire to inspire qualities of the mind, heart and soul that will prepare students to reach their full potential. Therefore, we seek to help students become integrative practitioners who understand the power of the therapeutic relationship in the healing process.

Core Values

- Faith and Spirituality Integration - We recognize that faith and spirituality are a core part of all humans, and we seek to create a program that recognizes the integration of mental health and faith as part of the healing process.
- Advocacy and Servant Leadership - We are committed to advocating for individuals, couples, families, and the counseling profession, and being a servant leader as we contribute to the health of our communities.
- Ethical & Competent Practice - We will promote professional and competent practice guided by ethical standards and best practices.
- Clinician Self-Care – We strive to maintain holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

2. Program Objectives

The following Program Objectives serve as the foundation for all assessment and evaluation activities:

- PO 1. Establish and maintain a diverse, supportive, and integrative learning community that promotes a professional counseling identity.
- PO 2. Provide opportunities for personal and professional growth and self-awareness, resulting in ethically sound and culturally responsive counseling services.
- PO 3. Provide curricular experiences whereby students exemplify the knowledge, skills, and dispositions needed to counsel individuals, groups, and families.
- PO 4. Engage students in developing an ethically responsible and theoretically grounded approach to integrating a Christian worldview in counseling practices.
- PO 5. Engage in community partnerships to provide diverse experiential learning opportunities.

3. Academic Quality Indicators (AQIs) Summary Report

Academic Quality Indicators represent the primary measures used to evaluate program effectiveness. AQIs are reviewed annually at the comprehensive program evaluation faculty meeting.

All thresholds were met for the 2025 calendar year. A summary of those results is provided.

Academic Quality Indicators	Thresholds	Outcomes
KPIs	85% of Students will meet the Academic Standard	Threshold was exceeded – 95.31% - 100% of students scored above the threshold of 85% on each of the 11 KPIs. See Detailed Results in Appendix A
Professional Dispositions	85% of Students will meet the Academic Standard	Threshold was exceeded – 88.10% - 100% of students scored above the threshold of 85% on each of the Professional Dispositions. See Detailed Results in Appendix B
Pass Rates on Credentialing Exams	For those taking a credentialing exam for the first time, 80% will pass.	Threshold for Credentialing Exam was exceeded – 100% of students taking the NCE passed.
Degree Completion Rates	The minimum threshold for meeting this AQI annually is a 50% degree completion rate	Threshold was exceeded – 100% of students (33 students) completed their degree in 10 semesters or less.

	at the end of 10 semesters.	
Employment Rates	At least 80% of graduates seeking counseling-related employment will be hired within 6 months of graduation.	Threshold was exceeded – 82% of students (27 reported) found counseling-related employment within 6 months of graduation.
Fieldwork Placement Rates	At least 95% of eligible students secure approved Practicum & Internship sites.	Threshold was exceeded – 100% of students (92 practicum and internship students) secured field sites.

4. Community Partner Engagement Summary Report

The Counseling Program collects external data from its community partners that is used to inform AQIs and assess Program Objectives. These sources support but are not independently designated as Academic Quality Indicators. A summary of the feedback received from these groups is provided.

Community Partner Group	Feedback Source
Program Graduates	Graduate Surveys
Employers of Graduates	Employer Surveys
Practicum & Internship Supervisors	Site Supervisor Surveys
External Advisors	Community Advisory Council Meeting

Graduate Student Survey Results

- Graduate Survey data provide indirect, program-level evidence of the program's effectiveness in achieving its stated objectives. Overall results indicate strong perceived alignment between program experiences and objectives related to professional identity development, ethical and culturally responsive practice, worldview integration, and clinical preparedness. Across all survey items, 100% of responses fell within the Neutral to Strongly Agree range, with no Disagree or Strongly Disagree responses reported. These findings suggest that graduates perceive the program as supportive, inclusive, and effective in preparing them for professional counseling practice. (See **Appendix C**.)

Survey results also highlight strengths in faculty accessibility, supervision quality, and the integration of ethical and faith-based considerations within a diverse learning environment. A small number of neutral responses were observed in areas related to classroom expression and theoretical integration, which will be monitored longitudinally alongside other Academic Quality Indicators.

Employer Survey Results

- Employer feedback indicates that graduates demonstrate strong professional identity, ethical practice, counseling competence, cultural responsiveness, and readiness for entry-

level counseling roles. Survey results also support the Program's effectiveness in preparing graduates to integrate spirituality and faith ethically and respectfully when clinically appropriate. These data further reflect the strength of community partnerships, as employers reported high satisfaction with graduate performance and a strong likelihood of hiring future graduates. (See **Appendix D**.)

Faculty reviewed employer survey data as part of the annual program evaluation process. Findings were consistent with other direct and indirect measures, indicating strong graduate preparedness, ethical practice, and counseling competence. Faculty identified trauma-informed practice as an area for continued monitoring and discussion during future curriculum planning.

Site Supervisor Survey Results

- Survey results reflect consistently strong satisfaction with students across all surveyed domains:
 1. Student Preparedness and Professionalism
 2. Student Engagement and Administrative Abilities
 3. University Support and Overall Experience

The majority of responses were “Strongly Agree” or “Agree,” indicating high levels of confidence in students’ clinical preparedness, professionalism, and engagement at practicum and internship sites. Only isolated ratings of Neutral or Disagree were reported, and these represented a very small proportion of total responses. (See **Appendix E**.)

Survey results provide strong indirect evidence that students are meeting program expectations in the areas of counseling skills, professionalism, ethical practice, and workplace readiness. Findings align with other direct and indirect measures, including employer feedback. Faculty will continue to monitor administrative and documentation skill development while maintaining current strengths in supervision, responsiveness, and professional identity formation.

Community Advisory Council Feedback

- The Community Advisory Council (CAC) held its annual meeting to primarily review the Counseling Program’s Mission and Objectives. Members present included the Program Director, CACREP Liaison, site supervisors, and community members.

Council members emphasized the importance of Program Objectives being clear, concrete, and measurable. Upon review, members agreed that the current objectives meet these criteria. Members further noted that while the Mission should remain comprehensive, it should also be memorable and direct to effectively support Program identity and outreach.

Council discussion highlighted the Program’s relational emphasis as a core strength that should be reflected in the mission and objectives. One member suggested exploring simplified language or key thematic terms to reinforce program identity. Additionally, a question was raised regarding the extent to which the Professional Counselor Performance Evaluation (PCPE) captures dispositional qualities such as curiosity and humility.

As this was the program's initial CAC meeting, faculty acknowledged the value of these observations and indicated that CAC feedback will be reviewed longitudinally to inform future evaluation and refinement. No immediate action items were identified at this time.

5. AQI and Community Partners Results Summary & Interpretation

Faculty reviewed AQI results alongside supporting Community Partner feedback. Overall, results indicate that students are meeting or exceeding benchmarks across all AQIs. External stakeholder feedback corroborated findings related to professional identity, ethical practice, counseling competence, and workforce readiness.

6. Faculty Review Process

The Comprehensive Program Evaluation Meeting is scheduled to occur each Spring semester to review all data for the previous calendar year. However, given the timing of the CACREP site visit, the program faculty met and reviewed the data during a scheduled faculty meeting in the Fall of 2025 to provide site visitors with an updated data report. At this meeting, data were examined collectively, and interpretation focused on strengths, trends, and areas for continued monitoring.

7. Action Steps & Continuous Improvement

AQI/Community Partner Engagement Review	Action	Timeline
KPIs: Review of KPI 6 & 9	Previous action of increasing program admission screening procedures to address unmet thresholds for KPI 6 & 9 appears to have resulted in thresholds being met for 2025.	Continuation of careful applicant screening
Professional Dispositions: Emotional Stability	Although the threshold was met for this PD (88.1%), faculty noted concerns with the emotional stability of some students. To address this, faculty will hold a wellness and self-care seminar during the 2026 Residency Programs.	Spring Residency 2026 Fall Residency 2026
Professional Dispositions: Multicultural Competency	Although the threshold was met for this PD (88.1%), faculty would like to improve this score. The following actions will address this: Faculty will hold a special lecture on multicultural awareness, knowledge and skills during the 2026 Residency Programs. Faculty will provide additional training for site supervisors.	Spring & Fall Residency 2026 Spring 2026 Spring 2026

	The 2026 Site Supervisor Survey will be amended to include a question addressing	
	student multicultural competency, as well as an open-ended question about this topic.	
Pass Rates on Credentialing Exams	<p>Faculty noted that only 2 students reported passing their credentialing exams, severely inhibiting the Program's ability to adequately assess this AQI. Faculty agreed that efforts to contact students and reinforce the need for this data was needed. Therefore, the following action will be taken:</p> <ul style="list-style-type: none"> • Remind Internship 2 students of the importance of this information. • Increase follow-up emails to graduates. • Strengthen connections with the Alumni Group 	The action steps will begin immediately.
Professional Dispositions	Although thresholds were met for PDs, faculty noted the need for a more structured system for tracking students on Remediation Plans. Therefore, a Student Remediation Committee made up of 3 faculty was named to develop and oversee this process. The committee will meet every other week.	Implementation to begin Spring 2026
Graduation Rates and Pass Rates on Credentialing Exams	To better formalize the program admissions process a faculty committee was named to oversee implementing best practices related to student screening for admission. It was discussed that success in this area would continue to assist with meeting Program thresholds for Graduation Rates and Pass Rates on Credentialing exams. The committee will meet every other week.	Implementation to begin Spring 2026

Community Partner Engagement	Faculty noted that due to the growth of the Program that the Community Advisory Council could now be expanded to include more members. The Program Director will work with faculty to identify additional members for the Spring 2026 meeting.	Spring 2026 CAC meeting
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8. Summary & Forward Planning

The Annual Evaluation confirms alignment between Program Objectives, AQIs, and Community Partner feedback. Faculty will continue to engage in systematic evaluation and continuous improvement informed by multiple data sources.

Appendix A

KPI Summary Report

KPIs	Aggregate Score	Threshold: 85% for the Academic Year: Threshold Met (Y/N)
1. Demonstrate a strong counseling professional identity by coherently describing the history and philosophy of the profession, the importance of ethical practice, and engaging in advocacy on behalf of the profession and clients.	96.77	Yes
2. Demonstrate knowledge and application of professional ethical standards and legal considerations in the practice of counseling	95%	Yes
3. Employ multicultural awareness, knowledge, and skills in working with, advocating for, and counseling individuals with diverse cultural identities, worldviews, values, and beliefs.	96.15%	Yes
4. Describe how various factors influence development across the lifespan and impact functioning, resilience, wellness, and coping as well as counseling implications in work with diverse clients.	100%	Yes
5. Utilize career development theories and models to employ developmentally appropriate interventions for career development with diverse client population.	96.08%	Yes
6. Demonstrate the knowledge and skills including theoretically sound and evidence-based practices necessary to develop an effective therapeutic relationship.	98.21%	Yes
7. Demonstrate the knowledge and skills required for group development and counseling.	99.10%	Yes
8. Identify effective assessment strategies use of counseling research, diagnosis, treatment planning, and consultation.	100%	Yes
9. Apply counseling research to inform evidence-based practice.	95.31%	Yes
10. Illustrate the necessary skills to develop culturally sustaining interventions and treatment plans.	96.67&	Yes
11. Demonstrate knowledge of practice management, including third-party reimbursement, court-referred clients, and integrated care.	100%	Yes

Appendix B

Professional Dispositions Summary Report

Professional Dispositions	Aggregate Score	Threshold: 85% for the Academic Year: Threshold Met (Y/N)
Multicultural Competency – Demonstrates awareness, appreciation, & respect of cultural differences (e.g., ethnicity, spirituality, sexual orientation, SES, etc.). Engages in broaching when appropriate.	88.10%	Yes
Attendance & Participation – Attends all class meetings & supervision sessions in there entirety, is prompt, & is engaged in the learning process	88.10%	Yes
Appearance & Grooming – Practitioner is dressed professionally and groomed appropriately for class and sessions.	100%	Yes
Professional Ethics – Adheres to the ethical guidelines of the ACA, ASCA, & AAMFT. Demonstrates consistent ethical behavior & judgment.	100%	Yes
Personal & Professional Boundaries – Maintains appropriate boundaries with supervisors, peers, & clients.	100%	Yes
Emotional Stability – Demonstrates emotional stability and selfcontrol in relationships with supervisors, peers, & clients.	100%	Yes
Confidence – Demonstrates appropriate levels of self-assurance and trust in own ability.	97.62%	Yes
Record Keeping and Class Assignments – Completes all required records (e.g., session notes, Tx plan, etc.), client documentation, and assignments in a timely & comprehensive fashion.	95.24%	Yes
Adherence to Site Policies – Demonstrates adherence to all classroom, clinic, and site policies & procedures.	97.62%	Yes
Adaptability and Flexibility – Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.	100%	Yes
Consultation and Professional Development – Takes initiative to seek consultation, supervision, outside resources, and professional development opportunities to get personal learning needs met and improve counseling skills.	100%	Yes
Openness to Feedback – Responds non-defensively & changes behavior in accordance with supervisory feedback.	100%	Yes
Motivation – Demonstrates enthusiasm for professional and personal growth & development.	100%	Yes

Appendix C

GRADUATE SURVEY RESULTS

Survey Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Inclusive environment where diverse backgrounds are valued	5	2	0	0	0
Faculty incorporate diverse perspectives	5	2	0	0	0
Students from diverse backgrounds treated fairly	5	2	0	0	0
Comfort expressing views without fear	4	2	1	0	0
Learning experiences promote cultural awareness	6	1	0	0	0
Program addresses power and privilege	6	1	0	0	0
Faculty demonstrate cultural competence	6	1	0	0	0
Faculty approachable and accessible	6	1	0	0	0
Timely and constructive feedback	6	1	0	0	0
Faculty care about success and well-being	6	1	0	0	0
Encouraged to ethically integrate Christian principles	5	1	1	0	0
Guidance on ethical boundaries with faith integration	6	1	0	0	0

Navigate ethical dilemmas with diverse clients	6	1	0	0	0
Opportunities to discuss faith-related ethics	6	1	0	0	0
Strong theoretical foundation for Christian perspectives	5	1	1	0	0
Explored theories aligning with Christian principles	3	4	0	0	0
Confident integrating Christian values	6	1	0	0	0
Tools to integrate teachings respectfully	6	1	0	0	0
Balance worldview with other models	5	1	1	0	0
Handle clients with different religions	5	2	0	0	0
Supervision developed skills & identity	6	1	0	0	0
Supervisor encouraged reflection	6	1	0	0	0
Site provided resources and support	6	1	0	0	0
Supported by site professionals	6	1	0	0	0
Exposure to diverse clients	5	2	0	0	0
Prepared for culturally responsive counseling	4	3	0	0	0
Ethics and boundaries emphasized	5	2	0	0	0

Discussed ethical dilemmas	5	2	0	0	0
Would recommend site	5	2	0	0	0
Site contributed to development	5	2	0	0	0

Appendix D

EMPLOYER SURVEY RESULTS

Graduate Preparedness & Professional Competence

Survey Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Foundational knowledge to meet job expectations	3	1	0	0	1
Ethical behavior and professionalism	4	1	0	0	0
Application of counseling theories and skills	3	2	0	0	0
Professional communication	4	1	0	0	0
Cultural responsiveness and sensitivity	4	1	0	0	0
Clinical judgment and decisionmaking	4	1	0	0	0
Commitment to professional growth and supervision	5	0	0	0	0

Overall Readiness & Employer Perceptions

Survey Item	Response Summary
Preparedness compared to other entry-level counselors	3 Somewhat more prepared; 2 Much more prepared
Contribution to client care/organization	4 Significant contribution; 1 Moderate contribution
Likelihood of hiring another graduate	5 Very likely
Overall preparedness to meet client/community needs	5 Fully prepared

Spiritual & Faith-Informed Competence (When Applicable)

Survey Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Awareness of spirituality/faith in client lives	4	1	0	0	0
Ethical work with differing beliefs	4	1	0	0	0
Ethical integration of faith when appropriate	4	1	0	0	0
Sensitivity to nonreligious/spiritually diverse clients	4	1	0	0	0
Overall preparedness to address faithrelated issues	4	1	0	0	0

Qualitative Feedback Themes

Employers highlighted the following themes in open-ended responses:

- Strong professionalism, maturity, and ethical conduct
- Willingness to learn and seek supervision
- High levels of workforce readiness
- Recommendations for enhanced trauma-informed and addiction-focused training
- Positive community partnership experiences

Appendix E

SITE SUPERVISOR SURVEY RESULTS

Survey Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Well prepared for working with clients	6	5	1	0	0
Knowledge and skills to handle sessions	5	6	1	0	0
Open to learning and feedback	9	3	0	0	0
Professional attitude with stakeholders	9	3	0	0	0
Interest in contributing to site mission	8	4	0	0	0
Willing to take varied responsibilities	8	4	0	0	0
Organization and administrative skills	5	5	2	0	0
Timely records and paperwork	6	4	1	1	0
Faculty support and communication	8	3	1	0	0
Comfort contacting faculty	7	4	1	0	0
Prepared for ethical dilemmas	6	5	1	0	0

Overall satisfaction with students	7	4	1	0	0
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Overall Response Distribution

Category	Total Responses
Strongly Agree	94
Agree	52
Neutral	8
Disagree	2
Strongly Disagree	0