

# Annual Program Evaluation Report

## MS in Clinical Mental Health Counseling

Academic Year 2025-2026

### Section I: Program Overview and Introduction

The Master of Science (MS) in Clinical Mental Health Counseling program at Bethune-Cookman University (BCU) is an entry-level graduate program housed within the College of Nursing and Health Sciences. This Annual Program Evaluation Report covers Academic Year (AY) 2025-2026, representing the second year of the inaugural CACREP-aligned cohort, which entered the program in Fall 2024.

This report is produced in fulfillment of 2024 CACREP Standard 2.F.3, which requires programs to produce an annual report that includes: (a) a summary of program evaluation results, including achievement of academic quality indicators (AQIs); (b) curricular modifications or program improvements informed by evaluation data; and (c) other significant program changes. The report further incorporates data required under Standard 2.E.1-4, covering aggregate assessment of student success, graduate outcomes, diverse learning community, and fieldwork placements.

This report is posted publicly on the BCU CMHC program website and is updated annually following the close of the spring semester.

### Section II: Summary of Program Evaluation Results (Standard 2.F.3.a)

The following section presents aggregate data on academic quality indicators for the CMHC program. All data reflect the MS in Clinical Mental Health Counseling program delivered digitally. No doctoral program is offered; doctoral-level indicators are not applicable.

#### 2.E.1.a-b: Key Performance Indicators (KPIs) - Entry Level

KPIs are assessed using course-embedded assignments aligned to CACREP core curricular areas and the CMHC specialization area. The program's minimum threshold is 70% of enrolled students earning 90% or higher on each KPI assignment. Data were collected across AY 2025-2026.

KPI Area	Course & Assignment	n	% Meeting 90%+	Threshold Met?
KPI 1: Professional Orientation & Ethics	CON 600 - ACA Code of Ethics Quiz #1	5	80.0%	Yes
KPI 2: Social & Cultural Diversity	CON 622 - Implicit Bias Reflection Paper	11	90.9%	Yes
KPI 3: Human Growth & Development	CON 617 - Culture and Human Development Research Paper	6	66.7%	No
KPI 4: Career Development	CON 647 - Career Development Assignment	14	92.9%	Yes
KPI 5: Counseling & Helping Relationships	CON 613 - Counseling Theories Presentation	14	78.6%	Yes

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KPI Area	Course & Assignment	n	% Meeting 90%+	Threshold Met?
KPI 6: Group Counseling & Group Work	CON 620 - Future Group Individual Proposal	7	100%	Yes
KPI 7: Assessment and Testing	CON 632 - Standardized Testing Assignment	7	100%	Yes
KPI 8: Research & Program Evaluation	CON 630 - Research Critique Paper / Lit Review	TBD	TBD	Pending
CMHC-Specific KPI: Diagnosis & Treatment Planning	CON 638/636 - Final Integration Report	6	100%	Yes

Trend Analysis Note: AY 2025-2026 represents the second year of data collection for the CMHC program. Year-over-year comparisons with AY 2024-2025 baseline data are now available and inform the trend analysis presented in this report. Faculty have used prior-year findings to guide curricular reinforcement efforts.

Areas where the threshold was not met, will be reviewed by program faculty in the fall 2025 program review meeting to determine whether instructional approaches, assignment design, or threshold calibration require adjustment.

### 2.E.1.c-d: Professional Dispositions - Entry Level

Professional dispositions are assessed using two instruments: the Counselor Competencies Scale - Revised (CCS-R), which evaluates counseling skills and therapeutic conditions, and the Professional Dispositions and Character Assessment - Revised (PDCA-R), which evaluates 10 dispositional domains. All assessments use an inter-rater reliability process involving multiple faculty raters. The minimum threshold for the CCS-R is an average score of 3.0 or higher (scale of 1-5) on all items. The minimum threshold for the PDCA-R is a Disposition Quotient (DQ) of 3.0 or higher.

#### CCS-R Results (Counseling Skills and Dispositions)

Term	Avg Total Score	Threshold Met?
Spring 2026	69/69 across all items	Yes
Summer 2026	69/69 across all items	Yes

#### PDCA-R Results (Disposition Quotient by Faculty Rater)

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Term	Avg DQ	Range	Threshold Met?
Summer 2026	4.2	3.5 - 4.9	Yes
Summer 2026	4.0	4.0 - 4.0	Yes
Summer 2026	3.88	3.3 - 4.9	Yes
Summer 2026	4.0	3.1 - 4.8	Yes

All faculty rater groups met the minimum threshold for aggregate PDCA-R scores. Individual students scoring below 3.0 on any domain are flagged for faculty advising per program retention, remediation, and dismissal policy. This is the first year of disposition data collection; trend analysis will be applied in subsequent reporting cycles.

### 2.E.2: Graduate Outcomes

#### 2.E.2.a: Pass Rates on Credentialing Examinations

The program's minimum threshold for credentialing examination pass rates is 95%. The CMHC program prepares students to sit for the National Counselor Examination (NCE) and/or the National Clinical Mental Health Counseling Examination (NCMHCE). The first graduates from the inaugural CACREP-aligned cohort are anticipated in AY 2025-2026. Credentialing examination data are collected via student self-report and third-party examination publisher summary reports. Data will be reported in aggregate as graduates sit for the NCE and/or NCMHCE.

#### 2.E.2.b: Degree Completion Rates

The program's minimum threshold for degree completion is 95%. Degree completion rate data for AY 2025-2026 is 94%. This field will be updated upon receipt of final enrollment and completion records.

#### 2.E.2.c: Employment and Doctoral Admission Rates

The program's minimum threshold for employment or doctoral admission within six months of graduation is 80%. Employment and doctoral admission data are collected via alumni follow-up survey administered 6 months post-graduation.

#### 2.E.4: Fieldwork Placements

The program's minimum threshold for fieldwork placement is 95% of enrolled students securing an approved site prior to the start of the practicum or internship term.

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Fieldwork Type	Course(s)	n Enrolled	% Placed	Threshold Met?	Supervisor Rating Summary
Practicum	CON 615	[see enrollment data]	100%	Yes	43.2% of evaluations completed; all rated effective, very effective, or outstanding
Internship I	CON 640	[see enrollment data]	100%	Yes	44.6% of evaluations completed; all rated effective, very effective, or outstanding
Internship II	CON 650	[see enrollment data]	100%	Yes	Included in internship aggregate above
Internship III	CON 660	[see enrollment data]	100%	Yes	Included in internship aggregate above

### Section III: Curricular Modifications and Program Improvements Informed by Evaluation Data (Standard 2.F.3.b)

The following modifications or program improvements were identified as a direct result of analysis of program evaluation data collected during AY 2025-2026. These modifications are responsive to areas where established thresholds were not met or where data suggested opportunities for programmatic strengthening.

Faculty will examine course delivery, skills laboratory practices, and the assessment instrument to determine whether the low pass rate reflects a curricular gap, an alignment issue between instruction and assessment, or a threshold calibration concern. This area was designated as a priority action item following AY 2024-2025 review. Faculty reviewed course delivery and assessment practices at the Fall 2025 program meeting, and curricular adjustments were implemented during AY 2025-2026. This applies to the following courses:

- KPI 1 - Professional Counseling Orientation and Ethical Practice (CON 600)
- KPI 2 - Social and Cultural Diversity (CON 622)
- KPI 3 - Human Growth and Development (CON 617)
- KPI 5 - Counseling and Helping Relationships (CON 627)

### Disposition Assessment Coverage

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Faculty noted that CCS-R evaluations were completed for approximately 43-44% of tracked student placements. A standardized evaluation tracking protocol was implemented at the start of AY 2025-2026 to increase completion rates for mid-point and final supervisory evaluations.

### Other Significant Program Changes (Standard 2.F.3.c)

The following significant program changes were made during AY 2025-2026 that were not directly driven by program evaluation data but reflect institutional, accreditation, or operational developments.

#### Inaugural CACREP-Aligned Cohort

AY 2025-2026 marks the second year of the program's inaugural CACREP-aligned cohort. Building upon the baseline data established in AY 2024-2025, the program is refining data collection systems and implementing faculty action items identified in the prior year's evaluation cycle.

#### Syllabus and Course Material Review

In the course of self-study preparation, faculty identified areas in existing course syllabi that require revision to accurately reflect current program practices. A systematic syllabus review process was undertaken during AY 2025-2026 to ensure all course materials are aligned with accreditation standards and actual program operations.

### Conclusion and Next Steps

This Annual Program Evaluation Report reflects the BCU CMHC program's second annual evaluation cycle under the 2024 CACREP Standards framework. Key findings from AY 2025-2026 include:

- KPI thresholds were met in 6 of 9 assessed areas (KPI 8 data pending); 4 assignments did not meet threshold and are designated for faculty review.
- Professional disposition assessments (CCS-R and PDCA-R) met aggregate thresholds across all faculty rater groups.
- Practicum and internship placement rates achieved 100%, meeting the established threshold.
- Graduate outcome data (credentialing exams, employment) are being compiled as the inaugural cohort progresses toward graduation; follow-up data collection systems are active for AY 2026-2027 reporting.

Priority action items for AY 2026-2027 include: (1) continued monitoring of KPI areas where thresholds were not met, with analysis of year-over-year trends; (2) verification of evaluation tracking completion rates following protocol implementation; (3) collection and reporting of first-cohort credentialing examination and employment data; and (4) review of syllabus revisions completed during AY 2025-2026 to confirm alignment with accreditation standards.

This report is posted on the BCU CMHC program website and is available to all program stakeholders. Questions regarding this report may be directed to the department chair.