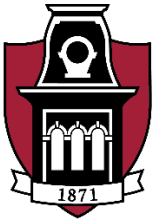

UNIVERSITY OF
ARKANSAS

College of Education
& Health Professions
Counselor Education and Supervision

A Snapshot of Counselor Education and Supervision (CNED) Student & Program Performance

2024-2025

A Snapshot of Student & Program Performance (SSPP)

Characteristics of Program Admitted Applicants

MS Admitted Applicant Characteristics	Fall 2024	Spring 2025
Average GPA	3.7	3.4
Gender	15 Female/ 4 Male	12 Female/3 Male
Underrepresented Groups	*	*
PhD Admitted Applicant Characteristics	**Fall 2024**	**Spring 2025**
Average MS GPA	3.9	4.0
Average GRE Combined Q & V	296	*
Average GRE Written	4.6	*
Gender	3 Female/3 Male	1 Female
Underrepresented Groups	*	*

Note. * Data not available.

Program/Student Outcomes

Specialty	Admitted	Enrollment	Graduates	Completion Rate	Licensure or Certification Pass Rate	In Field Employment Rate
CMHC	24	97	19	99%	100%	100%
RHAB	4	27	8	97%	71% CRC 80% NCE	100%
School	6	17	3	100%	100%	100%
Total MS	**34**	**141**	**30**	**99%**	**-**	**100%**
PhD	7	20	1	92%	100%	100%
Total CNED	**41**	**161**	**31**	**97%**	**-**	**100%**

Academic Performance

All CNED students maintained a 3.0 GPA during the 2024-2025 academic year.

Professional Characteristics Reviews

CNED faculty completed Professional Characteristics Reviews for all students at the identified time points throughout the master's and doctoral program to ensure CNED students are demonstrating appropriate professionalism and development.

CNED Master's Degree

The University of Arkansas (U of A) master's degree program in counseling (CNED) prepares students in clinical mental health counseling (CMHC), rehabilitation counseling (RHAB), and school counseling to work as scholar-practitioners in a variety of clinical, rehabilitation, and educational settings. The CNED program uses Key Performance Indicators (KPI) aligned to the program's mission, beliefs, and learning outcomes and CACREP standards. Faculty assess students across eight core curriculum KPIs and nine specialty KPIs. CNED Program faculty

assess three KPIs covering foundations, contextual dimensions, and practice for each specialty area (CMHC, RHAB, and School). For this snapshot, KPIs were measured at two timepoints across the curriculum. Reported data include mean scores, the percentage of students who met our target performance level, and whether or not our program met our target for each measurement. Mean scores are based on a rating scale of 0 = not present, 1 = Emerging, 2 = Developing, 3 = Proficient, 4 = Mastery. Target Performance Level for measurement 1 is 90% of all students will attain a score of at least 25% on each KPI at the initial evaluation point indicating nearly all students are at least in the emerging stage of that particular knowledge/skill. Target Performance Level for measurement 2 is 90% of all students will attain a score of at least 75% on each KPI at the second evaluation point indicating nearly all students are exhibiting proficient or mastery level knowledge/skill.

Results of Analysis of Key Performance Indicators

The assessment results of the level of achievement of the core curriculum and entry level specialty area KPIs are presented in the four tables discussed below. Table 1 presents the assessment results for the eight core KPIs. Tables 2-4 present the assessment results for the Clinical Mental Health, School, and Rehabilitation (RHAB) Counseling KPIs.

Core Curriculum Key Performance Indicators

Table 1: Core Areas

Core Area KPIs	Measurement 1			Measurement 2		
	Mean	%Met	Target	Mean	%Met	Target
2.F.1. Professional Orientation and Ethical Practice	2.97	100	Met	3.8	100	Met
2.F.2. Social and Cultural Diversity	3	100	Met	2.63	52.5	Not Met
2.F.3. Human Growth and Development	2.76	100	Met	2.63	57.4	Not Met
2.F.4. Career Development	4	100	Met	2.67	69.6	Not Met
2.F.5. Counseling and Helping Relationships	2.2	100	Met	2.98	96	Met
2.F.6. Group Counseling & Group Work	3.36	100	Met	3.5	100	Met
2.F.7. Assessment and Testing	2	100	Met	4	100	Met
2.F.8. Research and Program Evaluation	2.66	100	Met	3.33	90	Met
Total	**2.87**		**8/8**	**3.19**		**5/8**

A review of the data in table 1 indicates that the CNED program met the target performance level for all KPIs at measurement 1 and a majority of measurement 2. The total mean score for all core area KPIs was 2.87, indicating on average, students are operating in the high end of

Developing at the first measurement and increasing to 3.19 or the low end of Proficient at the second measurement. Individually, students showed expected improvement on the following KPIs: 2.F.1., 2.F.5., 2.F.6., 2.F.7., and 2.F.8. Target performance levels were not met, and students did not show expected improvement for 2.F.2., 2.F.3, and 2.F.4. After reviewing the data, faculty recognized the following trends and made suggestions. Review of the data for the 2.F.2. and 2.F.3. KPIs, indicated that multiple "0=Not Present" for each element was impacting overall scores. Faculty determined that these elements should be present and scoreable as they are about ethical and cultural appropriate practice. Because scores are calculated using site supervisor evaluations at midterm and final, faculty are exploring two options to address this issue. First, faculty can work on disaggregating midterm and final data to determine if there is a major discrepancy causing the failed target. Based on the nature of counselor development, this could be likely. Faculty are also considering using doctoral supervisor evaluations since they are watching recorded sessions with students and can be more closely monitored by faculty. This is an issue in 5.H.3. reported below. Reviewing data related to 2.F.4. KPI indicated that there seems to be a gap between knowing about career counseling and applying it, as the second measure was lower and students did not show as much growth as expected. The second measurement occurs during Practicum. Feedback indicates that not all specialty areas are prepared to implement or are not regularly engaging in the implementation of career counseling. Specifically, School and RHAB students appear to be, but CMHC not as much. This is an area faculty are working to address.

Clinical Mental Health Counseling KPIs

Table 2: CMHC Specialty

CMHC KPI Scores	Measurement 1			Measurement 2		
	Mean	%Met	Target	Mean	%Met	Target
5.C.1. Foundations	3.27	100	Met	4	100	Met
5.C.2. Contextual Dimensions	3.38	100	Met	3	100	Met
5.C.3. Practice	2.71	100	Met	3.45	95.2	Met
Total	**3.12**		**3/3**	**3.48**		**3/3**

A review of the data in table 2 indicates that the CNED program met the target performance level for all CMHC specialty KPIs at measurement 1 and measurement 2. The total mean score for all CMHC KPIs was 3.12, indicating on average, students are operating in the lower end of Proficient at the first measurement and increasing to 3.48 or the middle of Proficient at the second measurement. While all KPIs were met and students showed expected growth 5.C.1. and 5.C.3., there was an interesting trend for 5.C.2. After reviewing the data, faculty recognized that more students were showing mastery at the initial assessment. Faculty are reviewing the course rotation to ensure students are taking courses in the preferred order.

School Counseling KPIs

Table 3: School Counseling Specialty

School Counseling KPI Scores	Measurement 1			Measurement 2		
	Mean	%Met	Target	Mean	%Met	Target
5.G.1. Foundations	2.44	100	Met	3.33	100	Met
5.G.2. Contextual Dimensions	2.63	100	Met	2	0	Not Met
5.G.3. Practice	2	100	Met	3	100	Met
Total	**2.36**		**3/3**	**2.78**		**2/3**

A review of the data in table 3 indicates that the CNED program met the target performance level for all School Counseling specialty KPIs at measurement 1 and a majority of measurement 2. The total mean score for all School Counseling KPIs was 2.36, indicating on average, students are operating at the lower end of Developing at the first measurement and increasing to 2.78 or the higher end of Developing at the second measurement. Although students showed expected growth for 5.G.1. and 5.G.3. and targets were met, the target performance data for 5.G.2. KPI was not met. After reviewing the data, faculty recognized that students were scoring higher on the initial assessment, and the second assessment is a multiple-choice final exam. All students scored in the Developing range for assessment 2 for all elements. Faculty reviewed the current rubric and concluded that based on the assignment being a multiple-choice exam and the way the rubric is worded, it would be difficult for students to score above Developing. Faculty are exploring the use of a different method of assessment to better gauge student learning.

Rehabilitation Counseling KPIs

Table 4: RHAB Specialty

RHAB KPI Scores	Measurement 1			Measurement 2		
	Mean	%Met	Target	Mean	%Met	Target
5.H.1. Foundations	-	-	-	4	100	Met
5.H.2. Contextual Dimensions	3.94	100	Met	3	100	Met
5.H.3. Practice	-	-	-	2.92	67.9	Not Met
Total	**3.94**		**1/1**	**3.31**		**2/3**

Note. "-" indicates no data collected for KPI during academic year due to no course offering.

A review of the data in table 4 indicates that the CNED program met the target performance level for all RHAB specialty KPIs at measurement 1 and measurement 2. The total mean score for all RHAB KPIs was 3.94, indicating on average, students are operating at the higher end of Proficient at the first measurement and decreasing to 3.31 or the lower end of Proficient at the second measurement. Due to the lack of data for measurement 1 of 5.H.1. and 5.H.3. conclusions about expected growth for these two KPIs are inconclusive. For 5.H.1. KPI the target

performance data was met, and students appear to be showing mastery. For 5.H.2. KPI the target performance level at measurement 1 and 2 were met, but students did not show expected growth. At the initial measurement students were at the high end of proficient but at the second measurement they were scoring on the low end of proficient. Faculty reviewing the data noted that students were more likely to score in the Mastery range for the first measurement while all students scored Proficient in the second measurement. Since the target was met at both measurement points, faculty will review scoring procedures to increase consistency between scorers and review the rubric in relation to the assignments. Finally, for 5.H.3. KPI, students were performing on average at the higher end of Developing and the target performance level was not met. Review of the data indicates that multiple "0=Not Present" for each element was impacting overall scores. Faculty determined that these elements should be present and scoreable as they are about ethical and cultural appropriate practice. Because scores are calculated using site supervisor evaluations at midterm and final, faculty are exploring two options to address this issue. First, faculty can work on disaggregating midterm and final data to determine if there is a major discrepancy causing the failed target. Based on the nature of counselor development, this could be likely. Faculty are also considering using doctoral supervisor evaluations since they are watching recorded sessions with students and can be more closely monitored by faculty.

Counselor Education and Supervision Ph.D.

The U of A CNED doctoral program requires knowledge, skills, and practices beyond master's level counseling programs and prepares students to work as counselor educators, researchers/scholars, and advanced clinicians (counselors and counselor supervisors), in academic, research, and clinical settings. The CNED program uses Key Performance Indicators (KPI) aligned to the program's mission, beliefs, and learning outcomes and CACREP standards. Faculty assess students across the five areas of doctoral professional identity (Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy). For this snapshot, KPIs were measured at two timepoints across the curriculum. Reported data include mean scores, the percentage of students who met our target performance level, and whether or not our program met our target for each measurement. Mean scores are based on a rating scale of 0 = not present, 1 = Emerging, 2 = Developing, 3 = Proficient, 4 = Mastery. Target Performance Level for measurement 1 is 90% of all students will attain a score of at least 25% on each KPI at the initial evaluation point indicating nearly all students are at least in the emerging stage of that particular knowledge/skill. Target Performance Level for measurement 2 is 90% of all students will attain a score of at least 75% on each KPI at the second evaluation point indicating nearly all students are exhibiting proficient or mastery level knowledge/skill.

Results of Analysis of Assessment of Student Learning Outcomes

The assessment results of the level of achievement outcome for the five doctoral student learning outcomes at the two measurement points are presented in table 5 below.

Table 5: Doctoral Program

Doctoral KPIs	Measurement 1			Measurement 2		
	Mean	%Met	Target	Mean	%Met	Target
6.B.1. Counseling	4	100	Met	-	-	-
6.B.2. Supervision	3.47	100	Met	3.5	100	Met
6.B.3. Teaching	-	-	-	4	100	Met
6.B.4. Research and Scholarship	3	100	Met	3.4	100	Met
6.B.5. Leadership and Advocacy	2.17	100	Met	2.92	83.3	Not Met
Total	**2.59**		**4/5**	**3.46**		**3/5**

Note. "-" indicates no data collected for KPI during academic year due to no course offering.

A review of table 5 indicates that the CNED program met the target performance level for all doctoral level KPIs that data was collected for at measurement 1 with an overall average score of 2.59, indicating on average, students are operating in the mid-to-high Developing range. However, of the four KPIs that data was collected for at measurement 2, three met the target performance level, while 1 did not. The overall average score for all KPIs at measurement 2 was 3.46, indicating that students are operating in the mid proficient range. CNED doctoral students appear to be performing particularly well with regard to their counseling knowledge and skills, with a mean score of 4 for measurement 1 of 6.B.1. Because the course where we collect data for measurement 2 is only offered on a bi-annual basis and was not offered in 2024-2025, we are unable to determine if that target level would be sustained. With regard to the 6.B.2. KPI, while students did not exhibit the expected growth between the two measurements, the target performance level was met at both measurements with students scoring in the middle Proficient range. Data seem to indicate that supervision is a strength of CNED doctoral students. CNED doctoral students also appear to be performing particularly well with regard to their teaching with a mean score of 4 for measurement 2 of 6.B.3. This finding is particularly important to the CNED program as we have recently added CNED 61403 Teaching Counselor Education and Supervision to the doctoral program of study. Because the course where we collect data for measurement 1 is only offered on a bi-annual basis and was not offered in 2024-2025, we are unable to determine if that target level would be sustained. Regarding research and scholarship, target performance levels were met at both measurement points for the 6.B.4. KPI and students showed expected growth. Adding additional tenure-track faculty has helped promote knowledge and skills in this area. Finally, with regard to leadership and advocacy, data collected for the 6.B.5. KPI indicated that while students did show growth between the measurements, moving from 2.17 (lower Developing) to 2.92 (high Developing), the target performance level was not met at measurement 2. After reviewing the data more closely, faculty determined that the target level was not met due to 1 student scoring in the Developing range for the second element which is related to ethical and culturally relevant leadership and advocacy practices. Further, two issues were identified that might have impacted scoring. First, the courses where these measurements occur were offered concurrently in Fall 2024, which violates our assessment plan. Second the faculty who taught these two courses switched right before classes began which could have

impacted teaching and scoring as the faculty who assessed students at time 2, typically assessed them at time 1 and the faculty who assessed students at time 1 typically assessed them at time 2.

Subsequent Program Modifications

Data suggests that overall student learning outcomes were achieved at above the target performance level and students exhibited the expected growth for most KPIs for the 2024-25 academic school year. For the KPIs not met, faculty have identified the following trends and potential modifications:

- 2.F.2. Social and Cultural Diversity
  a. Trends:
    i. Multiple "Not Presents" for each element which should not be occurring since this element is about ethical and cultural appropriate practice.
    ii. Scores are calculated using site supervisor evaluations at midterm and final.

  b. Potential Modifications:
    i. Consider disaggregating midterm and final data. Also consider using doctoral supervisor evaluations since they are watching recorded sessions with students and can be more closely monitored by faculty.
    ii. Developing ways to ensure students are trained to provide ethically and culturally appropriate counseling.

- 2.F.3. Human Growth and Development
  a. Trends:
    i. Multiple "Not Presents" for each element which should not be occurring since this element is about ethical and cultural appropriate practice.
    ii. Scores are calculated using site supervisor evaluations at midterm and final.
  b. Potential Modifications:
    i. Consider disaggregating midterm and final data. Also consider using doctoral supervisor evaluations since they are watching recorded sessions with students and can be more closely monitored by faculty.
    ii. Developing ways to ensure students are trained to provide ethically and culturally appropriate counseling.

- 2.F.4. Career Development
  a. Trends:
    i. There seems to be a gap between knowing about career counseling and applying it as the second measure was lower and students did not show as much growth as expected.
  b. Potential Modifications:
    i. The second measurement occurs during Practicum. Feedback indicates that not all specialty areas are prepared to implement or regularly engaging in the implementation of career counseling. Specifically, School

and RHAB students appear to be, but CMHC not as much. This is an area faculty are working to address.

- 5.G.2. School Counseling – Contextual Dimensions
  a. Trends:
     i. Students are scoring higher on the initial measurement and the second measurement is a multiple-choice final exam. All students scored in the Developing range for measurement 2
  b. Potential Modifications:
     i. We might want to use a different method of assessment so we can get a better gauge on student learning.

- 5.H.3. RHAB – Practice
  a. Trends:
     i. Multiple "Not Presents" for each element which should not be occurring since this element is about ethical and cultural appropriate practice.
     ii. Scores are calculated using site supervisor evaluations at midterm and final.
  b. Potential Modifications:
     i. Consider disaggregating midterm and final data. Also consider using doctoral supervisor evaluations since they are watching recorded sessions with students and can be more closely monitored by faculty.
     ii. Developing ways to ensure students are trained to provide ethically and culturally appropriate counseling.

- 6.B.5. Leadership and Advocacy
  a. Trends:
     i. Second assessment almost met target but was off by approximately 1 student scoring in the developing category for element 2. This 1 student did not progress from developing to proficient from time 1 to time 2.
  b. Potential Modifications:
     i. Ensure learning is scaffolded across curriculum.
     ii. The instructors for these two courses switched classes right before the beginning of the semester which could have impacted teaching and scoring. The faculty who assessed students at time 2, typically assessed them at time 1 and the faculty who assessed students at time 1 typically assessed them at time 2.
     iii. Due to enrollment and course rotation, students were concurrently enrolled in both courses, so we could not capture a true snapshot of growth over time. Faculty is considering addressing this by moving foundations to the summer.

Substantial Program Changes

- Dr. Kristi Perryman was promoted from Associate Professor to Professor.
- Dr. Matthew Peck was hired as an Assistant Professor with an emphasis on Healthy Schools in Fall 2024.
- Dr. Matthew Peck left his CNED faculty position at the end of Spring 2025.
- Dr. Lyn Laye left her CNED faculty position at the end of Spring 2025.
- During the last year, the Graduate Education Building (home to the CNED program) has continued to be renovated.
- CNED faculty conducted a faculty search for a clinical assistant professor during the Summer 2025 semester. Search is ongoing through Fall 2025.
- CNED Faculty will be conducting a search for a tenure track assistant professor during the Fall 2025 semester.

Substantial Program Highlights

CNED faculty and students continued to find success throughout the 2024-25 academic year.

Scholarship

- CNED faculty authored **27 peer-review manuscripts**
- CNED faculty conducted **24 refereed presentations at** national and international conferences and **28 invited presentations**
- Dr. Erin Popejoy was elected as incoming Editor in Chief for *Trauma Counseling & Resilience*
- Dr. Lindsay Lundeen joined the editorial boards of *Journal of Counseling and Development* and *Trauma Counseling & Resilience.*
- Dr. Lindsay Lundeen joined the executive board of the Association for Assessment and Research in Counseling
- Dr. Kristi Perryman was named Chair-Elect for the Association for Play Therapy Board

Grants

- Dr. Brent Williams received a $680,000.00 Career Counseling and Information Referral Grant from Arkansas Rehabilitation Services
- Dr. Brent Williams continues to work on his $9.9 million STAR grant.
- Dr. Kristin Higgins, Dr. David Christian, and Dr. Erin Popejoy completed the final year of their HRSA BHWET training grant, with the final group of fellows graduating in Spring 2025.
- Dr. Kristin Higgins, Dr. David Christian, and Dr. Erin Popejoy received a 1-year no cost extension on their HRSA BHWET training grant, allowing them fund students through the end of Fall 2025.
- Dr. David Christian received WE CARE funding to research nature and wellbeing in collaboration with the Outdoor Leadership minor and Dr. Cian Brown, Assistant Professor at University of Oklahoma and SEC Visiting Scholar to U of A.

- Dr. Lindsay Lundeen received WE CARE Summer Research Fellowship summer 2024 and 2025.

Awards

- Dr. Brent Williams was awarded the CLRM Faculty Distinguished Achievement Award for Service.
- Dr. Erin Popejoy received the CLRM Outstanding Advising/Mentoring Award
- Dr. Lindsay Lundeen received Best Practices Research Faculty Award from the American Counseling Association
- Dr. Kristin Higgins received an SEC Academic Fellowship
- Dr. David Christian received the CLRM Outstanding Teaching Award
- Dr. David Christian received the College of Education and Health Professions' Outstanding Mentoring & Advising Award
- Dr. Kristi Perryman received the Counselor Educator Advocate Award from the Association for Child and Adolescent Counseling.

Offices & Labs

- The Adventure Therapy Lab facilitated multiple events for students and teachers on U of A campus and NWA community at large.
- The Office of Play Therapy Research and Training hosted its 11th annual conference where Dr. Sue Bratton presented on Engaging Caregivers in Children's Healing Process: Child-Parent Relationship Therapy (CPRT): An Evidence-Based 10-Session Model.
- The School Wellness Lab trained 51 people in Adult Mental Health First Aid and is developing a course titled EDHP 41003 – Social Ecology of Current Youth Issues that should be offered in Summer 2026.
- The Violence, Crisis, & Trauma Research (ViCTR) Lab was established during Spring 2025 and began a community partnership to establish annual brainspotting training opportunities for Northwest Arkansas mental health professionals.

Student & Alumni Awards

- Dr. Cian L. Brown, Assistant Professor at University of Oklahoma received an SEC Visiting Scholar fellowship to research the effects of nature on mental health and wellbeing.
- Dr. Margie Pemu (recent CNED graduate) received a SAIGE research award.
- Dr. Margie Pemu received the Mark Ames Scholarship to attend the Therapeutic Adventure Professional Group's annual conference in Estes Park, CO.
- Dr. Smruthi Chintakunta (recent CNED graduate) received the Outstanding CNED Doctoral Student award.
- Adela Vavrinova received the Outstanding CNED Masters Student award
- Savannah Endsley received the Outstanding Chi Sigma Iota member award.
- Four Rehabilitation students received scholarships from the Rehabilitation Counselors and Professionals Association of Arkansas.
- A PhD student received Benjamin Lever Fellowship.
- An incoming PhD student received a Doctoral Academic Fellowship.

Systematic Follow-Up Data

Graduate End of Program Survey

After reviewing data from 2024-2025 Graduate End of Program Survey, faculty identified the following key takeaways and action items to address identified areas for improvement.

Master's Program

1. There was a low response rate to our survey
    a. Action Item: CNED faculty will embed this survey into the Comprehensive Final Examination completed by MS students and send reminders to all graduating students to complete this survey each Spring, Fall, and Summer semester.
2. Students report high quality instruction from core faculty, fair workload and grading practices. Students feel that professors genuinely care for them as people.
3. Many CNED students report negative experiences with use of certain adjunct faculty for core curriculum coursework.
    a. Action Item: While adjunct faculty are necessary to help keep courses offered regularly, we have recently replaced several long-time adjuncts with new folks who are graduates of our PhD program. Course evaluations have improved, and students have reported greater benefit from these courses. Additionally, because core faculty have existing positive relationships with these adjunct faculty, and because they were trained in our program, we are better able to have open and ongoing conversations about programmatic expectations for teaching.
4. Students report familiarity with professional roles and functions, and foundational clinical knowledge and skills.
5. Slightly less than half of the students who responded are not confident in their ability to evaluate and apply research to practice.
    a. Action Item: The adjunct who was teaching the research class has since been replaced, which may resolve this issue. However, research and its application to practice can be synthesized into other coursework as well. For example, Internship case presentations may also require inclusion of a research article related to the issue the client is experiencing or to something to the counselor experiences in session.
6. Some students called for greater understanding of diversity, particularly around neurodivergence.
    a. Action Item: Faculty will review the incorporation of all types of diversity into their teaching, including disability and neurodivergence, and revise as needed. This will be particularly emphasized in the Diversity course.
7. Some students did not feel consistently supported in advising efforts.
    a. Action Item: Faculty will reach out to their advisees at least once a semester offering support as needed.

8. Majority of CMHC students report understanding of counseling theory and its application, the ability to complete a clinical intake and use it for treatment planning, and the use of the most current DSM.
9. All RHAB students agree or strongly agree that they have an understanding of theories and application, professional roles and scope of practice, and their ability to engage in ethically and culturally relevant practice.
10. All School students agree or strongly agree that they are able to demonstrate understanding of the ASCA national model, their professional roles and scope of practice, relevant legislation and policy, and their ability to create developmentally and culturally appropriate interventions for students.
11. Students across specialty areas reported especially enjoying and benefitting from their classes on addictions, diversity, play therapy, and theory.
12. Students report program strengths to include seeing the reinforcement of counseling values throughout all courses, and promoting opportunities for learning in a safe and supportive but challenging environment. They appreciate the delivery of information from experienced and knowledgeable faculty, combined with practical application of skills and assignments designed to facilitate growth. They felt encouraged and cared for by faculty in the learning process.
13. Students see a need for more skills classes/practice between Basic Skills (first semester) and Practicum.
    a. Action Item: Faculty will review courses and include experiential assignments or activities as appropriate in key classes offered in the semesters between Basic Skills and Practicum.
14. Students see a need for more incorporation of School and Rehabilitation material into core classes.
    a. Action Item: Faculty who teach core classes will review syllabi and course content to include diverse examples that feature clinical mental health, school, and rehabilitation counseling settings and situations.

Doctoral Program

1. Advisors are accessible and helpful to students.
2. Instruction is rated as high quality, coursework and grading is relevant and fair, and the environment is supportive and inclusive. Students feel cared for by faculty.
3. Students feel prepared for cultural responsiveness and ethical practice in teaching, supervision, and clinical work.
4. Students feel prepared to confidently engage in the pillars of counselor education - research, teaching, supervision, leadership and advocacy, and counseling.
5. Students particularly benefitted from clinically focused and independent coursework, such as advanced theories, supervision, internship, and practicum.

6. Students reported that courses they took alongside masters students may need some additional components to make them relevant to doctoral students
    a. Action Item: Faculty will review any dual-level courses and determine appropriate additional material or assignments that would be relevant to doctoral students.
7. Students appreciate the relationships they have with the faculty, the opportunities to teach and co-teach, and the opportunities to collaborate in faculty research and present at conferences.
8. Students can sense when faculty are spread thin, and this may have contributed to some students not asking for needed support at times.
9. Some students saw a need for a greater emphasis on diversity and equity within the program.
    a. Action Item: While an emphasis on diversity and equity is something that our program continually strives for, there are always spaces for improvement. Faculty will review relevant course content and materials to determine where additional topics and authors could be included.

Site Supervisor & Employer Survey

After reviewing data from 2024-2025 Site Supervisor & Employer Survey, faculty identified the following key takeaways and action items to address identified areas for improvement.

1. There was a low response rate to our survey (N = 6).
    a. Action Item: CNED faculty will send follow up reminders to site supervisors asking them to complete this survey each spring and consider an incentive we could offer to increase response rate.
2. CNED students have access to a variety of sites and potential employers. Where they are able to learn about and engage in supervised practice with a variety of clientele (children, adolescents, college students, adults, individuals with disabilities) and counseling modalities (play therapy, talk therapy, group counseling, couples counseling, school based counseling).
3. CNED students'/graduates' areas of strengths are clinical skills, knowledge, critical thinking skills, professionalism, and motivation.
1. Areas where CNED students/graduates can improve include additional training in working with children beyond CCPT, additional skills for working with families, increased communication when working with UofA college students, increased monitoring of students attempting to complete internships over the summer, increased interaction with mental health professionals during coursework, and better understanding of the purpose and need of community mental health centers.

    a. Action Item: Faculty will review syllabi and course content related to each target area for improvement and work to incorporate additional information/lecture/guest speakers/assignments to improve student/graduate knowledge and skills.
4. Site supervisors and employers view CNED interns and graduates very favorably, with 5/6 reporting that CNED interns/graduates are better than or the best when compared to their peers from other programs. One reported they are equivalent to other programs.
5. Two areas where CNED students/graduates show poor knowledge and skills are family counseling and case planning/management.
6. CNED students/graduates have above average or excellent professional attributes.

Alumni Survey

- Data collected even years. Next data collection Spring 2026.