

UNIVERSITY OF
ARKANSAS

College of Education
& Health Professions
Counselor Education and Supervision

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

2025-2026

A Snapshot of Student & Program Performance (SSPP)

Characteristics of Program Admitted Applicants

MS Admitted Applicant Characteristics	Fall 2025	Spring 2026
Average GPA	3.67	3.62
Gender	32 Female/ 4 Male	20 Female/4 Male
Underrepresented Groups	*	*
PhD Admitted Applicant Characteristics	**Fall 2025**	**Spring 2026**
Average MS GPA	3.99	3.79
Average GRE Combined Q & V	*	*
Average GRE Written	*	*
Gender	1 Female	2 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	43	90	25	99%	100%	100%
RHAB	10	19	9	95%	85% CRC 100% NCE	100%
School	7	17	4	100%	100%	100%
Total MS	**60**	**126**	**38**	**99%**	**-**	**100%**
PhD	3	18	7	94%	100%	100%
Total CNED	**63**	**144**	**45**	**97%**	**-**	**100%**

Academic Performance

All CNED students maintained a 3.0 GPA during the 2025-2026 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	2.79	100	Met	3.27	100	Met
2.F.2. Social and Cultural Diversity	3.34	100	Met	2.96	84.2	Not Met
2.F.3. Human Growth and Development	3.56	100	Met	3.29	92.9	Met
2.F.4. Career Development	3.97	100	Met	3.21	100	Met
2.F.5. Counseling and Helping Relationships	2.8	100	Met	3.17	100	Met
2.F.6. Group Counseling & Group Work	3.01	100	Met	3.9	100	Met
2.F.7. Assessment and Testing	2.8	100	Met	3.97	100	Met
2.F.8. Research and Program Evaluation	3.3	100	Met	3.25	93.3	Met
Total	**3.2**		**8/8**	**3.38**		**7/8**

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 measurement 2. The total mean score for all core area

KPIs was 3.2, indicating on average, students are operating at the low end of Proficient at the first measurement and increasing to 3.38 or the low to middle 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., and 2.F.7. While target performance levels were met, students did not show expected improvement for 2.F.2., 2.F.3, 2.F.4., and 2.F.8. As the program transitions to the 2024 standards, faculty are working on revising KPIs and implementing ways to ensure more consistent scoring across raters.

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	2.99	100	Met	3.21	88.5	Not Met
5.C.2. Contextual Dimensions	3.67	100	Met	3.94	100	Met
5.C.3. Practice	3.54	100	Met	3.36	92	Met
Total	**3.4**		**3/3**	**3.5**		**2/3**

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 except for 5.C.1. measurement 1. The total mean score for all CMHC KPIs was 3.4, indicating on average, students are operating at the lower end of Proficient at the first measurement and increasing to 3.5 or the middle of Proficient at the second measurement. While all KPIs were not met for 5.c.1. at measurement 2, data revealed this was due to 3 students following below Proficient and expected growth was realized. Expected growth was observed for 5.C.2. While KPIs were met, there was an interesting trend for 5.C.3. After reviewing the data, faculty recognized that more students were showing mastery at the initial assessment. As the CNED program transitions to the 2024 standards, course rotation will no longer be an issue as all measurement 2 assignments will be moved to internship or practicum. All measurement 1 assignments will be completed in courses prior to enrollment in fieldwork courses.

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	-	-	-	3.17	100	Met
5.G.2. Contextual Dimensions	-	-	-	-	-	-
5.G.3. Practice	-	-	-	3.25	100	Met
Total	-			**3.21**		**2/3**

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

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 2. The total mean score for all School Counseling KPIs was 3.21, indicating on average, students are operating at the lower end of Proficient at the second measurement. Due to student enrollment, courses are being offered every other year, thus we did not offer courses where a majority of our data are collected. Those courses will be offered 2026-2027 school year and data will be collected.

Rehabilitation Counseling KPIs

Table 4: RHAB Specialty

RHAB KPI Scores	Measurement 1			Measurement 2		
	Mean	%Met	Target	Mean	%Met	Target
5.H.1. Foundations	2	100	Met	3.75	100	Met
5.H.2. Contextual Dimensions	-	-	-	3	100	Met
5.H.3. Practice	2	100	Met	2.92	83.3	Not Met
Total	**2**		**2/2**	**3.22**		**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 2, indicating on average, students are operating at the Developing range at the first measurement and increasing to 3.22 or the lower end of Proficient at the second measurement. Due to the lack of data for measurement 1 of 5.H.2. conclusions about expected growth for this KPI is inconclusive. However, in 2024-2025 snapshot, the mean for 5.H.2. was 2.63. Thus, students are showing improvement (2.63 to 3). For 5.H.1. KPI the target performance data was met, and students appear to be showing improvement and mastery at measurement 2. Finally, for 5.H.3. KPI, students were performing on average at the higher end of Developing and the target performance level was 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. As the program transitions to the 2024 standards, faculty are working on revising KPIs and implementing ways to ensure more consistent scoring across raters.

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	3.75	100	Met
6.B.2. Supervision	3.75	100	Met	4	100	Met
6.B.3. Teaching	3	100	Met	4	100	Met
6.B.4. Research and Scholarship	3	100	Met	4	100	Met
6.B.5. Leadership and Advocacy	-	-	-	-	-	-
Total	**3.45**		**4/5**	**3.94**		**4/5**

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 3.45, indicating on average, students are operating in the mid Proficient range. All four KPIs that data was collected for at measurement 2 met the target performance level. The overall average score for all KPIs at measurement 2 was 3.94, indicating that students are operating at high Proficient or Mastery 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 and 3.75 for measurement 2 of 6.B.1. With regard to the 6.B.2. KPI, students exhibited the expected growth between the two measurements and the target performance level was met at both measurements with students scoring in the high Proficient to Mastery 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 3 for measurement 1 and 4 for measurement 2 of 6.B.3. 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, courses where data are collected for the 6.B.5 were not offered during this reported period. CNED faculty are transitioning to the 2024 standards and moving KPIs for measure 2 to a portfolio or dissertation defense.

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 2025-26 academic school year. It appears that many of the adjustments made last year have helped provided a clearer picture of how CNED students are performing. As the program transitions to the 2024 standards, faculty are working on revising KPIs and implementing ways to ensure more consistent scoring across raters.

Substantial Program Changes

- Drs. Julie Hill and Lindsay Lundeen had successful third year reviews indicating both are making adequate progress towards tenure.
- CNED faculty conducted a faculty search for a tenure track assistant professor during the Fall 2025 semester. The search resulted in 2 highly qualified candidates being hired. Dr. Cian Brown will join the CNED faculty in Fall 2026. Dr. Brown specializes in adventure therapy and neurofeedback. Dr. Kristie Opiola will also join the CNED faculty in Fall 2026. Dr. Opiola specializes in play therapy.

Substantial Program Highlights

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

Scholarship

- CNED faculty authored **14 peer-review manuscripts**
- CNED faculty authored **8 book chapters**
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- CNED faculty conducted **8 refereed presentations at** national and international conferences and **8 invited presentations**
- Dr. Erin Popejoy was named the Editor in Chief for *Trauma Counseling & Resilience*
- Dr. Kristi Perryman assumed her tenure as Chair for the Association for Play Therapy Board
- CNED faculty serve as editorial board members for journals such as *Journal of Counseling and Development, Trauma Counseling & Resilience, Journal of College Access, Journal of Specialist in Group Work.*

Grants

- Dr. Brent Williams received a $680,000.00 Career Counseling and Information Referral Grant from Arkansas Rehabilitation Services
    - CCIR provides services to 2945 Arkansans with disabilities who are currently employed in sheltered workshop and paid a sub-minimum wage.
- Dr. Brent Williams continues to work as PI on his $9.9 million STAR grant.
    - STAR provided pre-employment transition services to 23 school/267 student with disabilities.
- Drs. Julie Hill and Kristin Higgins received a Long Term RSA Training Grant for $1 Million over 5 years.

- Drs. Lindsay Lundeen and David Christian received internal grant funding through the WE CARE initiative.

Awards

- Dr. Lindsay Lundeen received the Best Practices in Research Faculty Award
- Dr. Lindsay Lundeen was named a Fellow of Thanatology: Death, Dying, and Bereavement.
- Dr. Julie Hill received the College of Education and Health Professions' Rising STAR Award
- Dr. Julie Hill received the American Rehabilitation Counseling Association Rehabilitation Counselor Educator of the Year award.
- Dr. Kristi Perryman received a research award from the Association for Play Therapy.

Offices & Labs

- The Adventure Therapy Lab facilitated multiple events for students and teachers on U of A campus and NWA community at large.
- Dr. Christian co-led Adventure Therapy and Leadership in Aotearoa/New Zealand with 10 students.
- The Office of Play Therapy Research and Training hosted its 13th annual conference and hosted online trainings
- The School Wellness Lab continues to provided training to people in Adult Mental Health First Aid.
- The Violence, Crisis, & Trauma Research (ViCTR) Lab provided a brainspotting training for students and community members.

Student & Alumni Awards

- David Arcana received the Outstanding CNED Doctoral Student award.
- Brigit Ritchie received the Outstanding CNED Masters Student award
- Lizy Humphrey received the Outstanding Chi Sigma Iota member award.
- One Rehabilitation students received scholarships from the Rehabilitation Counselors and Professionals Association of Arkansas.
- Two PhD student received Benjamin Lever Fellowship.
- Three incoming PhD student received a Doctoral Academic Fellowship.

Systematic Follow-Up Data

Graduate End of Program Survey

After reviewing data from 2025-2026 Graduate End of Program Survey, faculty identified the following key takeaways and action items to address identified areas for improvement.

Master's Program

1. To increase our response rate, we embedded the survey in our Comprehensive Exam process and in our Internship 2 paperwork. This increased our response rate to 35 graduating students.
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. Students report familiarity with professional roles and functions, and foundational clinical knowledge and skills.
4. Some students called for greater understanding of diversity, particularly around neurodivergence.
5. Some students did not feel consistently supported in advising efforts.
6. 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.
7. 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.
8. 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.
9. Students across specialty areas reported especially enjoying and benefitting from their classes on addictions, diversity, play therapy, and theory.
10. Students report program strengths to include:
    - **Highly Supportive and Caring Faculty**
        - Faculty are consistently described as approachable, encouraging, invested in student success, and readily available for mentoring and support.
        - Students felt their academic and professional growth genuinely mattered to instructors.
    - **Strong Quality of Instruction**
        - Courses are informative, rigorous, and provide a strong foundation in counseling knowledge, skills, and professional practice.
        - Faculty bring extensive clinical, research, and professional experience to the classroom.
    - **Diverse Curriculum and Learning Opportunities**

    - Wide variety of courses, theories, techniques, and specialty areas expose students to multiple perspectives and counseling approaches.
    - Students appreciated electives such as Play Therapy and Adventure Therapy, discussion-based learning, and inclusive teaching methods.
- **Excellent Professional Preparation**
    - Program effectively prepares students for licensure, certification exams (NCE, CRC), and professional counseling practice.
    - CACREP accreditation was viewed as a significant strength.
- **Robust Clinical Training and Supervision**
    - Internships, practicum experiences, supervision, and feedback processes help students develop counseling competencies and professional confidence.
    - Multiple layers of supervision, including doctoral student involvement, enhance skill development.
- **Valuable Doctoral Student Support**
    - Doctoral students provide mentoring, teaching, supervision, and relatable guidance that enrich the learning experience.
    - Students frequently cited doctoral support as a unique and beneficial aspect of the program.
- **Strong Sense of Community and Cohort Support**
    - Cohort relationships foster encouragement, camaraderie, collaboration, and resilience.
    - Peer support was often identified as critical during challenging periods of the program.
- **Focus on Personal Growth and Self-Reflection**
    - The program emphasizes self-awareness, self-exploration, self-care, and reflective practice as key components of counselor development.
    - Students felt challenged to grow personally as well as professionally.
- **Inclusive and Student-Centered Learning Environment**
    - Faculty use a variety of teaching approaches, accommodate different learning styles, and create inclusive classroom experiences.
    - Students reported feeling comfortable seeking help and building relationships with faculty.
- **Strong Professional Values and Ethical Foundation**
    - Emphasis on ethical practice, client safety, client comfort, and professional responsibility.
    - Students felt well-grounded in counseling theory, techniques, and standards of professional conduct.
- **Responsive and Dedicated Program Leadership**
    - Program leadership and faculty are viewed as committed to student success and receptive to feedback and program improvement.
    - Students appreciated the balance of challenge, support, flexibility, and autonomy.

11. Students report program weakness to include:
    a. Inconsistent expectations, communication, and organization across the program.

b. Insufficient guidance regarding licensure, exams, and career planning.
c. Limited support with practicum and internship placement, supervision, and site management.
d. Need for more practical, skills-based training and applied counseling experiences.
e. Lack of integration and communication among CMHC, Rehabilitation, and School Counseling tracks.
f. Insufficient staffing, advising, mentorship, and full-time faculty involvement.
g. Need for stronger preparation in crisis counseling, documentation, assessments, and real-world clinical practice.
h. Reduced support and connection during the practicum and internship phases of the program.
i. Student burnout, workload concerns, and need for greater wellness support.
j. Desire for greater flexibility and responsiveness to individual student needs.

12. Student data suggested the following improvements be made to CNED curriculum and coursework:
    a. Increasing practical skill development and application.
    b. Enhancing crisis counseling training.
    c. Improving alignment between coursework and clinical practice.
    d. Revising the timing of key courses within the curriculum.
    e. Expanding interactive learning, role-plays, and case-based experiences.
    f. Creating greater consistency across practicum and internship experiences.
    g. Extending courses that are currently compressed into summer formats.
13. Student data suggested the following were particularly helpful to their learning and development. Experiences that:
    a. Emphasized practical application of counseling skills.
    b. Connected theory to real counseling practice.
    c. Included experiential learning and hands-on activities.
    d. Increased confidence for practicum, internship, and professional work.
    e. Provided immediately useful techniques and interventions.
    f. Fostered strong interaction with faculty and peers.
    g. Supported professional identity development.

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 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.
7. Students can sense when faculty are spread thin, and this may have contributed to some students not asking for needed support at times.

Site Supervisor & Employer Survey

Following review of the 2025-2026 Site Supervisor and Employer Survey, Counseling and Counselor Education (CNED) faculty evaluated feedback from site supervisors and employers regarding graduate preparation, professional competencies, and workforce readiness. Survey results indicate strong employer satisfaction with graduates, particularly in clinical competence, professionalism, ethical practice, critical thinking, and responsiveness to supervision.'

1. **Survey Response Rate**

   Finding: The survey yielded a relatively low response rate (N = 7).
   Action Item: Implement multiple reminder emails and explore incentives.

2. **Diversity of Clinical Placement and Employment Opportunities**
   Finding: Students access diverse settings and populations.

3. **Student and Graduate Strengths**
   Finding: Strengths include clinical skills, knowledge, critical thinking, professionalism, ethics, initiative, and responsiveness to supervision.

4. **Areas for Program Improvement**
   Finding: Need additional preparation in family counseling, trauma-informed care, case management, community mental health, licensure preparation, and communication.
   Action Item: Review syllabi and add guest speakers, experiential learning, and internship process review.

5. **Overall Employer Satisfaction**
   Finding: 86% of employers rated graduates better than most or best.

6. **Knowledge and Skill Areas Requiring Additional Attention**
   Finding: Family counseling and case planning/management received comparatively lower ratings.
   Action Item: Strengthen coursework and applied experiences in these areas.
7. **Professional Dispositions and Workplace Readiness**
   Finding: Graduates are highly rated in professionalism, ethics, multicultural competence, dependability, and supervision responsiveness.