

Department of Counseling Master of Science in Counseling

2025-2026 Annual Assessment Report

Note: Data includes Summer 2025– May 2026 semesters

Mission Statement

The mission of the Department of Counseling is to equip students with clinical knowledge and skills to serve and advocate for their clients and communities. The department encourages critical thinking by cultivating a learning environment that promotes personal growth and honors the uniqueness of each person within their social and cultural context.

Summary

The Counseling department collects and reviews data on three program objectives as part of the overall program evaluation process. Additionally, the department collects data related to nine student learning outcomes (SLOs) that are measured at least two times for each student throughout students' program of study and three SLOs, one for each CACREP Specialty including Clinical Mental Health; Marriage, Couple, and Family; and School Counseling. Data from SLOs provide indicators of students' level of preparedness to work as future counseling professionals. Counseling faculty review SLOs and other program data each year and make changes as necessary to ensure high-quality training and supervision.

Using the Clinical Progress Assessment (CPA), the Counseling department collects data related to clinical competencies for each counseling program student across the following clinical courses: Basic Clinical Methods, Advanced Clinical Methods, and Practicum. Data from CPAs indicate clinical skills competencies and preparedness for Internship I and II and future counseling practice.

The Counseling department collects data related to student professional dispositions recognized as essential for effective, ethical, and responsible functioning in the counseling profession (e.g., professionalism, communication skills, attitude towards peers/instructors, ability to self-regulate, and other characteristics required in a clinical or professional environment) and monitors student progress accordingly.

The Counseling department collects data from key stakeholders (e.g., alumni, site supervisors and employers of graduates) every three years (last assessed in February 2025) to assess the stakeholders' perceptions of the quality of the students' educational experiences and clinical preparedness. This data helps the Counseling department faculty to assess and prioritize curricular and programmatic updates in keeping with professional trends.

Table 1: Program Objectives

Data to be Collected: Program Objectives			
Program Objective	Measure(s) & Minimum Threshold	Data 2024 – 2025	Data 2025 – 2026
PO.1. Prepare and equip graduates with the knowledge base and skill set necessary to pass the National Counselor Examination (NCE).	Measure: National Counselor Exam (NCE) Score reports Minimum Threshold: Program pass rate will be 85% or higher on the National Counselor Exam (NCE)	In 2024 – 2025, 57 students took the exam and 56 successfully completed the NCE prior to graduation with a 98.2% pass rate compared to the national exam pass rate of 84%. Note: While the average pass rate changes from year to year on average the national pass rate for the NCE for students who take the examination while currently still enrolled in the SMU graduate program in counseling is 99%.	In 2025 – 2026, 85 students took the exam and 84 successfully completed the NCE prior to graduation with a 98.8% pass rate compared to the national exam pass rate of 83%. Note: While the average pass rate changes from year to year on average the national pass rate for the NCE for students who take the examination while currently still enrolled in the SMU graduate program in counseling is 99%.
PO.2. Maintain or increase the number of prospective student applications each year with the aim of recruiting and enrolling well-qualified applicants.	Measures: 1) Number of applications 2) Percentage of applicants offered and matriculated Minimum Threshold: Year over year comparison.	In the Fall of 2024, received 156 completed applications and 61 were accepted and matriculated, which is a 39.1% acceptance rate. In the Spring 2025, received 63 completed applications and accepted and matriculated 39, which is a 61.9% acceptance rate. On average across both semesters, we received 219 applications and accepted and matriculated 100 students, which is a 45.6% average acceptance rate.	In the Fall of 2025, we received 192 completed applications and 51 were accepted and matriculated, which is a 26.5% acceptance rate. In the Spring 2026, we received 63 completed applications and accepted and matriculated 46, which is a 73% acceptance rate. On average across both semesters, we received 255 applications and accepted and matriculated 97 students, which is a 38% average acceptance rate.
PO.3. Cultivate a cohesive, programmatic counselor identity among faculty through any of the following: professional organization involvement, professional service, publications, presentations, and/or outreach.	Measure: Annual report on faculty participation in activities related to the counseling profession. Minimum Threshold: Faculty will have at least one of the identity indicators endorsed each year.	In 2024-2025 all Counseling program full-time faculty maintained membership in professional counseling organizations including American Counseling Association and/or Texas Counseling Association. There is a noted increase in counseling leadership participation with core faculty members holding 14 professional counseling organization leadership positions.	In 2025-2026 all Counseling program full-time faculty maintained membership in at least one professional counseling organization. There is a noted increase in the total number of memberships within counseling professional organizations (76 memberships), which we determine to be related to improved compliance in reporting as opposed to actual increase in memberships.

Faculty counselor identity data (PO.3)

Faculty Identity Survey	24-25	25 – 26
# of full-time faculty members	12	14
Total number of memberships in counseling professional organizations	42	76
Total leadership or office positions in counseling professional organizations	14	18
Total number of professional counseling presentations and publications	33	39
Total number of community service, outreach, and volunteer activities	35	18
Total number of workshops, trainings, and conferences attended	38	47
Total # of engagement	162	198

Faculty report membership in the following organizations (PO.3)

Academy for Play Therapy in Istanbul, Turkey
APT - Association of Play Therapy
AASECT - American Association of Sex Educators, Counselors & Therapists
ACA - American Counseling Association
ACAC - Association for Child and Adolescent counselors
ACES - Association for Counselor Education and Supervision
ASCA - American School Counselor Association
CSI - SMU Chi Sigma Iota Sigma Mu Chapter
ICPTA - International Consortium of Play Therapy Associations
NCDCA - National Career Development Association
SACES – Southern Association for Counselor Education & Supervision
SAIGE - Society for Sexual, Affectional, Intersex, and Gender Expansive Identities
TACES -Texas Association for Counselor Education and Supervision
TAPT - Texas Association of Play Therapy
TCA - Texas Counseling Association
TCDA - Texas Career Development Association
TSCA - Texas School Counselor Association

Academic Quality Indicators:**Degree Completion Rate/Graduation Rate (as reported in Vital Statistics Survey)**

Students matriculated into program since 2007	1554
Students currently in program	255
Students who have completed program since 2008	1059
Matriculated students – Current Students	1299
Graduation Rate	81.5%

Employment and continuing education rates

Academic Year	Employment Rate
2022-2023	87.9%
2023-2024	88%
2024-2025	88.7%
2025-2026*	In progress

*The Institutional Effectiveness Office gathers this data and reports it on a Graduate Outcomes Career Dashboard. To be comprehensive in their reporting, multiple attempts are made to capture the data and there is a significant delay.

Field Placement Rates

Practicum Placement	Students applied	Accepted	%	Declined by program	Deferred by student choice
Summer 2025	30	28	93%	1	1
Fall 2025	32	30	94%		2
Spring 2026	27	25	93%		2

Internship Placement Rates

Internship Placement	Students eligible	Enrolled	%	Passes	Withdrew	Received Incompletes	Deferred by student choice*
Summer 2025	40	32	80%	30		2	8
Fall 2025	36	36	100%	36		2	
Spring 2026	31	31	100%	31			

*Students often choose to skip summer and start Internship in the Fall semester

Table 2. Key performance indicators

Data to be Collected: Student Learning Outcomes in Core Areas				
Student Learning Outcomes	Relation to KPI	T1 Measure	T2 Measure	T3 Measure
ETHICS SLO. 1. Knowledgeably apply professional ethical and legal standards in practice, and exercise ethical and responsible conduct in their profession.	Ethical Practice 3.A.10. (2.F.1.i.) ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	HDCN 6318: Ethics I & Mental Health Final exam (entire examination) <i>(knowledge)</i> Minimum threshold: 80% score on selected questions on average 2024-25 – 90% 2025-26 – 86%	MoCCe Pre-Practicum Exam <i>(knowledge)</i> Minimum threshold: 70% score on specific, ethics KPI questions on average 2024-25 – 47% 2025-26 – 46%	HDCN 6395 Practicum Clinical Progress Assessment (CPA) <i>(skills)</i> Minimum threshold: Score of 8 or higher (80% or higher) on Ethics score on the CPA 2024-25 – 95% 2025-26 – 94%
DIVERSITY SLO.2. Integrate multicultural competence in counseling practice.	Social and Cultural Identities 3.B.1. (2.F.2.c.) theories and models of multicultural counseling, social justice, and advocacy	HDCN 6304: Counseling Diverse Communities Final exam (selected questions) <i>(knowledge)</i> Minimum threshold: 80% score on selected questions on average 2024-25 – 96% 2025-26 – 99%	MoCCe exam <i>(knowledge)</i> Minimum threshold: 70% score on specific, diversity KPI questions on average 2024-25 – 82% 2025-26 – 87%	HDCN 6395 Practicum CPA <i>(skills)</i> Minimum threshold: Score of 8 or higher (80% or higher) on the Cultural Competence/Humility score on the CPA on average 2024-25 – 96% 2025-26 – 94%
LIFESPAN SLO.3. Promote resilience, optimal development, and wellness for their	Lifespan Development 3.C.7. (2.F.3.i.) models of resilience, optimal development, and wellness in individuals	HDCN 6320 Lifespan Development Mid-Term (selected questions) <i>(knowledge)</i>	MoCCe exam <i>(knowledge)</i>	

clients across the lifespan.	and families across the lifespan	Minimum threshold: 80% score on selected questions on average 2024-25 – 84% 2025-26 – 84%	Minimum threshold: 70% score on specific, lifespan KPI questions on average 2024-25 – 74% 2025-26 – 72%	
CAREER SLO.4. Recognize and skillfully navigate the intersections between mental well-being, work, relationships, and other life roles and factors.	Career 3.D.2. (2.F.4. b.) approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	HDCN 6321: Lifestyle & Career Development Autobiography/Personal Career Report (<i>knowledge</i>) Minimum threshold: 80% score on the autobiography presentation in class on average 2024-25 – 98% 2025-26 – 99%	HDCN 6398: Internship Work-Life Balance Assessments (<i>skills</i>) Minimum threshold: 80% score on the Work-Life Balance Assignment in class assessment on average 2024-25 – 100% 2025-26 – 100%	
THEORIES SLO.5. Possess a broad knowledge of counseling theories, and capably apply theory to practice.	Counseling Practice & Relationships Theories 3.E.1. (2.F.5.a.) theories and models of counseling, including relevance to clients from diverse cultural backgrounds	HDCN 6301: Counseling Theories Final Exam (selected questions) (<i>knowledge</i>) Minimum threshold: 80% score on selected questions on average 2024-25 – 85% 2025-26 – 78%	MOCce Exam (<i>knowledge</i>) Minimum threshold: 70% score on specific, theories KPI questions on average 2024-25 – 81% 2025-26 – 80%	
Theories SLO.5. Possess a broad knowledge of counseling theories, and capably apply theory to practice.	Counseling Practice & Relationships Theories 3.E.1. (2.F.5.a.) theories and models of counseling, including relevance to clients from diverse cultural backgrounds	HDCN 6302: Basic skills CPA after video 3. (<i>skills</i>) Minimum threshold: Score of 8 or higher (80% or higher) on the Theoretical Orientation score on the CPA on average 2024-25 – 88% 2025-26 – 86%	HDCN 6305: Advanced Methods Final Project CPA (<i>skills</i>) Minimum threshold: Score of 8 or higher (80% or higher) on the Theoretical Orientation score on the CPA on average 2024-25 – 91% 2025-26 – 92%	
GROUP SLO.6. Achieve competence in clinical skills, including	Group Counseling 3.F.2. (2.F.6.b.) dynamics associated with	HDCN 6303: Group Counseling Final Exam (selected questions)	HDCN 6395 Practicum CPA (<i>skills</i>)	

interviewing, counseling, and case conceptualization, in a variety of individual and group modalities.	group process and development	<i>(knowledge)</i> Minimum threshold: 80% score on selected questions on average 2024-25 – 88% 2025-26 – 88%	Minimum threshold: Score of 8 or higher (80% or higher) on the Group Counseling score on the CPA on average 2024-25 – 92% 2025-26 – 93%	
ASSESSMENT SLO.7. Demonstrate the ability to use assessments relevant to academic/educational, career, personal, and social development.	Assessment and Diagnostic Processes 3.G.8. (2.F.7.i.) use of assessments relevant to academic/educational, career, personal, and social development.	HDCN 6340: Assessment Term Test Project <i>(knowledge and skills)</i> Minimum threshold: Score of 80% or higher on the Volunteer Assessment Paper on average 2024-25 – 93% 2025-26 – 97%	MOCce Exam <i>(knowledge)</i> Minimum threshold: 70% score or higher on specific, assessment KPI questions on average 2024-25 – 85% 2025-26 – 84%	HDCN 6395 Practicum CPA <i>(skills)</i> Minimum threshold: Score of 8 or higher (80% or higher) on the Assessment Counseling score on the CPA on average 2024-25 – 92% 2025-26 – 92%
RESEARCH SLO.8. Comprehend research findings and their implications for practice.	Research & Program Evaluation 3.H.3. (2.F.8.f.) qualitative, quantitative, and mixed research methods	HDCN 6349: Research Design and Statistics Final Exam (selected questions) <i>(knowledge)</i> Minimum threshold: 80% score on selected questions on average 2024-25 – 85% 2025-26 – 84%	MOCce Exam <i>(knowledge)</i> Minimum threshold: 70% score or higher on specific, assessment KPI questions on average 2024-25 – 74% 2025-26 – 77%	
SLO.9. Achieve and maintain a strong counselor identity through affiliation and engagement with professional organizations and professional service.	Professional Counseling Orientation 3.A.6 Professional counseling organizations, including membership benefits, activities, services to members, and current issues T1 Measure Basic skills (first semester) – Qualtrics self-report Minimum threshold: 70% of students will be members of professional counseling organizations 68.3% of students are members of professional counseling organizations.		T2 Measure Internship II (last semester) – Qualtrics self-report Minimum threshold: 95% of students will be members of professional counseling organizations 93% of students are part of professional counseling organizations.	

Membership in counseling professional organizations	23-24	24-25	25-26
Basic skills (first semester)	78%	63.4%	68.3%
Internship (last semester)	100%	90.1%	93%

SMU Student organizations	23-24	24-25	25-26
Chi Sigma Iota (CSI)	61	122	100
Counselors for Social Justice (CSJ)	19	37	26
Play Therapy Student Association	32	34	32
SAS (Students in Addiction Studies)	24	31	33
SMU in the Gap	13	9	14

Data to be Collected: Student Learning Outcomes for Entry-Level Specialty Areas			
Student Learning Outcomes	Relation to KPI	T1 Measure	T2 Measure
SCHOOL COUNSELING SPECIALTY AREA			
SCHOOL COUNSELING SLO.10. Demonstrate theoretical and practical knowledge in designing and evaluating school counseling programs.	School Counseling Specialty design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	HDCN 6309: School Counseling School Counselor Comprehensive Plan Assignment <i>(skills)</i> Minimum threshold: 80% score or higher on the assignment - School Counselor Notebook with First Year Plan on average 2024-25 – Class cancelled, no data 2025-26 – 89.14%	Practice Exam <i>(Knowledge)</i> Minimum threshold: 85% or higher score or higher on the certification practice exam - School Counselor Practice Exam on average 2024-25 – 91.76% 2025-26 - 87.25%
MARRIAGE, COUPLE AND FAMILY COUNSELING SPECIALTY AREA			
FAMILY COUNSELING SLO. 12. Students will identify key theoretical and practice characteristics of the marriage, couple, and family counseling theories and models.	Marriage, Couple, & Family Specialty theories and models of marriage, couple, and family counseling	HDCN 6316: Family Therapy I: Intergenerational Theories and Treatment Final Exam (selected questions) (knowledge) Minimum threshold: 80% score on selected questions on average 2024-25 – 88% 2025-26 – 89%	HDCN 6317: Affirmative Theories & Practices in Couple and Family Counseling Final Exam (selected questions) (knowledge) Minimum threshold: 80% score on selected questions on average 2024-25 – 97% 2025-26 – 99%

CLINICAL MENTAL HEALTH COUNSELING AREA			
DIVERSITY SLO.13. Integrate multicultural competence in clinical mental health	Clinical Mental Health Specialty theories and models of multicultural counseling, social justice, and advocacy	T1: HDCN 6304: Counseling Diverse Communities <i>(knowledge)</i> Final Exam (selected questions) (knowledge) Minimum threshold: 80% score on selected questions on average 2024-25 – 96% 2025-26 – 99%	T2: MOCe Exam <i>(knowledge)</i> Minimum threshold: 70% score on specific, diversity KPI questions on average 2024-25 – 82% 2025-26 – 87% T3: HDCN 6395 Practicum CPA <i>(skills)</i> Minimum threshold: Score of 8 or higher (80% or higher) on the Cultural Competence/Humility score on the CPA on average 2024-25 – 96% 2025-26 – 94%

Table 3. CPA scores (2025 – 2026)

CPA score (2025 – 2026)	Counselor characteristics (KPI: 3.E.8.; 2.F.5.f.)	Assessment (KPI: 3.G.8; 2.F.7.i.)	Ethical standards (KPI: 3.A.10; 2.F.1.i.)	Theories & models (KPI: 3.E.1; 2.F.5.a.)	Multicultural (KPI: 3.B.1; 2.F.2.c.)	Group (KPI: 3.F.2; 2.F.6.b.)	Supervision & Professional Conduct (Disposition)
Basic skills	93%	88%	91%	86%	91%	92%	94%
Advanced	95%	91%	96%	92%	93%	94%	98%
Practicum	95%	92%	94%	93%	94%	93%	97%

CPA score (2024 – 2025)	Counselor characteristics (KPI: 3.E.8.; 2.F.5.f.)	Assessment (KPI: 3.G.8; 2.F.7.i.)	Ethical standards (KPI: 3.A.10; 2.F.1.i.)	Theories & models (KPI: 3.E.1; 2.F.5.a.)	Multicultural (KPI: 3.B.1; 2.F.2.c.)	Group (KPI: 3.F.2; 2.F.6.b.)	Supervision & Professional Conduct (Disposition)
Basic skills	92%	90%	94%	88%	92%	93%	95%
Advanced	94%	91%	92%	91%	92%	91%	95%
Practicum	97%	92%	95%	93%	96%	92%	98%

Data Collected: Student Professional Dispositions		
Disposition	Time 1 measure	Time 2 measure
PD.1. Personal motivation and enthusiasm	Student evaluation (SE): End of semester student review + Student Update Reports Minimum threshold: Scores of 95% or higher on average from student evaluation	CPA: Average of the Counselor Characteristics disposition score across clinical courses Minimum threshold: Score of 8 or higher (80% or higher) on Counselor Characteristics
PD.2. Ability to communicate (written)	PONI Interview Day – Essay Minimum threshold: 99% Passing score for all applicants (Pass/Fail)	Student evaluation (SE): End of semester student review + Student Update Reports Minimum threshold: Scores of 95% or higher on average from ability to communicate (written) from student evaluation
PD.3. Ability to communicate (verbal)	PONI Interview Day – Speaking & Attire Minimum threshold: 70% on average at PONI interview for speaking ability	Student evaluation (SE): End of semester student review + Student Update Reports Minimum threshold: Scores of 95% or higher on average from ability to communicate (verbal) from student evaluation
PD.4. Attitude towards peers	PONI Interview Day - Group Fit/Group Engagement Minimum threshold: 70% on average at PONI interview (Group engagement)	Student evaluation (SE): End of semester student review + Student Update Reports Minimum threshold: Scores of 95% or higher on Student's attitude toward peers from student evaluation
PD.5. Concern for others (empathy, compassion, etc.)	PONI Interview Day – Warm & Approachable Minimum threshold: 70% on average at PONI interview (warmth)	Student evaluation (SE): End of semester student review + Student Update Reports Minimum threshold: Scores of 95% or higher on concern for others (empathy, compassion) from student evaluation
PD.6. Overall rating of student	PONI Interview Day – Total score Minimum threshold:	Student evaluation (SE): End of semester student review + Student Update Reports

	70% on average for overall PONI interview score (total)	Minimum threshold: Scores of 95% or higher on “overall rating of the student” on student evaluation
PD.7. Attitude towards instructor/staff	Student evaluation (SE): End of semester student review + Student Update Reports Minimum threshold: Scores of 95% or higher on attitude toward instructor/staff on student evaluation	CPA: Average of the Supervision & Professional Conduct score across all clinical courses Minimum threshold: Score of 8 or higher (80% or higher) on Supervision & Professional Conduct
PD.8. Ability to self-regulate	PONI Interview Day – Emotional & Professional Maturity Minimum threshold: 70% on average for PONI interview emotional maturity score	Student evaluation (SE): End of semester student review + Student Update Reports Minimum threshold: Scores of 95% or higher on ability to regulate self from student evaluation

Table 4. Student Professional Dispositions

	2025-2026
Disposition 1 - Personal motivation and enthusiasm	
Time 1 – Student Evaluation: Average of Personal motivation/enthusiasm	99.45%
Time 2 – CPA, Counselor characteristics, average of all clinical classes	95%
Disposition 2 - Ability to communicate (written)	
Time 1- PONI, Essay	100%
Time 2 - Student Evaluation: Average of Ability to communicate (Written)	99.62%
Disposition 3 - Ability to communicate (verbal)	
Time 1 – PONI, Average of Speaking & Attire	73%
Time 2 - Student Evaluation: Average of Ability to communicate (verbal)	99.48%
Disposition 4 - Attitude towards peers	
Time 1 – PONI, Average of Group Fit/Group Engagement	72%
Time 2 - Student Evaluation: Average of Student's attitude towards peers	99.49%
Disposition 5 - Concern for others (empathy, compassion, etc.)	
Time 1 – PONI, Average of Warm & Approachable	72%
Time 2 - Student Evaluation: Average of Concern for others (empathy, compassion)	99.72%
Disposition 6 - Overall rating of student	

Time 1 – PONI, Average of Total score across raters	73%
Time 2 - Student Evaluation: Average of Overall rating of student	99.14%
Disposition 7 - Attitude towards instructor/staff	
Time 1 - Student Evaluation: Average of Attitude toward instructor /staff	99.99%
Time 2 – CPA, Supervision & Professional Conduct, average of all clinical classes	97%
Disposition 8 - Ability to self-regulate	
Time 1 – PONI, Average of Emotional & Professional Maturity	72%
Time 2 - Student Evaluation: Average of Ability to regulate self inside and outside the class	99.50%

Table 5. Student Update Reports versus Program Enrollment*

2025-2026	# of Students who got concerns (NO FYI)	Student Headcount (including Withdrawn)	# of Enrolled Students Withdrawn	% of Students who had concerned forms filled out for them
Summer 2025	6	214	2	2.80%
Fall 2025	14	301	0	4.65%
Jan 2026	0	78	0	0%
Spring 2026	9	312	4	2.88%
May 2026	0	73	0	0%
Total	29	978	Average	2.97%

* Less than 10% of enrolled students will receive Student Update Forms in any given semester.

Observations and Program Modifications

Each year faculty engage in a formal assessment review process, review approved changes, document program modifications, review the most recent year data collection as well as trend data, and make decisions on any additional program modifications needed. The faculty met October 6, 2026 to review this data.

Documenting previous program modifications, recommendations, and changes

Last year in October 2025, the faculty identified resources and infrastructure needed to scale the resources to match the student enrollment growth. While incremental faculty hires were approved in step with enrollment, faculty hiring still lagged enrollment growth. Requests and petitions were articulated to the Dean of the Simmons School of Education and Human Development and the following improvements are noted from this past academic year:

- Approval to hire a full-time dedicated faculty member to support the SMU Center for Family Counseling.
- Approval to hire one full-time clinical faculty member.
- Approval to hire one full-time visiting clinical faculty member.
- Approval for resource support (e.g., Graduate Assistants and Summer compensation) for Internship coordination
- Upgrade of three seminar style classroom spaces in Expressway Tower.
- Renovation to create a larger conference room and meeting space in Expressway Tower.
- Acquisition and renovation of another Suite in Expressway Tower dedicated to Child and Adolescent Concentration courses and faculty and an increase in 3 faculty offices.

The faculty reviewed students' perceptions of the accessibility of advising and noted a desire for more structured advising opportunities. The department implemented group advising opportunities for the first time in fall 2025 and spring 2026 to supplement individual faculty advising and provide timely support in advance of registration. Faculty will continue to monitor the effectiveness of group advising.

Observations of 2025-2026 data and recommendations for action

In the annual assessment meeting in October 2024 and 2025, faculty noted depressed scores on the Master of Core Competencies exam (MoCCe) across most of the student learning outcomes where the MoCCe is used as a Time 2 or Time 3 measure. In 2024, the faculty focused on improved alignment across multiple sections of the same course. In 2025 the faculty produced and implemented a study guide. In this October 2026 meeting, the faculty noted improvement across many domains apart from Ethics and Research Design and Statistics. The faculty decided this year's approach would be for the Content Area Coordinators of Ethics and Research Design & Statistics to reexamine the questions on the MoCCe, update the questions as needed, and increase the number of questions that comprise the measure. Improved questions and a more robust measure will be implemented before the Summer 2027 MoCCe administration.

Faculty noted that the acceptance rate continues to improve and this continues to be a 5+ year trend. In 2023-2024 the program accepted 46.37% of applicants (on average across fall and spring). In 2024-2025 the average acceptance rate remained consistent at 45.6%. This year's (2025-2026) average acceptance rate is reported to be 38% on average. However, the acceptance rate differential from fall and spring is noticeably different making a fall start to the program more competitive compared to a spring start. The faculty agreed to extend

more admissions offers from the fall candidate pool to the spring semester to help balance the competitiveness across the two semesters.

The faculty noted that the program has now stabilized in growth over the past two years after reaching an enrollment capacity of 300-315 students. This stabilization and the scaling of infrastructure and personnel on the back end of the program has created necessary relief and addressed a bottleneck that occurred in prior years as students progressed through the program to the clinical sequence. Adding additional sections of Summer Practicum through a partnership with Mesquite ISD alleviated this pressure, creating equivalent Summer Practicum access (i.e., access to 5-6 sections of Practicum in fall, spring, and summer sessions).

Discussed Academic Quality Indicators that CACREP now requires to be included in the annual assessment report. The graduation rate has always been calculated based on the overall rate since the inception of the program. While this statistic has value, it may not reflect recent trends or changes over time. After discussion, the faculty agreed that we should explore adding a 3–4-year graduation rate each year and report that alongside the overall graduation rate. The faculty agreed this would be valuable information for our current and prospective students.

Implementation of the new 2024 CACREP standards related to advising were reviewed. In mid-fall 2024, the faculty implemented a procedure to document the systematic process of communicating feedback to students on their individual progress (CACREP 2.C.3) at the Practicum eligibility meeting and again prior to recommendation for conferral (during the clinical sequence). Faculty reviewed this process in the annual assessment meeting. Although the faculty are meeting the CACREP 2.C.3 standard with the existing process in place, the faculty, particularly new faculty, discussed different ways individual progress monitoring occurred at their previous CACREP accredited institutions. Discussion of various methodologies were explored. The faculty decided that the newest faculty from last year (fall 2025 start) and this year (fall 2026 start) would meet to discuss alternatives to collecting and monitoring student progress on an individual level. The working group will include the Program Evaluation and Assessment Committee and the new faculty members and will report back to the larger faculty with recommendations regarding any proposed adjustments in Spring 2027 semester.

Stakeholder feedback is collected every three years with the last data collection in 2025 and can be referenced in the 2024-2025 Annual Assessment Report. Stakeholder feedback will be collected and reported again 2028.