

Program Statistics

Enrollment & Graduation		Student Demographics	M	F	UNK
<i>Credit Hours</i>	60	<i>American Indian/Native Alaskan</i>	---	---	---
<i>Applications Received</i>	92	<i>Asian</i>	---	3	---
<i>Applications Accepted</i>	73	<i>Black</i>	6	20	---
<i>Acceptance Rate</i>	79.35%	<i>Hawaiian Native/Pacific Islander</i>	1	---	---
<i>Current Enrollment</i>	141	<i>Hispanic</i>	3	9	---
<i>No. of Graduates</i>	24	<i>Multiracial</i>	---	3	---
<i>Completion Rate</i>	100%	<i>Other/Not Listed</i>	9	11	---
<i>Job Placement Rate</i>	100%	<i>White</i>	22	50	1
<i>Credentialing Pass Rate</i>	---	<i>International Student</i>	---	1	---
		<i>Active-Duty Military</i>	1	---	---
		<i>Veteran</i>	8	7	---
		<i>With a Disability</i>	3	9	---

For AY 2024-2025 CES Degree Completion Plan (DCP), please [click here](#).

Program Summary

Current Student Survey

Results of the current student survey indicate that 90.00% of respondents report a good or excellent overall rating of the Ph.D. in Counselor Education and Supervision (CES) program. Further, 92.50% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the CES program, 91.67% indicate they would recommend the CES program to others, and 86.84% indicate the CES program is meeting their expectations.

Student Review of CES Program	
<i>Program was academically rigorous and challenging.</i>	92.31%
<i>Program provides a balance of theoretical and practical skills.</i>	94.87%
<i>Program is helping me develop expertise in counselor education and supervision.</i>	97.44%
<i>Program objectives are consistent with my professional goals.</i>	94.87%
<i>Program is helping me refine my critical thinking skills.</i>	92.31%
<i>Program is helping me develop a better understanding of diversity issues.</i>	87.18%
<i>Faculty assesses student performance per published rubrics.</i>	92.31%

<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	92.31%
<i>Faculty Advising Committee is accessible and helpful.</i>	92.31%
<i>Program faculty are accessible and helpful outside of class.</i>	92.31%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	92.31%
<i>Practicum and internship approval process was clear.</i>	58.97%
<i>Program communicates clear expectations about the dissertation process.</i>	64.10%
<i>Orientation was a helpful introduction to the counselor education and supervision program.</i>	74.36%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	76.92%

* Percentages reflect student reports of 'strongly agree' or 'agree' to the survey items.

Professional Dispositions & Behaviors

Student dispositions and behaviors are regularly assessed in each course. Results for the 2024-2025 academic year are provided below.

S.C.R.I.P.		C.O.R.E.	
<u>S</u> ocial Responsibility	99.64%	<u>C</u> ooperativeness	99.64%
<u>C</u> ommitment	99.64%	<u>O</u> penness to Feedback	99.64%
<u>R</u> eflection	99.64%	<u>P</u> ersonal Responsibility	99.64%
<u>I</u> ntegrity	99.64%	<u>E</u> mootional Regulation	99.64%
<u>P</u> rofessionalism	99.64%		

* Percentages reflect faculty and supervisor ratings of 'advanced' or 'proficient' to the survey items.

Alumni & Employment Information

For the CES program, 24 students graduated during the 2024-2025 academic year. Of the responses to the Fall 2024 alumni survey, 100% reported job placement at the time of the survey. Job placement includes alumni who reported the following: full-time or part-time employment, military, employed and continuing their education, or placement in mission or volunteer services versus those who are unemployed-seeking employment. It excludes those who indicated they are not currently seeking employment.

Program Learning Objective (PLO) Assessment

Program learning objectives are evaluated on a 4-point scale (1 = Beginner; 2 = Developing; 3 = Competent; 4 = Advanced) over three criteria (e.g., Develop, Discuss, Summarize), as applicable to the assessment measure. The target for each criterion is that 80% of CES students will score 3.00 or greater, thereby reflecting ratings of 'Competent' or 'Advanced'. PLO assessment is conducted according to research questions developed by core faculty to determine if the program is meeting acceptable standards. Two program learning objectives (PLOs) were evaluated during the 2024-2025 academic year.

- **Program Learning Objective 1:** *Apply supervision theory and skills to clinical supervision.*
RQ for PLO 1: Is the student able to apply counseling and supervision theories to a personal supervision model?

Assessment Measure: 'Personal Supervision Model Paper' assignment in the COUC 714 *Supervision & Consultation* course.

Data Collected: Summer 2024 semester.

Assessment Results: Evaluation results indicate that students scored at 100% (Apply), 100% (Describe), and 100% (Identify). Based upon these results, assessment targets were met.

- **Program Learning Objective 2:** *Demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.*

RQ for PLO 2: Is the student able to create a course description and rationale that indicates the course purpose and direction?

Assessment Measure: 'Benchmark Syllabus Assignment' in the COUC 747 *Instruction in Counselor Education* course.

Data Collected: Fall 2024 semester.

Assessment Results: Evaluation results indicate that students scored at 87% (Align), 87% (Create), and 90% (Describe). Based upon these results, assessment targets were met.

Subsequent Program Modifications

Per the feedback received on the Alumni Survey and the Current Student Survey, as well as other assessment measures, the following modifications were made:

1. Student-reported concerns about university services (e.g., Academic Advising, Writing Center, LU Send and other diversity and advocacy opportunities, etc.) are addressed on an individual level. The department continuously works with university service departments to improve quality and services based upon student survey feedback. The opportunities and limitations of these services are highlighted during the orientation, along with supplemental information for support in these areas. Note that LU Send and some hospitality services must meet minimum participation thresholds to be offered.
2. Students expressed concerns about the fieldwork approval process, expectations in the dissertation process, and the helpfulness of Orientation. As the dissertation process was updated by the University in AY 2024-2025, there were many questions from students and faculty alike. The CES Program Director provided updated dissertation information and will continue to provide additional instruction to faculty and students about the new/current dissertation process. Likewise, additional information and explanation will be provided for the fieldwork approval process in FAM advising meetings and in the new student orientation.
3. The PLO 5 evaluations, conducted in AY 2023-2024, did not meet desired target ratings, and an Action Plan was developed and implemented during the Fall 2024 semester. The Action Plan consisted of selecting an alternative COUC 860 assignment that is more clearly related to PLO 5, and the PLO 5 rubric was revised to align more effectively with the new assignment. Reassessment results achieved the following: 96% (Identify), 96% (Develop), and 96% (Apply). The results indicate that revising the discussion thread prompt encouraged students to provide ample information pertaining to Leadership in Counselor Education Programs.

Other Substantial Program Changes

Concerns related to the Employer Survey response rate were addressed by developing and hosting focus groups designed to specifically seek feedback from employers related to CES alumni preparation and job readiness. Unfortunately, employer participation in the focus groups remained low and was primarily

attended by employers affiliated with Liberty University. The CEFS Department is currently seeking to strengthen response rates from employers and continues to strategize methods for improvement.

Related to synchronous and asynchronous instructional capabilities, the CEFS Department sought student feedback regarding delivery modalities. CES students reported 95.00% satisfaction rate ('good' or 'excellent' ratings) with Canvas, the learning management system (LMS) used at Liberty University. In addition, CES students reported an 87.50% satisfaction rate with intensive courses (both in-person delivery and digital delivery). Furthermore, 32.50% of CES students reported that some course content was not well-suited for digital delivery – feedback included suggestions of conducting intensive coursework in an in-person, on-campus environment (not through digital delivery).