

**Program Statistics**

<b>Enrollment &amp; Graduation</b>		<b>Student Demographics</b>		
		<b>M</b>	<b>F</b>	<b>UNK</b>
<i>Credit Hours</i>	60	American Indian/Native Alaskan	5	23
<i>Applications Received</i>	4584	Asian	12	98
<i>Applications Accepted</i>	4050	Black	266	1034
<i>Acceptance Rate</i>	88.35%	Hawaiian Native/Pacific Islander	6	8
<i>Current Enrollment</i>	8560	Hispanic	121	591
<i>No. of Graduates</i>	1317	Multiracial	69	256
<i>Completion Rate</i>	47%	Other/Not Listed	393	1246
<i>Job Placement Rate</i>	98.63%	White	816	3231
<i>Credentialing Pass Rate</i>	82.39%	International Student	2	4
		Active-Duty Military	122	151
		Veteran	390	385
		With a Disability	90	399

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

**Program Summary**

**Current Student Survey**

Results of the current student survey indicate that 86.49% of respondents report a good or excellent overall rating of the digital delivery M.A. in Clinical Mental Health Counseling (CMHC-D) program. Further, 82.43% of student responses indicate good or excellent satisfaction with the overall instruction they are receiving in the CMHC-D program, 88.39% indicate they would recommend the CMHC-D program to others, and 83.33% indicate the CMHC-D program is meeting their expectations.

**Student Review of CMHC-D Program**

<i>Program was academically rigorous and challenging.</i>	91.15%
<i>Program provides a balance of theoretical and practical skills.</i>	83.59%
<i>Program is helping me develop expertise in clinical mental health counseling.</i>	91.85%
<i>Program objectives are consistent with my professional objectives.</i>	87.24%
<i>Program is helping me refine my critical thinking skills.</i>	89.06%
<i>Program is helping me develop a better understanding of diversity issues.</i>	83.33%
<i>Faculty assesses student performance per published rubrics.</i>	84.38%

<i>Program provides opportunities to communicate, collaborate, and connect with faculty and peers.</i>	69.53%
<i>Faculty Advising Mentor is accessible and helpful.</i>	52.86%
<i>Program faculty are accessible and helpful outside of class.</i>	70.57%
<i>Program provides opportunities for professional development (presentations, research, conference attendance, etc.).</i>	66.67%
<i>Orientation was a helpful introduction to the clinical mental health counseling program.</i>	70.05%
<i>Student handbook is a resource often used to access program requirements and student expectations.</i>	64.06%

\* 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.	
<i>Social Responsibility</i>	95.17%	<i>Cooperativeness</i>	95.17%
<i>Commitment</i>	95.17%	<i>Openness to Feedback</i>	95.17%
<i>Reflection</i>	95.17%	<i>Personal Responsibility</i>	95.17%
<i>Integrity</i>	95.17%	<i>Emotional Regulation</i>	95.17%
<i>Professionalism</i>	95.17%		

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

\*\* Comprehensive professional dispositions and behaviors data is not available for AY 2024-2025; this data represents a sampling from the Fall 2024, Spring 2025, and Summer 2025 semesters.

### Alumni & Employment Information

For the CMHC-D program, 1317 students graduated during the 2024-2025 academic year. Of the responses to the Fall 2024 alumni survey, 98.63% 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., Identify, Apply, Assess), as applicable to the assessment measure. The target for each criterion is that 80% of CMHC-D 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 the ethical and professional principles, standards, and expectations that are integral to a professional counselor's role and identity.*

**RQ for PLO 1:** Is the student able to **Analyze** professional values and codes of ethics to the process of ethical decision making?

**Assessment Measure:** 'Benchmark Ethical Dilemma Presentation' assignment in the COUC 501 *Ethical and Legal Issues in Counseling* course.

**Data Collected:** Fall 2024 semester.

**Assessment Results:** Evaluation results indicate that students scored at 53% (Analyze), 53% (Apply), and 64% (Identify). Assessment targets were not met. The CMHC-D Program Directors met with the COUC 501 Subject Matter Expert (SME) to discuss the findings. The SME will complete two tasks: 1) Provide assistance to the professors so they provide proper feedback on week 4 assignments to better prepare students for the Week 7 presentations; and 2) update the instructions and rubric for the Spring 2025 semester.

- **Program Learning Objective 2:** *Apply the social and cultural awareness, knowledge, and skills required to work with diverse populations at all developmental stages across the lifespan in a culturally sensitive and ethical manner.*

**RQ for PLO 2:** Is the student able to demonstrate cultural awareness by examining a cultural group different from their own?

**Assessment Measure:** 'Benchmark Cultural Immersion Project Research and Events Assignment' assignment in the COUC 504 *Multicultural Counseling* course.

**Data Collected:** Fall 2024 semester.

**Assessment Results:** Evaluation results indicate that students scored at 70% (Demonstrate), 83% (Examine), and 93% (Identify). Based upon these results, assessment targets were partially met. To improve these results, the Benchmark Cultural Immersion Project: Research, Events, and Interview Assignment was revised. The COUC 504 Subject Matter Expert (SME) will meet with the faculty teaching the course in Fall 2025 B-subterm during Week 0 to remind faculty to specifically remind students in the Week 6 announcement to review the instructions carefully and include all needed information for the final paper. This should result in an improvement in the "demonstrate" rubric criterion.

### **Subsequent Program Modifications**

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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 concerns about university services (e.g., LUO Academic Advising, Career Center, Library Personnel, etc.) are addressed as needed. The department consistently works with university service departments to improve quality and services based upon student survey feedback, as well as specifically to inform Academic Advising and Enrollment Services about curricular and program updates. Supplemental information is provided to students through the CMHC Advising Center (available in Canvas), program handbooks, and through the Faculty Advising Mentors (FAMs).
2. Students expressed concerns about available opportunities to communicate, collaborate, and connect with faculty and peers. Further, students expressed a desire for more opportunities for professional development. At the 2025 Faculty Retreat, all core faculty were provided with additional resources and guidance for advising, and specific expectations related to student communications were discussed. Faculty also received additional guidance on connecting with students enrolled in their courses, especially the online asynchronous courses where in-person activities are minimal. Professional development and research opportunities are routinely posted for students to review, including external opportunities (e.g., advocacy, scholarships, leadership, etc.) available through professional organizations, such as ACA, NBCC, CACREP, and CSI; this information is made available within the SHARE Space in the CMHC Advising Center.
3. Students expressed concerns related to the accessibility and helpfulness of their Faculty Advising Mentor (FAM). As noted in the Item #2 above, FAMs were provided with additional resources and guidance to improve faculty advising; expectations related to advising were also shared. Further, student concerns related to FAMs are addressed on an individual level, specific to the unique needs of the student. The CMHC-D Program Directors and Online Chairs routinely

emphasize to FAMs the importance of establishing connections with students and timely response times. Further, two Instructional Mentors (IMs) were identified to communicate regularly with faculty and provide periodic evaluations.

4. The CMHC Program Directors and Online Chairs continue to emphasize the need for timely communication, noting that faculty should respond to student inquiries within 36 hours. At the 2025 Faculty Retreat, an updated faculty expectation/evaluation rubrics was provided to further emphasize the need for timely communication with students. The CMHC Program Directors and Instructional Mentors (IMs) will continue to review End of Course Surveys to evaluate student satisfaction with faculty communication and accessibility and directly connect with any faculty related to concerns raised by students.
5. In response to student concerns about the helpfulness of the student orientation, additional resources are now available to students within the CMHC Advising Center. Students receive orientation materials and resources through multiple sources: orientation meetings, the COUC 500 orientation course, and materials provided in the CMHC Advising Center. A recording of the orientation meeting is provided on the CEFS Department website for students who were unable to attend the live meeting. In addition, both faculty and FAMs provide additional information through periodic announcements each term.
6. The program handbook is emphasized as a primary resource for students about the online CMHC program; program information, policies, and procedures are outlined in the handbook. In response to student feedback, FAMs continue to emphasize the usefulness of the handbook to locate program-related information. Moreover, the handbook is specifically addressed and reviewed within the COUC 500 orientation course.
7. During the Spring 2025 semester, an Action Plan was completed for PLO 5: *Evaluate research and apply it to their counseling practice in accordance with best practices and identify social and cultural implications for interpreting and reporting results*. The Action Plan consisted of the CMHC Program Directors meeting with the COUC 521 Subject Matter Expert (SME) and two faculty evaluators; they determined that the 'Psychological Report Assignment' instructions needed to provide specific information to request that students include information regarding the social and cultural values of their client. Upon reassessment, the assessment targets were met: 94% (Identify), 93% (Interpret), and 87% (Summarize).

#### **Other Substantial Program Changes**

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Response rates to the annual Alumni Survey and Employer Survey remain poor. Previous efforts to boost response rates (e.g., focus groups, gift card raffle, revised survey format, etc.) have not proven successful, and participation continues to be low. The CEFS Department is committed to seeking feedback from employers and other stakeholders and is currently strategizing and considering additional approaches to strengthen response rates from employers.

Related to synchronous and asynchronous instructional capabilities, the CEFS Department sought student feedback regarding delivery modalities. CMHC-D students reported 91.11% satisfaction rate ('good' or 'excellent' ratings) with Canvas, the learning management system (LMS) used at Liberty University, as well as reporting a 76.86% satisfaction rate with intensive courses (both in-person delivery and digital delivery). Furthermore, 29.73% of CMHC-D students reported that some course content was not well-suited for digital delivery. In response, the CEFS Department will review the CMHC-D program curriculum over the Spring 2026 semester to improve flow among all courses. Further, with the intent of modifying curriculum to become compliant with the 2024 CACREP standards, in-person intensive and online synchronous courses are under review for increased in-person contact between faculty and students, as well as improving the curriculum.

Over the course of AY 2024-2025, the CEFS Department has developed 'gate courses' that will provide Faculty Advisor Mentors (FAMs) with more oversight and opportunities to connect with students. In addition, the gate courses will replace the CMHC Advising Center, and students will be placed in gates that are monitored by their FAM. Five gate courses were developed:

- COUC 503 | Gate 1: *Counseling Foundations: Orientation to the Program*
- COUC 508 | Gate 2: *Field Placement Preparation and Professional Readiness*
- COUC 650 | Gate 3: *Practicum Application and Fieldwork Readiness*
- COUC 685 | Gate 4: *Internship I Application and Career Readiness*
- COUC 690 | Gate 5: *Internship II Application and Future Planning*

The gates will officially deploy in the Fall 2025 semester, and the CEFS Department anticipates a variety of benefits: improved oversight of student preparation and readiness for fieldwork, additional opportunities for student feedback and evaluation, increased communication and interaction between faculty and students, and improved student retention throughout the program.