



CORBAN
UNIVERSITY

Corban University
CACREP 2024-25 Annual Report
2024 Standards

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Corban University
Clinical Mental Health Counseling (CMHC) Program
Annual Report 2024—2025

Table 1: Vital Statistics Dashboard 2024-25

Graduates Fall 2024-August 2025	13
Completion Rate (2024-2025)	93%
*Licensure/Certification Exam Pass Rate	100%
Job Placement Rate	100%

The vital statistics dashboard includes key data reported on the Vital Statistics report that is filed online with CACREP each year.

Annual Report

This annual report serves as compliance for the CACREP 2024 Standards 2.F.3. and 4.E. (see standards below), to provide a yearly programmatic review. Corban University has one Clinical Mental Health program that is accredited by CACREP.

Program Modifications

In the 2024-2025 academic year, we began our self-study process for the eighty-year reaccreditation process. In July of 2023, the CMHC faculty made the decision to move to the 2024 standards and CACREP granted the request. We updated our crosswalk chart to the 2024 standards and adjusted the syllabi for each class.

Program Objectives

Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.

1. Students demonstrate professional dispositions required for success in the counseling field.
2. Students in the counseling program reflect the demographic diversity of the communities they will be serving.

Data Review

The comprehensive assessment plan includes formative and summative measures for data collection across program assessment areas that meet each of the program objectives. Data is collected and recorded for each student in the program. This year we evaluated our assessments on the 2024 standards on December 12, 2025. Faculty reviewed the data and made program modifications as needed at assessment meetings that are held twice yearly in the fall and spring semesters. In addition, we have an advisory board that is made up of community and Corban stakeholders. The advisory board meets in the fall and spring to review aggregate data and to discuss other issues of importance including demographic and diversity information.

Faculty Updates

In 2024-25, some changes were made in our faculty. Lori Schelske, PhD, continued as a core faculty member as well as serving in the Program Director role for the CMHC program. Nick Sotelo, PhD, continued to serve in the role of Internship Coordinator as well as serving as a core faculty member. Ryan Connor, PhD, DMin, moved into a core faculty member, having completed his PhD in Counselor Education and Supervision last Summer, 2024. Dr. Connor has also taken on the CACREP liaison role since August of 2024. Ben Olsen, MA, briefly served as an affiliate faculty member in the Fall and Spring terms of 2024-2025. Amanda Egan, PhD, joined the CMHC department in July 2025 as an affiliate faculty member.

CACREP 2024 Standards

CACREP Standard 2.F.3.

Counselor education program faculty create an annual report for entry and doctoral (if applicable) levels that includes:

- a.) a summary of the program evaluation results, including achievement of academic quality indicators;
- b) subsequent curriculum modifications and program improvement informed by program evaluation; and
- c) any other significant program changes.

Program Mission Statement

The mission of Corban University's Clinical Mental Health Counseling Program (CMHC) is to prepare competent, clinical mental health counselors who promote social, cultural, psychological, spiritual, and physical well-being of individuals, families, communities, and organizations.

Professional clinical mental health counselors serve as advocates in promoting wellness and social justice. This is accomplished through intentional focus on increasing students' personal development as well as awareness of self and others, developing knowledge and applying counseling theory to professional practice in the development of clinical skills, case conceptualization, applied ethical awareness, appreciation of diversity, productive vocational skills, and mastery of the cognitive, behavioral, and emotional dynamics that permeate the human experience. Corban's mental health counseling students are incrementally exposed to a broad range of clinical issues through a breadth of course work and clinical practice. Students learn to show unconditional positive regard and to develop a coherent theoretical, ethical, and multicultural framework for counseling practice. Additionally, students are prepared to serve as change agents in their community, state, region, and world. Graduates deliver effective services in a variety of mental health counseling job placements and are eligible to apply for licensure and certification upon successful program completion.

The following is our comprehensive assessment plan based on the 2024 standards:

Program Objective 1: Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.

Data Used to Evaluate Program Objective 1

Student KPIs

Program Key Program Indicators (KPI's) represented knowledge and skills in each of the eight core entry-level curricula areas, in addition to Clinical Mental Health Counseling and foci of the program (i.e., spiritual integration). Individual student performance is tracked to ensure each student demonstrated adequate KPI performance. Aggregate KPI student performance is used to evaluate program objectives (See the KPI chart 1.1). If a student does not pass one of the KPI's an alternative assignment will be provided (See the Alternative Assignment chart 1.3).

Stakeholder Rated KPIs

Every year, the program sends a survey to alumni and employers. The survey is modeled after the student KPI's in order to triangulate our data collection. We ask these stakeholders to provide feedback on the degree to which students and graduates demonstrate KPI performance.

1.1 Curriculum Assessment Plan

Curriculum Assessment Plan – 2024 Standards 2024-2025

Key Program Indicator (KPI)/CMHC Learning Experiences//Key Objective Assessment (KOA)

PLO Level = I-Introduced M-Mastered

Key Performance Indicators KPI	CMHC Learning Experiences	Key Objective Assessments (KOA)	PLO Level
1. Professional Counseling Practice/Ethical Practice- Students will demonstrate their understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in	CNL537 Legal & Ethical	Ethical Decision-Making Paper	I
	CNL563 Internship I	Clinical Evaluation	M

counseling, technology, and record keeping.			
2. Social and Cultural Diversity- Students will demonstrate their knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.	CNL532 Social & Cultural	Multicultural Counseling Development Plan (paper)	I
	CN563 Internship I	Clinical Evaluation-case conceptualization	M
3. Human Growth and Development- Students will demonstrate their understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.	CNL522 Counseling through the Lifespan	Development Theory Paper	I
	CNL563 Internship I	Clinical Evaluation-Evaluation	M
4. Diagnosis/Treatment Planning- Students will demonstrate and understanding of: diagnostic process of the use of the DSMV; case conceptualization, treatment plans, development of measurable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention.	CNL535 Psychopathology/ Diagnosis	Final Clinical Project	I
	CN563 Internship II	Clinical Evaluation	M
5. Counseling and Helping Relationships- Students will demonstrate an orientation to wellness and prevention, suicide prevention models, and strategies, crisis intervention, trauma-informed and community-based strategies.	CN512 Practicum	Reflection Journal #3	I
	CNL538 Crisis, Disaster, and Trauma	Crisis/Trauma Counseling Paper	M
6. Career Development- Students will demonstrate their understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision making in a global economy.	CNL531 Foundations	Career Post Week #6	I
	CNL533 Career and Life Planning	Occupational Assessment Report	M
7. Counseling Theory & Skills- Students will demonstrate an			

understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and essential, interviewing, counseling micro skills, and case conceptualization skills.	CNL 502 Theories & Skills	Counseling Theory Paper	I
	CNL512 Practicum	Clinical Evaluation	M
8. Group- Students will demonstrate their understanding of the principles of group dynamics, theories of group counseling methods, behaviors, and assessments.	CNL523 Group Counseling	Group Proposal Paper	I
	CNL563 Internship I or II	Clinical Evaluation	M
9. Assessment & Testing- Students will demonstrate their understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.	CNL534 Appraisal	Final Exam	I
	CNL563 Internship II	Clinical Evaluation	M
10. Research- Students will demonstrate their understanding of the importance of research in advancing the counseling profession, as well as their grasp of research methodology, related ethical issues and application of research in practice.	CNL541 Research	Final Research Project-Paper	I
	CNL599 Portfolio	Portfolio	M
11. Spirituality- Students will articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and client's worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.	CNL 602 Theology II	Annotated Bibliography-Paper	I
	CNL 603 Theology III	Theoretical Integration Paper	M

* Note: Practicum, Internship, and Portfolio are on a 5-point scale

Scoring Key for KPI Assessment

Several assessment methods are used to score core assessments. Most papers use a score of a B (83%) or above as met. A few use a cut off number as met. Most evaluations use a 1 to 5 scale: 1-very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. A 3-adequate is considered being met.

1.2 Timeline of KPI Assessments

The timeline of KPI Assessments provides a grid containing each KPI and when it will be assessed in the program.

Timeline of KPI Assessment

Table 2.

KPI	Y1 FA	Y1 SP	Y1 SU	Y2 FA	Y2 SP	Y2 SU	Y3 FA	Y3 SP	Y3 SU
1	X				X			*X	
2	X				X			*X	
3		X			X			*X	
4		X				X			*X
5				X	X				
6		X				X			
7		X		X			*X		
8				X		X	*X		*X
9				X		X	*X	*X	
10			X			X			*X
11		X				X			*X

*If the student is on a 3-year plan they will complete their second competency in year 3

1.3 KPI 24-25 Results

KPI Instructor Aggregate Ratings of master's Student KPI's, 2024-25

Table 3.

KPI	Introductory		Mastery	
1	n=23	99.5 (Met 83 >)	n=13	CE* (Met 3 >)
2	n=24	95.9 (Met 83 >)	n=13	CE (Met 3 >)
3	n=22	90.2 (Met 83 >)	n=13	CE (Met 3 >)
4	n=25	96.1 (Met 83 >)	n=13	CE (Met 3 >)
5	n=13	100 (Met 83 >)	n=13	95.6 (Met 83 >)
6	n=23	94.6 (Met 83 >)	n=16	99.3 (Met 83 >)
7	n=23	97.1 (Met 83 >)	n=13	CE (Met 3 >)
8	n=13	93.4 (Met 83 >)	n=13	CE (Met 3 >)
9	n=28	99.6 (Met 83 >)	n=13	CE (Met 3 >)
10	n=28	99.5 (Met 83 >)	n=13	CE (Met 3 >)
11	n=13	100 (Met 83 >)	n=13	90.9 (Met 83 >)

*CE = Clinical Evaluation

1.4 Instructor KPI Key Findings

Table 4.

Key Findings	Further Information	Planned Program Modification

1.5 Stakeholder Surveys for Program Objective 1: Key Performance Indicators (KPI)

Corban University
Alumni Survey
CACREP 2024 Standards

Corban University is accredited by the Council for the Accreditation (CACREP). Part of the accreditation process is to get input from stakeholders of our program objectives. We value your input and request that you would fill out the following survey. The survey is based on Corban's eleven key program performance indicators and five professional disposition indicators (APQ). Please score the survey below based on your experience in Corban's counseling program.

Please tell us your employment location:

- Mental Health Agency
- Private Practice
- Hospital
- Other
- Not pursuing a counseling career

Job title: (LPC, school counselor, counselor educator, other) Please list:

Number of years:

How long after graduation did it take to get your first job as a Counselor (either part or full time)?

- 0-6 months
- 6 months-1-year
- 1-2 years
- Still seeking a counseling position

Have you passed a licensing exam? _____ Yes _____ No

Objective 1: Students demonstrate sufficient knowledge and skills based on the core and specialty areas of the CACREP standards.

Please rate your learning of the programs Key Program Indicators (KPI):

KPI	Rating Scale				
	Very Deficient	Deficient	Adequate	Excellent	
1. Professional Counseling Practice/Ethical Practice- I am able to demonstrate my understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.	1	2	3	4	5
2. Social and Cultural Diversity- I am able to demonstrate my knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.	1	2	3	4	5
3. Human Growth and Development- I am able to demonstrate my understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.	1	2	3	4	5
4. Diagnosis/Treatment Planning- I am able to demonstrate an understanding of diagnostic process of the use of the DSMV; case conceptualization, treatment plans, development of measurable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention.	1	2	3	4	5
5. Counseling and Helping Relationships- I am able to demonstrate an orientation to wellness and prevention, suicide prevention models, and strategies, crisis intervention, trauma-informed and community-based strategies.	1	2	3	4	5
6. Career Development- I am able to demonstrate my understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision making in a global economy.	1	2	3	4	5
7. Counseling Theory & Skills- I am able to demonstrate an understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and essential, interviewing, counseling micro skills, and case conceptualization skills.	1	2	3	4	5

8. Group – I am able to demonstrate my understanding of the principles of group dynamics, theories of group counseling methods, behaviors, and assessments	1	2	3	4	5
9. Assessment & Testing- I am able to demonstrate my understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.	1	2	3	4	5
10. Research- I am able to demonstrate my understanding of the importance of research in advancing the counseling profession, as well as their grasp of research methodology, related ethical issues and application of research in practice.	1	2	3	4	5
11. Spirituality- I am able to articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and client’s worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.	1	2	3	4	5

1.6 Scoring for Stakeholder Surveys for Program Objective 1

The stakeholder surveys are based on the three Corban program objectives. The survey asked the same questions for alumni and employers (see example above). Scoring for the Key Performance Indicators (KPI) is based on a 1 to 5 scale: 1-very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. Vital statistics surveys were sent electronically to 33 alumni from our alumni information spreadsheet. We received 15 completed alumni vital statistics surveys (See Table 1). The alumni were asked to forward the electronic employer survey to their employers. We received 3 completed employer surveys.

1.7 Alumni, Supervisor, and Employer Aggregate Ratings of KPI Survey

Table 5.

KPI	Alumni	Employer
	n= 0	n= 3

1		Very Excellent, Excellent, Very Excellent
2		Very Excellent, Excellent, Very Excellent
3		Excellent, Excellent, Very Excellent
4		Very Excellent, Excellent, Very Excellent
5		Very Excellent, Excellent, Very Excellent
6		Excellent, Adequate, Very Excellent
7		Excellent, Excellent, Very Excellent
8		Excellent, Adequate, Excellent
9		Excellent, Excellent, Excellent
10		Excellent, Adequate, Excellent
11		Very Excellent, Excellent, Very Excellent

1.8 Alumni, Supervisor, and Employer Key Findings

Table 6.

Key Findings	Further Information	Planned Program Modification
<p>The KPI's 6, 8, and 10 only scored Adequate with one Employer.</p>		<p>Moving Group Counseling course to Spring to coordinate with Internship Experience more appropriately.</p>
<p>Alumni are finding success in employment quickly.</p>	<p>100% employment, 13/15 within 6 months</p>	
<p>Alumni are passing the NCE Exam at a high rate</p>	<p>100% by 4 alumni who attempted</p>	<p>NBCC approved to offer the test and working to become a testing site so that students take and pass the test successfully.</p>

Program Objective 2: Students demonstrate professional dispositions required for success in the counseling field.

Data Used to Evaluate Program Objective 2

Instructor Rated Assessment of Professional Qualities (APQ)

Each year the faculty meets to evaluate dispositions necessary for students to acquire to develop a strong counselor identity. We use the Assessment of Professional Qualities (APQ) to assess each student (see the APQ chart 2.1). Individual student performance on the APQ is tracked to ensure each student demonstrates adequate performance.

Stakeholder Rated Dispositions

A survey is sent yearly to stakeholders including, alumni, site supervisors, and employers to get feedback on the education that Corban provides. The faculty uses the information to make changes to the program that Corban offers. The surveys were sent electronically to alumni from our alumni information spreadsheet. The alumni were asked to forward the electronic employer survey to their employers. We received 0 completed employer surveys. The site supervisor survey was sent to site supervisors who worked with our students at internship sites in 2024-25. We received completed supervisor surveys.

2.1 Assessment of Professional Qualities (APQ)

Student's Name; _____ Term: (circle) Fall Spring Summer Year _____

Assessment of Professional Qualities of Graduate Students

In Clinical Mental Health Counseling (CMHC) Program - Corban University

This form will be used to evaluate the professionalism graduate students display during class and program activities. It will be used to document professional progress, strengths, and address any areas of concern. This assessment supports CACREP standards 4.B. *The counselor education program evaluates: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions;* and 4. G. *The counselor education program faculty systematically assesses each student's professional dispositions throughout the program.*

Not Applicable	Serious Concerns	Needs Improvement	Emerging	Satisfactory	Advanced
NA	SC	I	E	S	A
Not applicable to the setting or not applicable at this time.	The student displays behaviors contrary to those expected for this disposition.	Occasionally but not consistently, the student displays the desired behaviors.	The student is at an emergent level; the behaviors are observed more frequently.	The student consistently displays the desired behaviors.	Student displays an advanced level of performance.

Rating	1. Collaboration and Communication: Students work effectively with peers, instructors, and mental health counseling professionals to achieve a common goal.
	1.1 Interacts constructively with peers/mental health counseling professionals:
	<ul style="list-style-type: none"> • Shows consideration & communicates in an appropriate and professional manner • Establishes good rapport with peers/counseling professionals • Works cooperatively in team/group projects • Solicits suggestions and feedback from peers/counseling professionals • Actively listens and responds to peers/counseling professionals
	1.2 Interacts constructively with faculty:
	<ul style="list-style-type: none"> • Shows consideration and communicates with faculty in an appropriate and professional manner • Establishes good rapport with faculty • Demonstrates flexibility in working with faculty • Solicits suggestions and feedback from faculty • Actively listens and responds to faculty • Maintains communication when questions or concerns arise
	2. Commitment to the Clinical Counseling Profession: Students conduct themselves in a manner befitting an ethical and honest mental health counselor in learning, research, and clinical practice.
	<ul style="list-style-type: none"> • Upholds all relevant Corban CMHC and community agency program policies • Demonstrates behavior that shows adherence to the <i>ACA Code of Professional Ethics</i> and presents sound judgment with decision making skills • Reflects upon and evaluates effectiveness as a counselor-in-training, and seeks to improve skills • Regularly re-assesses his/her commitment to the clinical counseling profession • Exhibits energy, drive, and determination to become a professional mental health counselor
	3. Respect: Students honor, value, and demonstrate consideration and regard for oneself and for others.
	Recognizes a range of valid viewpoints, including divergent cultural views
	<ul style="list-style-type: none"> • Presents self in a (professional) respectful manner (e.g., appropriate dress, communication, and behavior) • Communicates and behaves in a respectful manner that is sensitive to linguistic and cultural differences • Recognizes and respects the varied needs of others who have mental health and/or physical disabilities • Elicits trust and respect from peers/colleagues, instructors, counseling professionals, and clients
	4. Commitment to Academic Excellence: Students value learning for self and for peers in the pursuit, development, and application of clinical counseling practice.
	<ul style="list-style-type: none"> • Devotes sufficient amount of time and energy towards achieving their advanced degree • Commits to making graduate studies a priority and maintains an acceptable grade point average • Communicates verbally/visually and in writing with faculty and advisors in a timely manner • Values ongoing assessment as essential to the instructional process • Demonstrates commitment with completing class-related activities and following requested timelines • In completing course and field experience assignments, produces original work, credits sources when appropriate, and uses APA format when required
	5. Emotional Maturity: Students demonstrate situation appropriate behavior.
	5.1 Demonstrates self-confidence, self determination, and efficacy

not applicable at this time.	expected for this disposition.	student displays the desired behaviors.	behaviors are observed more frequently.	desired behaviors.	level of performance.
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2.3 Timeline for the APQ Assessment

Table 7.

APQ	Fall Y1	Spring Y1	Sum Y1	Fall Y2	Spring Y2	Sum Y2	Fall Y3	Sp. Y3	SU Y3
1		X			X			*X	
2		X			X			*X	
3		X			X			*X	
4		X			X			*X	
5		X			X			*X	

*Students on a three-year plan will be evaluated Sp Y3.

2.4 Instructor aggregate ratings of the APQ- 2024-25

Table 8.

APQ-Professional Qualities	Year 1 n=17	Year 2 n=19	Year 3 N=5
1.1	100% Met S or above	100% Met S or Above	100% Met S or Above
1.2	100% Met S or above	100% Met S or Above	100% Met S or Above
2.	100% Met S or above	100% Met S or Above	100% Met S or Above
3.	88% Met S or above	100% Met S or Above	100% Met S or Above
4.	88% Met S or above	95% Met S or Above	100% Met S or Above
5.1	88% Met S or above	95% Met S or Above	100% Met S or Above
5.2	100% Met S or above	89% Met S or Above	100% Met S or Above
5.3	100% Met S or above	100% Met S or Above	100% Met S or Above
5.4	100% Met S or above	100% Met S or Above	100% Met S or Above

2.5 Instructor APQ Key Findings

Table 9.

Key Findings	Further Information	Planned Program Modifications
First year students tend to score slightly lower on 3, 4, and 5 APQs. Students who score lower tended to experience more adjustment issues to graduate level academic work, and emotional maturity issues. Also, first students have less opportunity to demonstrate competence in the APQs.	Made changes in regard to communicating the APQs to incoming students during the admissions and orientation process.	Continue to emphasize professional qualities early on in the program.

2.6 Stakeholder APQ Survey

Objective 2: Students demonstrate professional dispositions required for success in the counseling field.

APQ	Rating Scale				
	Very Deficient	Deficient	Adequate	Excellent	
1. Collaboration and Communication: I am able to work effectively with peers, instructors, and mental health counseling professionals to achieve a common goal.	1	2	3	4	5
2. Commitment to the Clinical Counseling Profession: I am able to conduct myself in a manner befitting an ethical and honest mental health counselor in learning, research, and clinical practice.	1	2	3	4	5
3. Respect: I honor, value, and demonstrate consideration and regard for oneself and for others.	1	2	3	4	5
4. Commitment to Academic Excellence: I value learning for self and for peers in the pursuit, development, and application of clinical counseling practice.	1	2	3	4	5
5. Emotional Maturity: I demonstrate situation appropriate behavior.	1	2	3	4	5

2.7 Scoring for Surveys for Program Objective 2

The stakeholder surveys are based on the three Corban program objectives. The survey asks the same questions for alumni and employers (see example above). Scoring for the Key Performance Indicators (KPI) is based on a 1 to 5 scale-1 very deficient; 2-deficient; 3-adequate; 4-excellent; 5-very excellent. The surveys were sent electronically to 33 alumni from our alumni information spreadsheet. The alumni were asked to forward the electronic employer survey to their employers. We received 3 completed employer surveys. We received 0 Alumni surveys.

2.8 Alumni, Supervisor, and Employer Aggregate Ratings of APQ Survey

Table 10.

APQ	Alumni	Employer

	n=	n= 3
1		Very Excellent, Excellent, Very Excellent
2		Very Excellent, Excellent, Very Excellent
3		Very Excellent, Excellent, Very Excellent
4		Very Excellent, Excellent, Very Excellent
5		Very Excellent, Excellent, Very Excellent

2.9 Alumni, Supervisor, and Employer APQ Key Findings

Table 11.

Key Findings	Further Information	Planned Program Modification
Employers are finding our graduates meet the professional qualities for counselors at a high level.		

Program Objective 3: Students in the counseling program reflect the demographic diversity of the communities they will be serving.

Data Used to Evaluate Program Objective 3

Data for program objective three comes from a diversity profile of current students provided by Corban’s registrar office, a diversity profile of applicants to the program that is provided by the admissions department, and diversity information that comes from the stakeholder surveys that are electronically sent by the CMHC program department. The CMHC Advisory Board also provides suggestions regarding developing a more diverse student body and faculty.

***Note: According to the July 2021 Census the population in Salem is 65% white-non-Hispanic and 22% Hispanic.**

3.1 Diversity profile of current students

Each year we collect data regarding faculty and student diversity for our yearly CACREP Vital Statistics Survey. This information is evaluated by faculty in our assessment meetings in order to assess and brainstorm ways to increase student body and faculty diversity.

3.2 Self-Identified Current Student Demographic Chart 2024-2025

Table 12.

	Female		Male	
Asian, Native Hawaiian or Other Pacific Islander	0	0%	0	0%
Black or African American	0	0%	1	5.5%
Hispanic	1	4%	3	17%
White	20	87%	13	72%
Two or more races	2	9%	1	5.5%
Total	23	100%	18	100%

3.3 Alumni, Site Supervisor, Employer Ratings of Diverse Learning Community

Stakeholders were asked a question regarding student demographics on the Alumni, Site Supervisor, and Employer Surveys. The surveys were sent electronically to alumni from our alumni information spreadsheet. We received 0 completed alumni surveys. The alumni were asked to forward the electronic employer survey to their employers. We received 3 completed employer surveys. The student diversity question and results are listed below:

Table 13.

Student Diversity	Alumni n=	Employer n= 3
Do you believe Corban students/graduates reflect the demographic communities in which they will be working?		Yes Yes Yes

3.4 Diversity Profile of 2023-2024 Applicants to the Master of Counseling Program

Self-Identified Applicant Demographic Chart 2024-25

Table 14.

	Male		Female	
Native Hawaiian/Other Pacific	n = 0		n = 0	
American Indian/Alaska Native	n = 1		n = 0	
Hispanic	n = 1		n = 1	
African American	n = 1		n = 1	
Unknown	n = 0		n = 0	
White	n = 14		n = 20	
Total	17		22	

3.5 Key Findings of Demographic Diversity

Table 15.

Key Findings	Further Information	Planned Program Modifications
While the diversity of our program seems to match the demographic population of our region, we do want to see more diversity, especially with bilingual students.	Graduate Admissions has made strides to reach out to diverse populations.	No current planned program modifications. Continued outreach. CMHC department will also continue to advocate for greater institutional scholarship opportunities for bilingual and BIPOC students.

4.0 Student Practicum/Internship Placement 2024-25

The annual Site Supervisor Fair was held on January 28, 2025, providing a key opportunity for students to engage directly with potential practicum and internship site supervisors. During the event, supervisors representing a diverse range of counseling settings presented information about their organizations, outlined available opportunities, and met individually with students to discuss placement possibilities. Students were encouraged to bring updated résumés and participate in informal interviews, fostering connections and enhancing their professional networking skills.

Following the fair, the Faculty Internship Coordinator conducted comprehensive follow-up to ensure that all students were progressing toward securing appropriate placements. This involved tracking placement status, providing individualized support, and offering resources to assist students who required additional guidance. Through these efforts, all students entering practicum in Fall 2025 successfully secured placements that align with CACREP standards and program requirements, preparing them for their continued professional development in counseling.

Other Sources of Stakeholder Data

4.1 CACREP

Corban University’s counseling program is accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP). Each year we prepare an annual report that is posted on our website and distributed to counseling program constituents. In addition, we submit an annual report online reporting on admissions, graduation, employment, and graduation stats (see table at the top of this report).

4.2 Advisory Board

Corban University’s Counseling Advisory Board is comprised of counseling program stakeholders that include current students, alumni, supervisors, Corban faculty and staff, and local clinicians. The purpose of the board is to provide feedback on the assessment plan and results and brainstorm ideas on program offerings including increasing both student and faculty diversity.

4.3 Advisory Board Key Findings

Key Findings	Further Information	Planned Program Modifications
Increased preparation for working with children and parents.	Dr. Connor has shifted the focus of CNL502 to theories and skills as they apply to child and adolescent counseling.	Continue this emphasis in CNL502

Recommended greater outreach to Spanish speakers who may be interested in joining the counseling field.	Grad Admissions has been working on this but could do more.	Program chair will coordinate with Grad Admissions to better reach potential bilingual students.
Recommended greater emphasis on LGBTQ issues.	Dr. Connor has introduced a section in CNL521 on LGBTQ issues.	Continue this emphasis in CNL502

Table 16.

4.4 Northwest Commission of Colleges and Universities

Corban University is regionally accredited by the Northwest Commission of College and Universities. We had a site visit Fall 2025 where we provided a copy of the 2023-24 annual report to accreditation team and met with one of the team members to discuss our assessment plan.