

Annual Program Evaluation Report

Oklahoma State University

Program Mission Statement

The Oklahoma State University M.S. Program in Counseling is designed to prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theory into effective counseling practice, who are committed to respecting diversity among people, and who ascribe to the highest ethical standards and practice. The program incorporates instruction in counseling, pedagogical, and psychological theory, research, and practice into a practitioner-based training program that allows graduates to apply knowledge in these areas to their practice in school and clinical mental health settings in the community. Consistent with the land-grant tradition of Oklahoma State University, the Program is committed to the outreach and training of students from Oklahoma and elsewhere who represent diversity in gender, race, ethnicity, sexual and affectional orientation, culture, rural, suburban, or urban backgrounds, socioeconomic status, religious or spiritual affiliation, size, and ability status.

DEGREE REQUIREMENTS

Complete a minimum of 60 graduate credit hours of coursework for either the Mental Health Counseling or the School Counseling Option.

All credit hours must be in 5000-level courses or above. 4000-level courses taken for graduate credit will not be approved by the Oklahoma licensing board for professional counselors.

Aligned with the Graduate College policy, all students in the M.S. Counseling program are required to maintain a GPA of 3.00 throughout the program. Any student who does not earn a grade of “B” or better needs to repeat the course.

There are five prerequisite courses students need to complete before enrolling in Practicum, and they are required to earn a “B” grade in all five.

These courses are:

1. Basic Counseling Skills (CPSY 5473)
2. Theories of Counseling (CPSY 5553)
3. Conceptualization and Diagnosis (CPSY 5563)
4. Group Process (CPSY 5583)
5. Professional and Ethical Issues in Counseling (CPSY 5493)

Course Details

School Counseling Option (60 Credits)**Counseling Core (30 credit hours):**

- #CPSY 5473 Basic Counseling Skills (prerequisite for CPSY 5593) *
- #CPSY 5553 Theories of Counseling (prerequisite for CPSY 5593)
- #CPSY 5563 Conceptualization & Diagnosis in Counseling (prerequisite for CPSY 5593)
- #CPSY 5493 Professional Issues and Ethics in Counseling (prerequisite for CPSY 5593)
- #CPSY 5583 Group Process (prerequisite for CPSY 5593)
- %CPSY 5503 Multicultural Counseling
- EPSY 5103 Human Development in Psychology
- CPSY 5453 Vocational and Career Information
- CPSY 6553 Advanced Marriage and Family Therapy
- CPSY 5413 Child and Adolescent Counseling

Research (6 credit hours):

- REMS 5013 Research Design & Methodology
- REMS 5953 Elementary Statistical Methods in Education

School Counseling Specialization (15 credit hours)

- +CPSY 5513 Comprehensive School Counseling Programs
- CPSY 5523 Assessment in Counseling
- CPSY 5673 Substance Abuse Counseling
- ^Electives (6 credit hours, to be chosen from a list of approved courses)

Counseling Practice (9 credit hours)

- CPSY 5593 Counseling Practicum (prerequisite for CPSY 5683/5693) *
- CPSY 5683 Internship in Counseling I *
- CPSY 5693 Internship in Counseling II *

Thesis (optional, 6 credit hours)

- CPSY 5000 Master's Thesis

Note: If a student elects to complete a thesis, then the student takes 6 more credit hours in Thesis.

Required for students in both School and Mental Health Counseling **before** enrolling in Practicum (CPSY 5593)

% Recommended for students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)

+ Recommended for students in the School Counseling program before taking Practicum (CPSY 5593)

* Must be taken in residence at Oklahoma State University.

Mental Health Counseling Option (60 credits)

Counseling Core (30 credit hours):

#CPSY 5473	Basic Counseling Skills (prerequisite for CPSY 5593) *
#CPSY 5553	Theories of Counseling (prerequisite for CPSY 5593)
#CPSY 5563	Conceptualization & Diagnosis in Counseling
#CPSY 5493	Professional Issues and Ethics in Counseling
#CPSY 5583	Group Process
%CPSY 5503	Multicultural Counseling
EPSY 5103	Human Development in Psychology
CPSY 5453	Vocational and Career Information
CPSY 6553	Advanced Marriage and Family Therapy
CPSY 5413	Child and Adolescent Counseling

Research (6 credit hours):

REMS 5013	Research Design & Methodology
REMS 5953	Elementary Statistical Methods in Education

Counseling Practice (9 credit hours)

CPSY 5593	Counseling Practicum (prerequisite for CPSY 5683/5693) *
CPSY 5683	Internship in Counseling I*
CPSY 5693	Internship in Counseling II*

Mental Health Counseling Specialization (15 credit hours)

*CPSY 5483	Mental Health Counseling
CPSY 5523	Assessment in Counseling
CPSY 5673	Substance Abuse Counseling
^Electives	(6 credit hours, to be chosen from a list of approved courses)

Thesis (optional, 6 credit hours)

CPSY 5000	Master's Thesis
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Note: If a student elects to complete a thesis, then the student would take an additional six hours of coursework for a total of 66 hours.

Required for students in both School and Mental Health Counseling **before** enrolling in Practicum (CPSY 5593)

% Recommended for students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)

+ Recommended for students in the School Counseling program before taking Practicum (CPSY 5593)

***Must** be taken in residence at Oklahoma State University.

Expected Student Dispositions

The expected student dispositions as stated in the handbook, and corresponding with the annual evaluation criteria (listed below):

1. Leadership.

○ *Personal maturity:*

Addresses personal issues that may affect professional life; demonstrates desire for wellness and balance; demonstrates the ability to handle ambiguity.

○ *Self-reflection:*

Identifies personal strengths and areas for growth; demonstrates a desire to improve and grow as a counselor; demonstrates the ability to think about and change behavior.

○ *Personal responsibility:*

Takes ownership of development and success; demonstrates an internal locus of control; demonstrates a proactive approach to professional development; accepts feedback in a non-defensive manner.

○ *Interpersonal competence:*

Demonstrates ability to work as an effective team member; interacts with others in a strength-based, respectful, and professional manner; demonstrates active involvement in teamwork.

2. Ethics.

○ *Personal integrity:*

Demonstrates honesty in relation to others; understands own values and beliefs and how these affect interpersonal relationships; demonstrates principled behavior, including ethical conduct, knowledge, respect, fairness, inclusiveness, confidence, and appropriateness in the program and clinical practices.

3. Academics and Professional Roles.

○ *Commitment to the profession*

Demonstrated by interest in coursework, desires to learn material beyond class expectations, work reflects quality effort, demonstrates strength-based work attitude and enthusiasm for the task at hand, and internalizes the importance of professional work behaviors. A key measure of professional identity is membership and involvement in professional organizations (e.g., OCA, ACA, AMHCA, ASCA, OSCA).

4. Diversity.

- *Respect for others:*

As demonstrated by humility, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse/conflicting worldviews, beliefs, values, and exceptionalities; seeks feedback about multicultural knowledge, skills, and awareness; and is accepting of the existence of different points of view.

5. Service Orientation/Community Outreach.

Advocates for wellness and balance in others contribute to efforts to examine and enact productive solutions to wellness.

Annual Student Evaluations 2025-2026

In Spring of 2026, Annual Student Evaluations were conducted for 97 students in the program. They were rated on the following dispositions that are aligned with student dispositions noted above.

The ratings range from: *N: No opportunity to observe, 0: Does not demonstrate, 1: Demonstrates minimally or inconsistently, 2: Demonstrates criteria consistently.*

I. Personal and Professional Characteristics

- **Self-Awareness & Reflection**

- Demonstrates realistic expectations of self.
- Shows developed sense of self-awareness regarding knowledge and skills.
- Engages in self-reflection to identify strengths and areas for growth.
- Accepts feedback in a non-defensive manner and integrates it into practice.

- **Personal Responsibility**

- Takes ownership of actions, development, and successes with an understanding of growth edges and working towards them
- Demonstrates an internal locus of control.

- Exhibits reliable and responsible behaviors regarding assignments, attendance, and group activities.

- **Integrity & Ethics**

- Demonstrates honesty and principled behavior.
- Maintains professional boundaries consistent with the American Counseling Association (ACA) Code of Ethics.
- Interacts professionally and respectfully with program instructors, site supervisors, and peers.
- Comply with ethical standards of the ACA.

II. Interpersonal Competence

- **Communication & Collaboration**

- Displays active listening skills.
- Expresses thoughts and knowledge effectively.
- Demonstrates the ability to articulate feelings.
- Works collaboratively with others and contributes to a constructive (or strengths-based) environment.

- **Rapport & Respect**

- Demonstrates ability to develop and maintain rapport with clients from a variety of backgrounds.
- Respects divergent points of view and engages others with humility and respect
- Utilizes personal power and authority appropriately and through identified channels of communication.

III. Cultural and Diversity Awareness

- **Multicultural Competence**

- Demonstrates cultural humility and the willingness to learn.
- Shows compassion, empathy, open-mindedness, and flexibility in thought.
- Believes different points of view can exist and is accepting of that reality.

IV. Academic and Professional Engagement

- **Commitment to the Profession**

- Demonstrates engagement in coursework and clinical experiences.
- Demonstrates a desire to learn beyond class expectations.
- Maintains involvement in professional organizations (e.g., ACA, AMHCA, ASCA).

- **Classroom Behavior**

- Demonstrates behaviors that are respectful and consistent with articulated classroom expectations.
- Facilitate one's own and peers' development pertaining to the class subject.
- Contributes constructively to the classroom environment.

V. Supervision and Growth

- **Profits from Supervision**

- Demonstrates openness to supervision and uses it for professional development.
- Seeks feedback proactively and applies it constructively.

Qualitative Data for additional comments related to “academic knowledge”, “practitioner competencies”, “personal characteristics”, and whether a student “benefits from supervision” were also gathered.

Table 1	Average Scores Obtained
Self-Awareness	1.9
Personal Responsibility	1.8
Integrity & Ethics	1.8
Communication & Collaboration	1.8
Rapport & Respect	1.9
Multicultural Competence	1.9
Commitment to Profession	1.7

Classroom Behavior	1.8
Profits from Supervision	1.6
Overall Average	1.85*

** Maximum score possible is "2". The highest average score for an individual student was "2," and the lowest average score for an individual student was "1.3". n=97.*

We also have a process in place for student grievances and appeals outlined in the Student Handbook. If a student does not meet the student dispositional standards, we have a comprehensive process outlined in the Student Handbook for a Performance Alert Form to be filled out by the faculty member who is concerned. This could be an Informal or Formal Process, and the faculty members discuss and vote on a plan of action.

Additionally, we have a process for student grievances and appeals outlined in the Student Handbook. Newly enrolled students attend a student orientation where they review the Student Handbook, policies, and procedures.

Student Testing and Evaluation

Aligned with the Graduate College policy, all students in the M.S. Counseling program are required to maintain a GPA of 3.00 throughout the program. Any student who does not earn a grade of "B" or better needs to repeat the course.

All our Syllabi are now aligned to the 2024 CACREP standards. The updated syllabi each have the assignments listed that, according to faculty, help the students meet the Student Learning Outcomes. These assignments also require a "B" or better grade and are to be uploaded to the student's Portfolio once the course is completed.

Key Performance Indicators and aligned Student Learning Outcomes

KPI 1. Professional identity, including history of the profession, roles of counselors, organizational structures, ethics, standards, credentialing, public policy, advocacy, and emerging issues in the profession.

- SLO: Students will be able to understand their scope of practice, their ability to function within ethical guidelines, and limitations of confidentiality according to their specialization – clinical mental health or school counseling.

KPI 2. Social and cultural diversity, including multicultural trends, counseling strategies, theories, competencies, contextual factors for working with diverse populations, and counselor roles in social justice and advocacy.

- SLO: Develop an understanding of sociocultural factors that affect the wellness of clients, and advocate for social injustices as appropriate.

KPI 3. Human growth and development including theories of learning, development, and transition (both normal and abnormal) for individuals and families across the lifespan.

- SLO: Students will develop an understanding of wellness throughout the lifespan, keeping contextual factors into consideration.

KPI 4. Career and lifestyle development, including theories, models, assessment and counseling strategies, information resources, program planning and administration, and emerging issues in a changing world-of-work.

- SLO: Gain insight into developing and facilitating career development when working with clients.

KPI 5. Helping relationships, including counselor and consultant characteristics, and counseling, consulting, and systems theories, processes, and skills for working with families, children, and adults.

- SLO: Develop a conceptualization of client cases, develop a treatment plan in collaboration with clients, and plan interventions accordingly.

KPI 6. Group work, including group development, group dynamics, and group counseling theories, methods, and skills. CACREP standards require that students experience a minimum of 10 clock hours in an experiential group activity. This requirement is typically met during CPSY 5583 Group Process.

- SLO: Develop an understanding of stages and processes involved in Group Work, making group member selections appropriately, and planning interventions accordingly.

KPI 7. Assessment, including basic principles of testing and assessment, case conceptualization, diagnosis, diversity factors related to assessment, and individual and group approaches to assessment and evaluation.

- SLO: Develop the ability to use assessment and evaluation, consider assessment tests, and evaluate client suitability for a particular intervention.

KPI 8. Research and program evaluation, including research methods, basic statistics, needs assessment, and program evaluation

- SLO: Develop an understanding of how to plan and execute a study protocol designed with a quantitative and/or qualitative methods design.

Professional Concentrations:

Clinical Mental Health Counseling: Students will develop an intersectional understanding of case conceptualization, treatment planning, intervention, and prevention strategies relevant for Clinical Mental Health Counselors.

School Counseling: Students will develop a relevant and deep understanding of the role of a School Counselor in Oklahoma and learn how to provide appropriate help and support within the school system.

Faculty/Instructor Feedback

After each semester, students complete a Student Survey of Instruction for each course, which is reviewed as part of the faculty member's annual review. Sample items include:

1. The course reflected the plans outlined in the syllabus.
2. The course was organized clearly and effectively.
3. Presentation of course content enhanced my learning of the subject.

Items are rated on a 1–5 scale. In addition to course-level feedback, the survey collects instructor-specific feedback that also informs the annual review process.

The Institute for Teaching and Learning Excellence (ITLE) supports faculty in responding to this feedback through syllabus and assignment revision, peer review, class observations, and consultation as needed or recommended.

First destination survey responses

For the year 2024-2025*, we had 42 graduates, of whom 31 responded to the First Destination Survey. Approximately 67.9% started a full-time position in the field, 3.6% are serving military clientele, 3.6% are working part-time, and 14.3% are still seeking a position. Approximately 66.7% are currently continuing their education, and 33.3% plan to continue their education.

*2025-2026 report currently in progress.

National Counselor Examination

In Fall 2025, seven students took the NCE; six passed. That makes an 86% pass rate for the program compared to an 83% national pass rate. In Spring of 2026, 25 students took the NCE; 23 students passed. That makes a 92% pass rate compared to an 89% national average.

CACREP Vital Statistics Report 2025 Summary
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(as stated in the previous vital stats survey report)

Oklahoma State University has two accredited programs: **Clinical Mental Health Counseling (CMHC)** and **School Counseling**.

Clinical Mental Health Counseling (CMHC)

- Minimum credit hours: **60-63 credit hours**
- Enrollment for the past year was **93 students**
- Graduates: **42 students**
- Licensure examination pass rate: **91-100%**
- Employment/doctoral admission rate: **91-100%**

School Counseling

- Minimum credit hours: **60-63 credit hours**
- Enrollment: **4 students**
- Graduates: **1 student**
- Licensure/certification examination pass rate: **91-100%**
- Employment/doctoral admission rate: **91-100%**

Admissions Summer/Fall 2025

- Total master's-level CACREP applications received: 166. Of those, 69 applicants were admitted.
- Approximate acceptance rate: **41.6%**

Time to degree

Most students enrolled full-time and carrying a full load of 4:4 Fall and Spring and two courses in the Summer, complete the MS Counseling degree in two years. If not enrolled full-time, most students graduate from the program in three years and no more than five years.

Stakeholder Advisory

In Spring of 2025, we established a formal process to receive stakeholders' feedback. This group includes 13 individuals comprising site supervisors, community partners, alumni, and current students. We conducted a TIME 1 survey in the Spring semester and will be conducting a TIME 2 survey in the Fall semester. This survey has quantitative and qualitative data points. Details will be included in the November report (due for Oklahoma State University on 11/15/2026). However, we wanted to provide a snapshot of what the stakeholders stated. We asked questions regarding "how well the M.S. Counseling program prepares students for the field of Counseling"

Quantitative questions were presented on a Likert Scale of 1-5.

1 – very poor, 2 – poor, 3 – moderate, 4 – well, and 5 – very well

The highest average rating was for the item "how does the M.S. Counseling program at OSU prepare its students with the practice of individual counseling", with an average rating of 4.62. The lowest rating for an individual item was 3.08.

Once the TIME 2 data is collected, we will analyze the data for both quantitative and qualitative aspects, compare rater reliability from TIME 1 to TIME 2, and thematically code qualitative data. The trends will be presented to the Counseling faculty, and a plan to improve will be formulated with the collaboration of all faculty and the School Head.

Student Site Ratings

Between both programs at the Tulsa and Stillwater campuses, we have a total of twenty (20) practicum and internship sites. A total of nineteen (19) questions is rated for each site. Students are asked to rate their sites on a scale of 1-4

1- very unsatisfactory, 2 - moderately unsatisfactory, 3 - moderately satisfactory, and 4 - very satisfactory

According to the 2025-2026 Practicum and Internship Students:

Experience with 'Individual counseling' received the highest rating of 3.87; 'amount of on-site supervision' and 'usefulness and helpfulness of faculty liaison' were rated second highest at 3.78. Both the 'quality and usefulness of on-site supervision' and 'exposure to professional roles and functions within the school/agency' came in as close third highest. The lowest rated item was experience related to 'career counseling' at an average rating of 2.86. The overall average rating for Practicum and Internship sites was 3.72.