

Dallas Theological Seminary
2025 Master of Arts in Counseling Degree Annual Report

The annual report serves as a comprehensive tool for systematic program evaluation and continuous improvement within the MAC program. It compiles and summarizes data on student performance, program outcomes, and key performance indicators to identify trends, monitor progress toward established benchmarks, and ensure alignment with program objectives and accreditation standards. The report informs faculty deliberations, guides programmatic decision-making, and provides the foundation for recommendations aimed at enhancing curriculum, instruction, and student support. The annual report compiles all available data from the previous year; however, some outcome data are not yet available as the MAC program is in its initial stages and the first cohort has not yet completed all program requirements.

MAC Program Mission Statement

The Master of Arts in Counseling degree program is designed to prepare students to enter into licensed counseling practice in church, institutional, or private counseling settings by providing training that is biblically, theologically, and clinically focused.

Expanded Statement of Purpose:

In keeping with the Seminary's mission and the Great Commission, the counseling program equips students to serve people from many walks of life. This training includes preparation for clinical counseling among individuals from various cultural settings and among those who may be underserved or experiencing difficulty. Students learn to offer skilled, compassionate, and theologically grounded care in every context.

MAC Program Objectives

1. Understand and evaluate secular and Christian psychological theories and practices from a sound biblical and theological point of view in order to develop professional competence within a thoroughly biblical framework focused on ministry
2. Develop deep levels of biblical and spiritual integrity in their own personal life, relationships, and ministry
3. Engage in effective clinical mental health counseling in the context of a local church, private practice, or mental health institution
4. Understand role and processes of professional counselors advocating for diverse populations across the lifespan for equality-based counseling services
5. Demonstrate an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management

6. Critically evaluate therapeutic factors of group work as they connect to culturally sustaining and developmentally responsive strategies for designing and facilitating groups
7. Students will apply culturally responsive assessment procedures and a research base toward counseling services for clients in a global society

Aggregate Assessment of Student Success - Key Performance Indicators

MAC faculty developed key performance indicators (KPIs) across each of the eight foundational curricular areas and the one specialized curricular area (CMHC), all of which are aligned with program objectives. Minimum performance thresholds have been established for each Key Performance Indicator (KPI) and are assessed at designated points throughout the MAC curricular sequence using multiple assessment measures. The timing, methods of assessment, and minimum threshold expectations for each KPI are outlined below, and results from the first MAC cohort are presented in the table that follows.

Results indicate that minimum performance thresholds were met in aggregate for all KPIs assessed in 2025.

Key Performance Indicators	Established Minimum Threshold	Data Collection Times	Aggregate Achievement Level at Each Point in Time Data Was Collected
1. Professional Counseling Orientation and Ethical Practice: Students will know the role and process of the professional counselor advocating on behalf of the profession.	The minimum threshold for Assessment Point 1 of the professional counseling orientation and ethical practice KPI is that 80% of students must meet the minimum performance expectation. The minimum threshold for Assessment Point 2 of the professional counseling and ethical practice KPI is that 80% of students must meet the minimum performance expectation.	Both data sets for this established minimum threshold are collected at the end of the semester for CC5250, which occurs at the end of Summer semester, Year 1, after all final grades have been submitted.	Summer 2025 CC5250 KPI 1 Assessment Point 1: 100% of students (n=48) met the 80% threshold Summer 2025 CC5250 KPI 1 Assessment Point 2: 100% of students (n=48) met the 80% threshold

<p>2. Social and Cultural Identities and Experiences: Students will know principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship.</p>	<p>The minimum threshold for Assessment Point 1 of the social and cultural identities and experiences KPI is that 80% of students must meet the minimum performance expectation. The minimum threshold for Assessment Point 2 of the social and cultural identities and experiences KPI is that 80% of students must meet the minimum performance expectation.</p>	<p>Both data sets for this established minimum threshold are collected at the end of the semester for CC5235, which occurs at the end of the Fall semester, Year 1, after all final grades have been submitted.</p>	<p>Fall 2025 CC5235 KPI 2 Assessment Point 1: 100% of students (n=48) met the 80% threshold</p> <p>Fall 2025 CC5235 KPI 2 Assessment Point 2: 100% of students (n=48) met the 80% threshold</p>
<p>3. Lifespan Development: Students will demonstrate understanding of systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.</p>	<p>The minimum threshold for Assessment Point 1 of the lifespan development KPI is that 80% of students must meet the minimum performance expectation. The minimum threshold for Assessment Point 2 of the lifespan development KPI is that 80% of students must meet the minimum performance expectation.</p>	<p>Both data sets for this established minimum threshold are collected at the end of the semester for CC5215, which occurs at the end of the Fall semester, Year 1, after all final grades have been submitted.</p>	<p>Fall 2025 CC5215 KPI 3 Assessment Point 1: 100% of students (n=46) met the 80% threshold</p> <p>Fall 2025 CC5215 KPI 3 Assessment Point 2: 100% of all students (n=46) met the 80% threshold</p>
<p>4. Career Development: Students will demonstrate knowledge and application of</p>	<p>The minimum threshold for Assessment Point 1 of the career development KPI is</p>	<p>Both data sets for this established minimum threshold are collected at the end of the semester for CC5230, which occurs</p>	<p>Spring 2026 CC5230 KPI 4 Assessment Point 1: Available 2026 Annual Report Released Spring 2027</p>

<p>effective career counseling theory.</p>	<p>that 80% of students must meet the minimum performance expectation. The minimum threshold for Assessment Point 2 of the career development KPI is that 80% of students must meet the minimum performance expectation.</p>	<p>at the end of the Spring semester, Year 2, after all final grades have been submitted.</p>	<p>Spring 2026 CC5230 KPI 4 Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>5. Counseling Practice and Relationships: Students will evidence characteristics, behaviors and strategies that facilitate effective counseling relationships with diverse populations.</p>	<p>The minimum threshold for Assessment Point 1 of the counseling practice and relationships KPI is that 80% of students must meet the minimum performance expectation. The minimum threshold for Assessment Point 2 of the counseling practice and relationships KPI is that 80% of students must meet the minimum performance expectation.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5305, which occurs at the end of the Fall semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2026 CC5300 KPI 5 Assessment Point 1: Available 2026 Annual Report Released Spring 2027</p> <p>Fall 2026 CC5305 KPI 5 Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>6. Group Counseling and Group Work: Students will develop characteristics and functions of effective group leaders.</p>	<p>The minimum threshold for Assessment Point 1 of the group counseling and group work KPI is that 80% of students must meet the minimum performance expectation.</p>	<p>Both data sets for this established minimum threshold are collected at the end of the semester for CC5280, which occurs at the end of the Spring semester, Year 3, after all final grades have been submitted.</p>	<p>Spring 2027 CC5280 KPI 6 Assessment Point 1: Available 2027 Annual Report Released Spring 2028</p> <p>Spring 2027 CC5280 KPI 6 Assessment Point 2: Available 2027 Annual Report Released Spring 2028</p>

	The minimum threshold for Assessment Point 2 of the group counseling and group work KPI is that 80% of students must meet the minimum performance expectation.		
7. Assessment and Diagnostic Processes: Students will demonstrate knowledge of assessments and appraisal techniques when working with diverse populations.	The minimum threshold for Assessment Point 1 of the assessment and diagnostic processes KPI is that 80% of students must meet the minimum performance expectation. The minimum threshold for Assessment Point 2 of the assessment and diagnostic processes KPI is that 80% of students must meet the minimum performance expectation.	Both data sets for this established minimum threshold are collected at the end of the semester for CC5245, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.	Summer 2026 CC5245 KPI 7 Assessment Point 1: Available 2026 Annual Report Released Spring 2027 Summer 2026 CC5245 KPI 7 Assessment Point 2: Available 2026 Annual Report Released Spring 2027
8. Research and Program Evaluation: Students will understand effective use of research in counseling interventions and program evaluation.	The minimum threshold for Assessment Point 1 of the research and program evaluation KPI is that 80% of students must meet the minimum performance expectation. The minimum threshold for Assessment Point 2 of the research and program evaluation	Both data sets for this established minimum threshold are collected at the end of the semester for CC5240, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.	Summer 2026 CC5240 KPI 8 Assessment Point 1: Available 2026 Annual Report Released Spring 2027 Summer 2026 CC5240 KPI 8 Assessment Point 2: Available 2026 Annual Report Released Spring 2027

	KPI is that 80% of students must meet the minimum performance expectation.		
9. CMHC: Students will learn strategies for client treatment and interventions of a broad range of mental health issues	The minimum threshold for Assessment Point 1 of the CMHC KPI is that 80% of students must meet the minimum performance expectation. The minimum threshold for Assessment Point 2 of the CMHC KPI is that 80% of students must meet the established minimum performance expectation.	The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5310, which occurs at the end of the Spring semester, Year 3, after all final grades have been submitted.	Summer 2025 CC 5250 KPI 9 Assessment Point 1: 100% of students (n=48) met the 80% threshold Spring 2027 CC5310 KPI 9 Assessment Point 2: Available 2027 Annual Report Released Spring 2028

Trend Analysis for Key Performance Indicators

As additional cohorts matriculate into the program and the current cohort continues to advance, sufficient longitudinal data for key performance indicators will become available to support trend analysis. These analyses will be conducted and reported in the 2026 Annual Report and in subsequent annual reports.

Aggregate Assessment of Student Success - Performance Dispositions

MAC faculty utilize the **Professional Dispositions for Counseling Assessment–Revised (PDCA-R)** to assess student professional dispositions. Minimum performance thresholds have been established for each professional disposition and are assessed at designated points throughout the MAC curricular sequence using the PDCA-R instrument. The timing, methods of assessment, and minimum threshold expectations for each professional disposition are outlined below. Results from the first MAC cohort, as measured by the PDCA-R, are presented in the table that follows.

Freeman, S. C., & Garner, C. M. (n.d.). *Professional dispositions for counseling assessment–Revised (PDCA-R)*.

Results indicate that minimum performance thresholds were met in aggregate for all professional dispositions assessed in 2025.

Professional Disposition	Established Minimum Threshold	Data Collection Times	Aggregate Achievement Level at Each Point in Time Data Was Collected
<p>Conscientiousness: A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.</p>	<p>The minimum threshold for Assessment Point 1 of the Conscientiousness KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Conscientiousness KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2025 CC5250 PD 1 Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10</p> <p>Summer 2026 CC5300 PD 1 Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>Coping & Self-Care: Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.</p>	<p>The minimum threshold for Assessment Point 1 of the Coping and Self-Care KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Coping and Self-Care KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2025 CC5250 PD 2 Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10</p> <p>Summer 2026 CC5300 PD 2, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>Openness: Behaviors are highly creative and</p>	<p>The minimum threshold for Assessment Point 1 of the</p>	<p>The first data set for this established minimum</p>	<p>Summer 2025 CC5250 PD 3, Assessment Point 1:</p>

<p>ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.</p>	<p>Openness KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Openness KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>97% (47 of 48) of students achieved the minimum performance expectation of 10</p> <p>Summer 2026 CC5300 PD 3, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>Cooperativeness: Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and “easy to get along with;” highly sought after for service on teams, groups, and committees. Seeks “win-win” solutions to conflicts.</p>	<p>The minimum threshold for Assessment Point 1 of the Cooperativeness KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Cooperativeness KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2025 CC5250 PD 4, Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10</p> <p>Summer 2026, CC5300 PD 4, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>Moral Reasoning: No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg’s universal principle.)</p>	<p>The minimum threshold for Assessment Point 1 of the Moral Reasoning KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Moral Reasoning KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at</p>	<p>Summer 2025 CC5250 PD 5, Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10</p> <p>Summer 2026, CC5300 PD 5, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>

		the end of the Summer semester, Year 2, after all final grades have been submitted.	
<p>Interpersonal Skills: Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.</p>	<p>The minimum threshold for Assessment Point 1 of the Interpersonal Skills KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Interpersonal Skills KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2025 CC5250 PD 6, Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10</p> <p>Summer 2026, CC5300 PD 6, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>Cultural Sensitivity: Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.</p>	<p>The minimum threshold for Assessment Point 1 of the Cultural Sensitivity KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Cultural Sensitivity KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2025 CC5250 PD 7, Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10</p> <p>Summer 2026, CC5300 PD 7, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>Self-Awareness: Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements</p>	<p>The minimum threshold for Assessment Point 1 of the Self-Awareness KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all</p>	<p>Summer 2025 CC5250 PD 8, Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10</p>

<p>without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.</p>	<p>The minimum threshold for Assessment Point 2 of the Self-Awareness KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2026, CC5300 PD 8, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>Emotional Stability: Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or prosocial behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.</p>	<p>The minimum threshold for Assessment Point 1 of the Emotional Stability KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Emotional Stability KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2025 CC5250 PD 9, Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10 Summer 2026, CC5300 PD 9, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>
<p>Ethical Behavior: Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.</p>	<p>The minimum threshold for Assessment Point 1 of the Ethical Behavior KPD is that 80% of all students will meet the minimum performance expectation of 10. The minimum threshold for Assessment Point 2 of the Ethical Behavior KPD is that 80% of all students will meet the minimum performance expectation of 10.</p>	<p>The first data set for this established minimum threshold is collected at the end of the semester for CC5250, which occurs at the end of the Summer semester, Year 1, after all final grades have been submitted. The second data set for this established minimum threshold is collected at the end of the semester of CC5300, which occurs at the end of the Summer semester, Year 2, after all final grades have been submitted.</p>	<p>Summer 2025 CC5250 PD 10, Assessment Point 1: 97% (47 of 48) of students achieved the minimum performance expectation of 10 Summer 2026, CC5300 PD 10, Assessment Point 2: Available 2026 Annual Report Released Spring 2027</p>

Trend Analysis for Professional Dispositions

As additional cohorts matriculate into the program and the current cohort continues to advance, sufficient longitudinal data for professional dispositions will become available to support trend analysis. These analyses will be conducted and reported in the 2026 Annual Report and in subsequent annual reports.

Graduate Outcomes

Graduate outcome data addressing credentialing exam pass rates, degree completion rates, employment rates, and doctoral admission rates will not be available until the 2027 annual report, following the completion of the degree by the first MAC cohort.

Diverse Learning Community

Reporting on the diverse learning community is not required at this time.

Fieldwork Placement Data

Data from fieldwork placements will not be available until the 2026 annual report, as the first cohort of MAC students will enter practicum during the second year, third semester of their curriculum sequence.

Advisory Board Meeting Summary

The April 24, 2026, Community Partner Meeting was conducted as part of DTS's ongoing CACREP program evaluation process to gather feedback from alumni and community partners regarding program effectiveness, graduate preparedness, and emerging field needs. Participants represented a range of professional settings, including private practice, nonprofit agencies, and residential treatment programs, providing a broad perspective on outcomes and current demands in the counseling field.

Overall, feedback indicated that DTS graduates are well prepared in foundational counseling competencies. Alumni reported strong skills in therapeutic presence, relationship-building, and multicultural awareness, as well as an ability to integrate biblical, theological, and clinical frameworks in practice. Graduates are successfully employed across diverse settings and populations, including children, families, individuals with addiction concerns, and culturally diverse clients, reflecting the program's effectiveness in preparing clinically versatile counselors. Participants also affirmed the strength of recent program developments aligned with CACREP standards. The structured cohort model, increased clinical hour requirements (700 total hours with 240 direct), and expanded use of key performance indicators and professional disposition assessments have strengthened both training rigor and gatekeeping processes. Faculty engagement in student evaluation was noted as a particular strength, with increased

intentionality in assessing both clinical competence and professional behaviors across the program.

At the same time, alumni and community partners identified several areas for improvement. A primary theme was the need for more applied training in diagnosis, clinical assessment, and documentation—particularly in contexts involving insurance reimbursement. While theoretical knowledge was considered strong, participants noted that confidence in these skills often developed after graduation. Similarly, there was a consistent recommendation to expand preparation for the business aspects of counseling, including understanding employment structures (e.g., 1099 vs. W-2), evaluating supervision contracts, and navigating private practice realities.

Concerns were also raised about the implications of increased CACREP clinical hour requirements for site placement. Participants emphasized the need for DTS to expand partnerships with high-volume clinical sites, as lower-volume private practice placements may no longer adequately support student hour accumulation. Strengthening relationships with agencies, school systems, and community organizations was identified as critical for sustaining effective clinical training pathways.

Additional feedback highlighted the importance of better preparing students for professional sustainability. Alumni expressed a need for more practical guidance related to managing caseloads, implementing effective self-care, and maintaining long-term clinical wellness. Emerging trends in the field, including increased use of technology, shifting client communication preferences, and the growing influence of AI, were also noted as areas the program should begin addressing proactively within the curriculum.

Finally, participants emphasized the value of ongoing collaboration between DTS and its community partners. There was strong interest in deeper, more consistent engagement beyond annual meetings, including opportunities to contribute to curriculum development, interact with students, and provide continued feedback on evolving field expectations.

The DTS counseling program is demonstrating strong outcomes in core clinical training and professional formation while actively adapting to CACREP standards. Stakeholder feedback provides clear direction for continued improvement in applied clinical skills, professional readiness, and field engagement, ensuring graduates remain well prepared to meet the changing demands of the counseling profession.

Subsequent Curriculum Modifications and Program Improvement

As the MAC program has its first cohort matriculating through the program, several academic quality indicators remain to be collected and analyzed. The data points for KPI {insert them here} indicate that students are achieving or exceeding the minimum thresholds. Furthermore, the data points for professional dispositions show similar results. As new cohorts enter the program and the current cohort continues to matriculate, trend analysis will become available.

Regarding curricular modifications and program improvement, core faculty believe there is no data point that suggests such action to be taken at this time. However, core faculty are monitoring data trends regarding academic quality indicators on an as-needed and annual basis.

Significant Program Changes

Following review of the 2025 Master of Arts in Counseling (MAC) Annual Report and Advisory Council recommendations, no major programmatic changes were implemented. This decision reflects the program's current priority of aligning curriculum, policies, and assessment practices with CACREP standards in pursuit of accreditation. During this period, faculty efforts have been intentionally focused on ensuring full compliance with CACREP requirements, including curriculum sequencing, clinical hour expectations, and systematic program evaluation processes.

While no significant structural changes were made, minor recommendations provided by the Advisory Council were carefully reviewed and discussed among faculty. These suggestions were consistent with previously identified areas for growth and enhancement within the program. As a result, the program will implement targeted improvements designed to strengthen these areas, particularly in applied clinical training and professional development.