

Harding University Mental Health and Wellness Annual Evaluation Report 2026

This report is required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), our accrediting body. This report is designed to satisfy standard 4.D. of the 2016 standards under which we are accredited as well as their 2024 cognates 2.F.3 and 2.E.2

2016 Standard 4.D

4.D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

2024 Standard 2.F.3

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.

2024 Standard 2.E.2

2. Graduate Outcomes:

The program analyzes graduate outcomes and reports in aggregate, by program delivery type and CACREP specialized practice area, the achievement of minimum thresholds determined by the program for each of the following:

- a) pass rates on credentialing examinations,
- b) degree completion rates, and
- c) employment and doctoral admission rates.

This is our sixth year in using our new format for our program evaluation report in compliance with the 2016 CACREP standards. As always, we continue to refine our assessment plan to better serve the program, faculty and students by identifying areas of improvement. Since our first five years we have attempted to address the previously identified issues identified including increasing our response rate and dissemination of content to stakeholders.

For part 1, a summary of program evaluation results, see the tables below. These are based on data gathered from a variety of sources that we believe adequately assesses the program as a whole. Most of the data is aggregate as we are looking at the program as a complete entity rather than specific portions of it. It should be noted that these assess the program as a whole and by ELSA and by site. It should be noted that this is the second report filed since we have voluntarily withdrawn accreditation for our school counseling program and our Memphis, TN site.

Following each of the results is a brief summary of program modifications recommended by faculty discussion of the program evaluation results. This is designed to satisfy part 2 of Standard 4.D.

Stakeholder Surveys

First, are the results of the stakeholder survey. As with previous years, this was distributed to stakeholders such as supervisors and employers of students and graduates of the program. These include clinical, administrative and practicum or internship site supervisors, professional peers, and others who have a professional relationship with our students and graduates. Work settings include outpatient clinics, private practices, schools, inpatient facilities and others. Data was received from 22 stakeholders, which represents a significant number of locations where we place students and graduates locally. This is a decrease from last year, much of which is, again, due to lower attendance at our alumni breakfast. We are working on developing ways to increase response rates.

Narrative responses were generally positive. Highlights noted *“Nothing I can think of. I’ve supervised interns from several other grad programs and I can always see the difference between HU MH&W students and other programs. Keep up the great work!”*, *“The longer that I spend time in the counseling profession, the more I appreciate the quality of the professionals that Harding produces. You all are doing a wonderful job!”* and *“Very knowledgeable and takes the position seriously. Committed and honest.”*. Also worthy of note were the responses that indicated interns were hired on when they completed their program. We are finally seeing evaluation of graduate self-care as being adequate or better. This is a wonderful change from years past and evidence that our interventions and changes have been successful.

In the chart below, last year’s aggregate numbers appear in parentheses with this year’s data below to allow for quick comparison.

	Not Met	Met	Exceeds
1. Active participant in job & meets deadlines		(24%) 36%	(76%) 64%
2. Shows respect for peers		(12%)	(88%) 100%
3. Shows respect for supervisors and administrators		(12%)	(88%) 100%
4. Oral and written communication skills		(20%) 50%	(80%) 50%
5. Applies current research and professional literature	(8%)	(28%) 50%	(64%) 50%
6. Demonstrates adequate self-care	(8%)	(16%) 45%	(76%) 55%

7. Shows respect for diversity		(16%) 14%	(84%) 86%
8. Is open to developmental feedback		(20%) 18%	(80%) 82%
9. Demonstrates professionalism and adherence to ethics		(16%) 9%	(84%) 91%
10. Proper professional disposition for their work role		(20%) 23%	(80%) 77%
Overall Competency		(11%) 19%	(89%) 81%

Action Steps Take for Program Improvement:

The self-care content added content in multiple courses and events seems to be working to better prepare students and graduates. This is the first year in the last several where we have not gotten any ‘unmets’ for self-care. We believe this is due, in large part, to the systematic and ongoing efforts to address self-care in multiple courses with multiple methods.

Previously, we added several points in Tech Assisted as well as Practicum and Internship where current literature is reviewed. We will continue to monitor this and adjust curriculum to emphasize the need to be current in the literature. This does seem to show some improvement which suggests these efforts are paying off.

Graduate Surveys: One- and Three-Years Post Graduation

Second, surveys were sent to graduates twice per year (Spring and Fall Semesters). These surveys are sent to graduates who are one- and three-years post-graduation. In addition, this year we added EOP (End of Program) responses to better assess student satisfaction immediately upon end of program as well as further away from end of program. Further, it made sense to look at years rather than semester so the new data is organized by 1 and 3 years out in addition to EOP. Issues with survey response rates are among the most obvious issues with this data. Still, over time, a trend can be seen. The vast majority of respondents continued to report either strongly agreeing or agreeing with the program’s ability to prepare them for their work regardless of entry level specialty area or site. Similarly, the majority of respondents felt that advising was Very Adequate or Adequate as were the courses in preparing graduates to deal with moral, ethical and social issues people must confront in the current world. Surveys were sent by the College of Education. The table below represents average scores drawn from graduates from End of Program (EOP), 2025-2026 Data in the table are averages across those years. Some semesters were missing data due to lack of responses. (EOP n=15, 1 yr n=13, 3 yr n=11). Overall responses have been higher than years past.

Question	Strongly Agree or Agree	Neutral
Increased my overall knowledge in the area of my program of study EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	100% (100%) 100% (100%) 100% (100%)	
Increased my professional knowledge and skills in my area of study. EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	100% (100%) 100% (100%) 100% (100%)	
Instilled in me the dispositions needed for my area of study. EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	100% (100%) 100 % (100%) 100% (100%)	
How effective was your program of study in preparing you for the counseling profession you plan to pursue? EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	100% (100%) 100% (100%) 100% (100%)	
Professors in the Mental Health and Wellness program challenged you to think critically about the issues associated with the content of their respective courses. EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	93% (100%) 100% (100%) 100% (100%)	7%
Professors in the Mental Health and Wellness program were prepared for instruction in your classes. EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	93% (100%) 100% (100%) 100% (100%)	(7%)

Courses in the Mental Health and Wellness program made a positive contribution in your personal spiritual growth. EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	93% (100%) 100% (81.82%) 82% (100%)	(7%) (18% D/SD) 18%
Quality of Advising EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	60% (82%) 85% (100%) 82% (86%)	40% (18%) 15% 18% (satisfactory)
How adequate were the courses you had in the Professional Counseling Program in addressing moral, ethical, and social issues that people must confront in the current world? EOP 2025-2026 (2024-2025) 1 yr out 2025-2026 (2024-2025) 3 yr out 2025-2026 (2024-2025)	100% (100%) 100% (100%) 100% (100%)	

Action Steps Take for Program Improvement:

We have noted that advising continues to be an area we can improve upon. Of course, advising is more than just scheduling courses and we continue to work with students to help them plan for post-graduation activities such as licensure and supervision. Issues such as students self-advising, changing number of courses taken per semester, and more distance students are some contributing factors. A survey of student needs for advising has also been suggested.

We continue to consider how best to use this survey and tailor the questions to get at critical concerns of graduates of the program regardless of ELSA or site. This survey could provide valuable data for us and we are coordinating with the College of Education to adjust it to better suit our needs while still obtaining information necessary for the college.

Chalk and Wire (Anthology) Outcomes

The program continues to use Anthology (formerly Chalk and Wire) as an electronic portfolio to track student progress in the program. At the end of each semester, instructors review each standard the course purports to cover and considers student comprehension and mastery of these standards based on a variety of assessments in the course. Certain courses have been linked to Student Learning Outcomes (SLO) for the program as a whole and specific assignments are designated as Key Performance Indicators (KPI).

As such, for program evaluation purposes we have identified 8 Student Learning Outcomes (SLO) for core counseling competencies and one additional SLO for each of the three entry level specialty areas we offer. Each Core Area and ELSA addressed below is linked with a SLO and the courses where the KPI's are found. An average Chalk and Wire score of 2.0 or above is sought which correlates to a 'met' on our three-point rubric. A 1 is equivalent to unmet, 2 is equivalent to met and 3 is equivalent to exceeds expectations. As can be seen, the average in course shows that students are comprehending the material and meeting or exceeding expectations. The number in parentheses is the standard deviation (SD) from the mean.

Core Area	SLO	Where Assessed	Avg CW Score (SD) 2025	Avg CW Score (SD) 2026
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	Students will demonstrate an understanding of the history of professional counseling as well as the ethical practice of the profession in a variety of interdisciplinary settings.	COUN 6040	2.02 (.04)	2.06 (.05)
		COUN 6030	2.06 (.07)	2.13 (.1)
SOCIAL AND CULTURAL DIVERSITY	Students will demonstrate an understanding of how issues of diversity influence help seeking behavior as well as how to effectively help a diverse client population.	COUN 6110 COUN 6000	DNA 2.1 (.16)	2 (.02)
HUMAN GROWTH AND DEVELOPMENT	Students will demonstrate an understanding of the normal course of human development and how deviations can influence behavior.	COUN 6080	2.41 (.19)	2.41 (.12)
CAREER DEVELOPMENT	Students will demonstrate an understanding of the role of career in wellness.	COUN 6050 COMP EXAM	2.17 (.14)	2.18 (.16)
COUNSELING AND HELPING RELATIONSHIPS	Students will demonstrate knowledge of and the skill to apply counseling approaches to client need.	COUN 6010	2.08 (.18)	2.09 (.1)
		COUN 6020	2.14 (.13)	2.15 (.15)
GROUP COUNSELING AND GROUP WORK	Students will demonstrate knowledge and skill to provide group counseling to a variety of client populations.	COUN 6100 Prac/Intern	2.27 (.21)	2.28 (.26)

ASSESSMENT AND TESTING	Students will demonstrate the knowledge and ability to select and administer appropriate assessment instruments to assist in client care.	COUN 6060 CMHC 6460 MCFC 6200	2.2 (.06) 2.04 (.05) 2.14 (0)	2.25 (.09) 2.08 (.04) 2.03 (.06)
RESEARCH AND PROGRAM EVALUATION	Students will demonstrate the ability to read and understand research as well as conduct research necessary to better serve their clients.	COUN 6520 COMP EXAM	2.44 (.47)	2.94 (.07)
Clinical Mental Health Counseling				
Diagnosis and Treatment of Mental and Emotional Disorders	Students demonstrate an ability to provide evidence based CMHC services to diverse clientele in a broad range of clinical settings	COUN 6460 COUN 6480 (site final)	2.04 (.05) 2.83 (.29)	2.08 (.04) 2.67 (.38)
Marriage Couples Family Counseling				
Competent marriage, couple and family counseling	Students demonstrate an ability to provide evidence based MCFC services to diverse clientele in a broad range of clinical settings.	COUN 6470 COUN 6280 (site final)	2.77 (.36)	2.09 (.18) 2.62 (.41)

*Group counseling: We have moved one of the KPIs to Internship and do not have data for it yet.

We continue to evaluate and re-evaluate the KPIs to ensure they are providing us with good, usable data for program improvement. With the advent of the new CACREP standards we intend to begin aligning ourselves with those standards and re-vamping the current system in the next two years.

Action Steps Take for Program Improvement:

One of the most important steps we took was to better align the KPI for Group counseling to include the new requirement for practicum and internship to have students lead or co-lead a group. This replaces the family and relationship course which we believe is a better representation of student achievement and learning. Since all students must lead or co-lead a

group and internship occurs at the end of their program, this makes an excellent bookend to the group counseling course taken earlier.

Summary of Program General Data reported in annual vital statistics report

Finally, we have a brief summary of our vital statistics which will be posted in our annual report later this year.

This report is for students by site and ELSA broken down by demographics and then for the program as a whole.

CMHC

- 68 total students
 - 61 Searcy (16 white males, 39 white females, 2 black male, 3 black female, 2 Hispanic female, 1 biracial female, 3 biracial males, 2 other)
 - 8 Rogers (6 white females, 2 white males)

MFC

- 15 total students
 - 15 Searcy (10 white females, 2 white male, 2 black male, 1 Hispanic female,)

An additional 31 students are enrolled for School Counseling, EdS, licensure completion and certificate programs. We had 68 accelerated minors last year as well.

114 overall currently enrolled students which is an increase of 12 students from last year

- **NCE or Comp Exam Pass Rate: 100%**
- **Completion rates**
 - 100% for clinical mental health students
 - 100% for marriage, couple and family counseling students
- **Graduates Fall 2025-Summer 2026:**
 - **CMHC: 21 (12 fall, 6 spring, 3 summer)**
 - **MCFC: 5 (5 spring)**
 - **SC: 1**
 - **Cert: 5 (2 fall, 2 spring, 1 summer)**
 - **EdS: 4 (2 spring, 2 summer)**
- **Job placement:**
- **MCFC: 80%**
- **CMHC: 95%**
- **This includes graduates currently employed or interviewing for counseling jobs. Note that this data is based on survey data from the one year out graduate survey. It should be noted that some of this data was lost during the transition between Program Coordinators and due to lack of reporting back by graduates. Further, several graduates elected not to pursue employment in counseling or doctoral**

programs and instead to pursue other goals such as starting families or pursuing other careers or ministry functions.

Program Applicants with demographics

For Fall 2025-Summer 2026

79 accepted applicants compared to 68 accepted applicants last year

30 CMHC Searcy 28 (female white 19, female black 1, male white 7, male AI/AN 1) Rogers 2 (female white 2)

16 MFT 16 Searcy (female white 12, Female Hawaiian 1, male white 1, male black 2)

6 SCOU 5 Searcy (female white 3, female black 1, male white 1) Rogers 3 (female white 3)

8 EdS 5 Searcy (female black 1, female white 3, male white 1) Rogers 1 (female white 1)

4 certificates: Searcy 3 (male white 3), Rogers (female white 1)

11 not accepted (CMHC 5, MCFC 1, EdS 1, SCOU 3, CERT 1), 15 Did not start or withdrew

Important Program Changes

Liz Thornhill has resigned as our Program Coordinator. She served well in this capacity but upon graduation elected to pursue a career in providing clinical mental health counseling. We wish her the best. Our new Program Coordinator, Alison Seright, has picked up the reins and is doing well in the position. We welcome her and are glad to have her as part of our team.

Tyler White has joined our program as new faculty. He is a graduate of the program and holds an Ed.S. It is anticipated that he will begin his doctoral work in the Fall of 2027. We welcome Tyler to our program and are confident he will be a true asset to the program.

This is the second year after reducing the School Counseling degree from 60 to 48 semester hours and thus voluntarily relinquishing CACREP accreditation. After this, we have seen an increase in applications for the program as it more closely aligns with state licensure requirements and poses less of a financial burden on candidates. All those previously enrolled in the CACREP accredited program have graduated.

Finally, our program was approved to deliver course content digitally as well as in the traditional in person modalities following the submission of a lengthy substantive change document. We are in the process of implementing the plan shared with CACREP to better serve students at a distance while maintaining the quality of our program.

The final portion of this report includes Faculty representation of and identification with the Counseling Profession in the form of Faculty Presentations and Conferences attended. Some conferences were attended by multiple faculty:

Faculty Presentations

Fager, M. and Patten. T. "Trust and Culture: Growing Your Leadership Tree." Ducks Unlimited CLEAR leadership virtual training. August 26, 2026

Fager, M. and Patten. T. "Leading with Courage" Harding University Pharmacy Dept. training sessions. July 15, 2026

Fager, Marc And Patten, Todd. "Issues and Ethics: Case Reviews." Clinical Supervision training. Searcy, AR. February 7, 2026

Fager, Marc And Patten, Todd. "Issues and Ethics: Counseling Across State Lines." Clinical Supervision training. Searcy, AR. September 13, 2025

Wendt, Karl "Emotions" July 2026

Wendt, Karl "Sex" Marriage Retreat February 2026

The Leadership Tree, Ducks Unlimited • CLEAR Leadership Development – Session 1 of 2, Online,

Harding University, College of Pharmacy Retreat, Healthy Teams, Healthy Culture, Session 1 of 3, 8-12 pm, July 15th, 2026

Searcy Industrial Products, Ongoing Quarterly Lunch and Learns regarding mental health in the workplace and work culture.

Holistic Health, Leadership Retreat, Heber Springs, AR. October 24-26,

Harding University Advancement Pre-Session Retreat, Finding True North: Practicing the Fundamentals of Healthy Teams, Heber Springs, AR., 9-4 pm, August 2, 2026

Learn by Playing Workshop, Virginia Association of Independent Schools (VAIS), Williamsburg, VA, Feb, 10th 2026 (3 hrs).

ACA Ethics: Case Reviews, Wellspring Professional Counseling Retreat, Feb 7th, 2025, 2 hrs.

Issues and Ethics: Counseling Across State Lines, Wellspring Professional Counseling Retreat, Sept, 13, 2025, 2 hrs.

Suicide Prevention, Harding Academy Chapel, Searcy, Arkansas, Sept. 10th, 2025

Managing Anxiety in the Workplace, Searcy Physical Therapy, Searcy, Arkansas, April, 25th, 2025, 1hr.

Staying Steady in the Storm, Harding University Physician Assistant Program, Aug. 7th 2025, 1.5 hrs.

HU All Staff Meeting, Mental & Spiritual Preparation for the Coming School Year, Harding University, Aug 27th 2025, 1 hr.

Stress Less: Over Expectations, Macarthur Park Church of Christ, San Antonio, Texas, July 2nd 2025, 1hr.

Avanti Italia Workers Spiritual and Therapeutic Retreat, Poppi, Italy, June 2-3, 2025

Ducks Unlimited, Leading with Courage (AGILE): Maintaining Balance in Uncertain Times, (Zoom), April 28th 2025. 1.5 hrs

Alexander, J. Keeping Healthy Boundaries as a New Medical Provider

Alexander, J. Tending the Temple: Finding Peace and Joy

Alexander, J. Understanding Conflict Resolution in Relationship (Marriage Seminar)

Alexander, J. Beyond ADHD: Understanding Alternative Explanations for Attention and Hyperactivity Behaviors

Alexander, J. Supporting Teachers in Behavior Management: Evidence Based Strategies for School Counselors

Alexander, J. Clinical Updates on ADHD for Counselors

Alexander, J. Subpoena? What Do I Do Now?

Alexander, J. Integration of Interpersonal Neurobiology (IPNB) and a Christian worldview

Alexander, J. Trauma and Crisis in the Classroom

Alexander, J. Stress Pathways: Anxiety or Resilience

Alexander, J. Orientation to P.A. Licensed Practice: Decision Fatigue and Well-Being

Alexander, J. Mental Health Counselors: Who They Are and What They Do

Alexander, J & Wright, G. Delivering Catastrophic News in a Compassionate Manner

All Staff Presentation- Developing Clinical Insights- October 2025

Shelby, K. Help for the Helper- May 2026 & July 2026

Shelby, K. Ignite Camp Presentation- Developing Soft Skills of Counseling- June 2026

Shelby, K. Close Enough to Carry- July of 2026

Shelby, K. Confidentiality- Working with Mental Health and the Church- 8/13/26

Shelby, K. Grace Valley Training in Mental Health- Staff- 8/27/26

Shelby, K. Volunteers- 8/30/26

Shelby, K. Hope Works Executive Leadership Team Training- 4/2/26, 8/5/26

Mass Media Presentations

2025 August; “Tips for Back to School”
2025 September; “New Dating Rules”
2025 October; “Costumes”
2025 November “Adoption Month”
2025 December “Life Lessons from Christmas Carol”
2026 January; “National Introvert Week”
2026 February; “The 4 Loves”
2026 March; “March Madness”
2026 April; “Dog Awareness”
2026 May; “Breaking Expectations”
2026 June; “Non-verbal Communication”
2026 July; “Mandalorian: Fathering”
2026 August “Toy Story: Screen Time”

Conferences attended

ACCT (AR Christian Counselors & Therapists) Annual Conference Effective
ARCA conference in November 2025
RISE Training in August 2026
ArACES (Arkansas Association of Counselor Educators and Supervisors), Mid-Winter Meeting,
Online Feb 6th, 2026
National Christian School Association (NCSA), Annual Conference, Pepperdine University,
February 25-27, 2026
ASPA Summer Conference June 18 – 19th
Arkansas Professors of Educational Leadership (ArPEL) Spring Conference, April 14, 2026,
Harding University, Searcy Arkansas 3.5 hours
Global Outreach, Leader of Navajo Missionary's Retreat, St. George, Utah, July 25-Aug 1, 2026

Faculty Leadership roles

Chi Sigma Iota Chapter Faculty Advisor

Director of Field Placement

Botham Jean Foundation, Board of Directors Member, June 2022- Present

Member, Graduate and Professional Academic Affairs (attending)

Harding University, Academic Leaders committee

Recreation and Wellness Committee 2014-Present

Harding University, Child Advocacy Interdisciplinary Meeting, 2022-Present

Community Service

Shepherd/Elder, Downtown Church of Christ, March 2026 - Present

Avanti Italia Advisory Committee Member (Missions) 2018-Present