Malone University

Graduate Programs in Counseling

Annual Report

Fall Semester of 2025 – Summer Semester of 2026

I. Introduction

Malone University established its first graduate program in 1990, the Master of Arts in Education (M.A.Ed.). In 1993, the Guidance and Counseling (now titled *School Counseling*) program was started as a 39-semester hour track, qualifying students for a license in School Counseling from the Ohio Department of Education (ODE). In 1998, the program was changed to 48 semester hours, based on new requirements from the ODE. The School Counseling program has grown from 48 to 60 semester hours as of July 2022, in compliance with CACREP standards. Graduates from this program are eligible for licensure, Pupil Services – School Counseling, through the Ohio State Board of Education.

In 1994, the Community Counseling track began as a 40-semester hour program and received the Ohio Counselor Social Worker and Marriage & Family Therapist (CSWMFT) Board's full approval to train Licensed Professional Counselors in 1995. In 1997 the program developed into a 48-semester hour program, then eventually to a 60-semester hour program, per requirements of the CSWMFT Board in 2006. For several years this program was entitled, "Clinical Counseling."

The Clinical Counseling Program and the School Counseling Program became CACREP-accredited in 2012. In 2015, the name of the Clinical Counseling Program was changed to the

"Clinical Mental Health Counseling Program." In 2016, the Counseling and Human Development Department began the development of courses for the Clinical Mental Health Counseling Program in a fully online format. The Clinical Mental Health Counseling Program is now offered in a fully asynchronous online delivery format, with synchronous options. The addition of the Clinical Mental Health Counseling Program in a fully online delivery format was approved by CACREP in January of 2017. The School Counseling Program was approved for asynchronous online delivery format in May of 2024.

II. Mission Statement

Grounded in Malone's Foundational Principles, the graduate programs in counseling are designed to equip students with the knowledge, practical experience, and clinical skills necessary to become effective and intentional professional counselors. Through a combination of educational and hands-on training, these programs foster the development of practitioners who are committed to advocating for the growth and well-being of their clients and students.

III. Learning Outcomes

A. Program Objectives/Goals

The following outcomes describe the knowledge, skills, and dispositions that the Malone University Graduate Programs in Counseling expect students to achieve. *Malone strives to prepare professionals who*:

1. As advocates, practice with multicultural competence, with a holistic understanding of human nature, and as problem solvers in collaboration and consultation with others;
2. With intentionality, and proactive and reflective practitioners, are grounded in sound theory and techniques, with an ability to utilize technology;
3. Understand that one's faith informs one's practice and that people have a spiritual dimension that needs valued, nurtured, and accessed for growth and development; and
4. Exhibit professional competencies including modeling a professional manner in all settings, demonstrating honed intrapersonal and interpersonal skills, practicing with integrity in an ethical and legal manner, and meeting standards for State licensure and certifications.

B. Student Development Goals: Professional Counseling Identity

1. Professional Counseling Orientation and Ethical Practice
   Key Performance Indicator #1 (CACREP, 2024; FCC 3.A.): Students will demonstrate their acquired knowledge of professional counseling identity, roles, advocacy strategies, and skill in the application of professional principles and ethical standards of counseling practice. (COUN 544, 545, 630, 662)
2. Social and Cultural Identities and Experiences
   Key Performance Indicator # 2 (CACREP, 2024; FCC 3.B.): Students will demonstrate knowledge and skills in the use of multicultural counseling competencies, social justice, and advocacy. (COUN 503, 564, 684, 686)
3. Lifespan Development

Key Performance Indicator #3 (CACREP, 2024; FCC 3.C.): Students will demonstrate acquired knowledge and skills in the use of developmental theories and approaches across the lifespan. (COUN 549, 662, 684, 686)

4. Career Development
   Key Performance Indicator #4 (CACREP, 2024; FCC 3.D.): Students will demonstrate acquired knowledge and skills in career development, career assessment, and vocational enhancement strategies. (COUN 570, 622, 684, 686)
5. Counseling Practice and Relationships
   Key Performance Indicator #5 (CACREP, 2024; FCC 3.E.): Students will demonstrate acquired knowledge and skills in the professional, ethical, and culturally-relevant use of theories, techniques, and interventions throughout the counseling process (COUN 564, 567, 662, 684, 686)
6. Group Counseling and Group Work
   Key Performance Indicator #6 (CACREP, 2024; FCC 3.F.): Students will demonstrate acquired knowledge and skills in group theories, techniques, dynamics, processes, and group counseling practice (COUN 567, 641, 684, 686)
7. Assessment and Diagnostic Processes
   Key Performance Indicator #7 (CACREP, 2024; FCC 3.G.): Students will demonstrate acquired knowledge and skills in the professional, ethical, and culturally relevant use of assessment and testing in counseling practice (COUN 622, 570, 628, 684, 686)
8. Research and Program Evaluation
   Key Performance Indicator #8 (CACREP, 2024; FCC 3.H.): Students will demonstrate acquired knowledge and skills in the use of research and program evaluation for the enhancement of counseling practice (COUN 549, 622, 652, 662)

C. Student Development Goals: Professional Practice

Clinical Mental Health Counseling Program (KPI #9, 11, 12)

1. Students will be able to identify as a clinical mental health counselor, collaborate with other professionals, and implement effective counseling practices and advocacy. (COUN 564, 626, 628, 630, 686)
2. Students will be able to demonstrate the ability to apply theories to counseling practice. (COUN 564, 626, 628, 630, 686)
3. Students will be able to model relevant professional, ethical, and legal standards, laws, and rules. (COUN 564, 626, 628, 630, 686)
4. Students will be able to conceptualize, assess, evaluate, diagnose and treat clients with the use of evidence-based assessments, current DSM diagnostic criteria, and evidence based treatment strategies. (COUN 564, 626, 628, 630, 686)

School Counseling Program (KPI #10, 11, 12)

1. Students will be able to identify as a school counselor, collaborate with other professionals, and implement strategies for effective counseling practice and advocacy. (COUN 564, 610, 612, 630, 684)
2. Students will be able to demonstrate the ability to apply theories to counseling practice. (COUN 564, 610, 612, 630, 684)
3. Students will be able to model of relevant professional, ethical, and legal standards, laws, and rules. (COUN 564, 610, 612, 630, 684)

4. Students will be able to demonstrate an understanding of how to develop and coordinate school counseling program that will benefit the students. (COUN 564, 610, 612, 630, 684)
5. Students will be able to demonstrate an understanding of how to implement a continuous system of program evaluation, along with the integration of stakeholders' feedback. (COUN 564, 610, 612, 630, 684)
6. Students will meet the program curricular and licensure eligibility requirements that will lead to degree completion and attainment of relevant licensure and credentials. (COUN 564, 610, 612, 630, 684)

D. Program Intended (Student) Learning Outcome (PILOs)

1. Students will demonstrate their acquired knowledge of professional counseling identity, roles, advocacy strategies and skill in the application of professional principles and ethical standards of counseling practice. (CACREP, 2024; FCC 3.A. Key Performance Indicator [KPI] #1)
2. Students will demonstrate knowledge and skills in the use of multicultural counseling competencies, social justice, and advocacy. (CACREP, 2024; FCC 3.B. KPI #2)
3. Students will demonstrate acquired knowledge and skills in the use of developmental theories and approaches across the lifespan. (CACREP, 2024; FCC 3.C. KPI #3)
4. Students will demonstrate a satisfactory level of knowledge and skill, with intentionality as proactive and reflective practitioners grounded in sound theory and techniques. (CACREP, 2024; FCC 3.D. KPI# 4)
5. Students will demonstrate acquired knowledge and skill in the professional, ethical and culturally relevant use of theories, techniques, and interventions, throughout the counseling process. (CACREP, 2024; FCC 3.E. KPI #5)
6. Students will demonstrate acquired knowledge and skill in group theories, techniques, dynamics, processes, and group counseling practice. (CACREP, 2024; FCC 3.F. KPI #6)
7. Students will demonstrate acquired knowledge and skill in the professional, ethical, and culturally relevant use of assessment and testing in counseling practice. (CACREP, 2024; FCC 3.G. KPI #7)
8. Students will demonstrate acquired knowledge and skills in the use of research and program evaluation for the enhancement of counseling practice. (CACREP, 2024; FCC 3.H. KPI #8)
9. Students will demonstrate acquired knowledge and skill in the use of theories, models, documentation formats of case conceptualization, assessment, diagnosis, and treatment planning and implementation, and ethical, culturally relevant and evidence-based strategies to provide effective counseling practice. (CACREP, 2024; CMHC 5-C. KPI #9)
10. Students will demonstrate acquired knowledge and skill in the application of theories, techniques and interventions, and the development, coordination, and evaluation of effective school programs, and the ethical and culturally relevant strategies for the provision of effective counseling practice. (CACREP, 2024; SC 5-H. KPI #10)
11. Students will demonstrate characteristics (counseling dispositions) related to the domains of 1) clinical astuteness, 2) intrapersonal skills, 3) interpersonal skills, and 4) professionalism and ethical practice in counseling.

12. Students will meet standards and requirements for state licensure and certifications.

E. Administrative Goals

1. Maintain accreditation and state licensure boards laws and rules.
2. Continue to develop strategies to promote diversity in the faculty and students.
3. Support faculty as they strive to continue to grow and develop as counselor educators in the areas of teaching, scholarship, and service.
4. Strive to improve the comprehensiveness of our assessment process and the use of outcome data to enhance student learning, persistence, and completion.
5. Maintain working relationships with agencies, schools, and school districts, to broaden the availability of Practicum and Internship sites and employment opportunities.
6. Develop more intentional and formal strategies of engaging all stakeholders in the evaluative process (i.e., current students, professional colleagues, site supervisors, advisory board members, etc.) to strengthen the program.

F. Faculty Profiles

Kara Kaelber, Ph.D.
Professor
Dean of the Division of Social and Behavioral Sciences
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Dr. Kara Kaelber, is the Chair of the Counseling and Human Development Department at Malone University. She is also a Professor, who teaches several different courses within the Counseling Programs. Dr. Kaelber earned her Master of Arts in Education degree in Community Counseling in 2001 from Malone University. She earned her Ph.D. in Counselor Education and Supervision from the University of Akron. Dr. Kaelber has a background of providing counseling in a mental health agency, in schools, in churches, and in a private practice. In 2006, Dr. Kaelber won the Chi Sigma Iota's International Outstanding Practitioner Award. Dr. Kaelber is the Past President of the Ohio Counseling Association. During her tenure as the President of the Ohio Counseling Association, this organization won national awards from the American Counseling Association for leadership development and advocacy projects. In 2017, Dr. Kaelber won the David Brooks award for innovation in the field of counseling. Dr. Kaelber is a servant leader, who has a strong passion for coming alongside her graduate students to promote their growth and development into compassionate, ethical, clinically astute, competent Counselors.

Natalie Thornberry, Ph.D.
Assistant Professor
Director of the Graduate Programs in Counseling
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Dr. Natalie Thornberry is the Director of Graduate Programs in Counseling at Malone University. She has a Ph.D. in Counseling and Human Development Services from

Kent State University, a M.A.Ed. in counseling from Malone University, and B.A. in psychology from Miami University. She is a licensed professional counselor and a licensed school counselor in Ohio. Dr. Thornberry is passionate about work with children, adolescents, and their families, and developmentally appropriate practice. She focuses on trauma, grief, loss, school issues, and empowering parents and caregivers to become advocates for their children. Dr. Thornberry currently serves on the executive board of Ohio Association for Counselor Education and Supervision. She is also an active member of the American Counseling Association, American School Counselors Association, and the Ohio School Counselors Association.

Christina Woloch, Ph.D.
Assistant Professor cwoloch@malone.edu

Dr. Woloch displays a deep commitment for social equality and justice in her roles as a Licensed Professional Counselor and Licensed Independent Chemical Dependency Counselor in the state of Ohio. She also holds a Ph.D. in Counselor Education and Supervision from The University of Akron, an M.A.Ed. in Clinical Mental Health Counseling from Malone University, a B.S. in Psychology from Wright State University. Dr. Woloch is involved in several professional organizations, such as the American Counseling Association, Chi Sigma Iota, Ohio Counseling Association, Association for Counselor Education and Supervision, and the Ohio Association for Counselor Education and Supervision. She has conducted research that focuses on developmental strategies to enhance social justice self-efficacy and multicultural counseling competency for master's level counselor trainees. In addition to her love of counseling, Dr. Woloch also enjoys creative writing and plans to write children's books in the future.

Tanesha Rorie, Ph.D.
Associate Professor
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Dr. Tanesha Rorie has more than 10 years of teaching experience and has served in various capacities in professional counseling organizations, including as the president for the Ohio Association for Counselor Education & Supervision. Her research interests include areas of cross-cultural counseling and supervision, social justice and advocacy, and black mental health experience, as well as sports counseling and postpartum counseling. She has numerous publications in peer-reviewed journals including the Journal of Counseling and Development, Journal of Multicultural Counseling and Development, and Counselor Education and Supervision. She regularly presents at conferences at the local, state, and national levels. In addition to her faculty role at Malone, she also has a private counseling practice.

Kristy Koser, Ph.D.
Assistant Professor
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Dr. Kristy Koser has been teaching graduate students in various higher education settings, both in person and virtually to students around the country who are enrolled in clinical mental health counseling programs. She brings her passion for quality clinical training and years of clinical experience together to provide exceptional student learning and a deeper understanding of complex counseling concepts. She is a certified emotionally focused couples therapist and supervisor and a recognized leader in the field of reproductive mental health. Dr. Koser is an LPC in Virginia and an LPCC in Ohio and Pennsylvania and has maintained an active private practice for the last 15 years.

Katie Dolieslager, Ph.D.

My name is Dr. Katie Dolieslager. I graduated undergrad from James Madison University and got my Masters in Clinical Mental Health Counseling from Eastern Mennonite University. I then went back to James Madison University for my doctorate in Counseling and Supervision. Clinically, my hope is that as clients share space with me, they would feel seen, heard, valued, and known in a way that is transformational and healing. I work primarily with an Attachment Theory lens in my clinical practice - looking at the ways in which interpersonal relationships impact individuals lives, starting at a very young age and into their adulthood. I believe that everyone deserves to know their infinite value, worth, and purpose in life. Therefore, through using play therapy interventions, art therapy, being in nature, and creating intentional and safe spaces, clients will begin to walk the path of healing. I work with people from all walks of life, believing that everyone can benefit from the work of counseling - ranging from young kids, to adults, couples, and anyone in between. As an educator, I am specifically passionate about helping students learn the art and value of sitting with others in their healing process. I specifically fell in love with education from the passion that my own educators passed down to me and I am eager to lean into the mentorship space within academia. I am interested in research on the connection between time spent in nature, well-being, and family attachment. I am always looking for ways to blend those passions into my everyday life. In my free time, you will most likely find me hiking in National Parks with my husband, dog, and daughter. I love taking care of my plants, drinking coffee, reading a good book, and FaceTiming my long-distance family. I look forward to meeting you!

Ashley Ackerman, Ph.D.

Assistant Professor

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Ashley M. Ackerman is the Assistant Director of Counseling Services at Malone in addition to her faculty role. She brings more than a decade of experience in counseling, higher education, and behavioral health, and approaches counseling as a deeply human endeavor. She is passionate about preparing future counselors to support clients while demonstrating empathy, authenticity, and humility. She encourages students to see the person beyond the diagnosis, and to remain curious about the meaning behind each person’s experience.

Her teaching and scholarship explore counselor formation and the ways people navigate suffering, discover meaning, and experience mattering and connection. Across her work, she is drawn to a simple but profound question: how can we help people feel more deeply seen, valued, and connected to what matters?

G. Summary of Program Evaluation Results

a. Summary of Assessment of Program Outcomes

Program Exit Surveys

Graduate counseling students who are enrolled in their final semester in the Internship II course are encouraged to complete either the Clinical Mental Health Counseling (CMHC) Program Exit Questionnaire or the School Counseling (SC) Program Exit Questionnaire. Within the 2025-2026 academic year, 25 students completed the Clinical Mental Health Counseling Program Exit Questionnaire and 10 students completed the School Counseling Program Exit Questionnaire. These Program Exit Questionnaires were designed to measure the students' perception of whether or not educational goals and CACREP (2024) standards were met in the core curriculum and professional practice courses. The majority of participants who completed the CMHC Program Exit Questionnaire (98%) or the SC Program Exit Questionnaire (100%) indicated that educational goals were met in the program, with ratings of either "excellent" or "good." Regarding CACREP standards 98.5% of participants who completed the CMHC Program Exit Questionnaire and 100% of participants who completed the SC Program Exit Questionnaire reported that the CACREP (2024) standards were reached in core courses, with ratings of either "excellent" or "good." Regarding program-specific CACREP standards, 83.6% of participants who completed the CMHC Program Exit Questionnaire and 93.7% of participants who completed the SC Program Exit Questionnaire reported that CACREP standards specific to their program were attained, with a rating of either "excellent" or "good."

Graduating Student Demographic Data

The graduating class of the 2025-2026 academic year for the Clinical Mental Health Counseling program (n = 35) was 77% female, 65.7% Caucasian or White and 34.3% Black or African American; 23% male, 100% Caucasian or White. Nine percent were between the ages of 20 and 24 years old, 51% were between the ages of 25 and 34 years old, 23% were between the ages of 35 and 44 years old, 11% were between 45 and 54 years old, and 6% were between the ages of 55 and 64 years old. The graduating class of the 2025-2026 academic year for the School Counseling program (n = 10) was 80% female, 100% Caucasian or White; 20% male, 100% Caucasian or White. Sixty percent were between the ages of 25 and 34 years old, 30% were between the ages of 35 and 44 years old, and 10% were between 45 and 54 years old. The graduating class of the 2025-2026 academic year for the Dual program (n = 3) was 66.67% female, 100% Caucasian or White; 33.33% male, 100% two or more races. Two thirds were between the ages of 25 and 34 years old, and one third were between the ages of 35.

The minimum threshold for the number of degrees awarded to students from diverse backgrounds is set at 10%. The minimum threshold was met with 35% of degrees in 2025-2026 awarded to underrepresented populations.

Employer Survey

The Employer Survey assessment data measured the employers' perceptions of the professional counseling characteristics of employees who graduated from Malone University with a Master of Arts in Education degree in counseling. The qualities measured were integrity, compassion, service, use of theory, counseling skills, advocacy skills, professionalism, counseling competence, and other related counseling dispositions and abilities. Each of the participants (n= 13) responded that their employees either "exceeded my expectations" or "met my expectations" for 97.1 of the measured characteristics.

Alumni Survey

At the time that this report is due, November 1, 2026, the alumni survey for the 2025-2026 academic year has not been administered and the results are not available. The results of The Alumni Survey from the 2024-2025 academic year are reported below. The Alumni Survey measures the perception of the graduates from Malone University's Master of Arts in Education in Counseling. The participants (n= 10) included 90% graduates from the Clinical Mental Health Counseling Program and 10% graduates from the School Counseling Program. Each of the participants (100%) "strongly agreed" or "agreed" that their professors took an interest in their progress and development and provided constructive feedback. One hundred percent "strongly agreed" or "agreed" that the courses in the program challenged them to grow professionally. All of the participants (100%) felt prepared for the licensure exam. Additionally, the majority participants (100%), "strongly agreed" or "agreed" that they felt prepared for the profession of counseling. One hundred percent of participants were employed in a position related to their field of study or enrolled in a doctoral program; and either continued working in their current position, were offered a position upon graduation, or obtained a job in the field within 6 months of graduation.

Degree Completion Rates

The table below reports the degree completion rates for students admitted during the 2022-2023 and 2023-2024 academic years and provides status updates for students admitted during the 2024-2025 and 2025-2026 academic years. Data is listed by program type and full-time or part-time enrollment. A narrative explanation follows below the table.

Cohort	Track	Enrollment Status	Total (n)	≤ 3 Years (≤ 9 Sem)	3+ to 4 Years (10–12 Sem)	Extended (15 Sem – 7 Yrs)	Did Not / Will Not Complete
22–23 *(44 total)*	**CMHC**	Full-Time	10	8 (80%)	0 (0%)	0 (0%)	2 (20%)
	CMHC	Part-Time	17	7 (41%)	6 (35%)	0 (0%)	4 (24%)

Cohort	Track	Enrollment Status	Total (n)	≤ 3 Years (≤ 9 Sem)	3+ to 4 Years (10–12 Sem)	Extended (15 Sem – 7 Yrs)	Did Not / Will Not Complete
	SC	Part-Time	13	7 (54%)	1 (8%)	2 (15%)	3 (23%)
	Dual	Full-Time	2	0 (0%)	2 (100%)	0 (0%)	0 (0%)
	Dual	Part-Time	2	0 (0%)	1 (50%)	1 (50%)	0 (0%)
23–24 *(67 total)*	**CMHC**	Full-Time	24	14 (58%)	4 (17%)	0 (0%)	6 (25%)
	CMHC	Part-Time	27	2 (7%)	5 (19%)	3 (11%)	17 (63%)
	SC	Full-Time	6	4 (67%)	1 (17%)	0 (0%)	1 (17%)
	SC	Part-Time	6	1 (17%)	4 (67%)	0 (0%)	1 (17%)
	Dual	Full-Time	2	0 (0%)	2 (100%)	0 (0%)	0 (0%)
	Dual	Part-Time	2	0 (0%)	0 (0%)	0 (0%)	2 (100%)
24–25 *(61 total)*	**CMHC**	Full-Time	31	22 (71%)	0 (0%)	0 (0%)	9 (29%)
	CMHC	Part-Time	17	10 (59%)	0 (0%)	0 (0%)	7 (41%)
	SC	Full-Time	6	6 (100%)	0 (0%)	0 (0%)	0 (0%)
	SC	Part-Time	3	2 (67%)	0 (0%)	0 (0%)	1 (33%)
	Dual	Full-Time	2	0 (0%)	1 (50%)	1 (50%)	0 (0%)
	Dual	Part-Time	2	0 (0%)	0 (0%)	2 (100%)	0 (0%)
25–26 *(48 total)*	**CMHC**	Full-Time	17	16 (94%)	—	—	—
	CMHC	Part-Time	15	8 (53%)	—	—	—
	SC	Full-Time	6	6 (100%)	—	—	—

Cohort	Track	Enrollment Status	Total (n)	≤ 3 Years (≤ 9 Sem)	3+ to 4 Years (10–12 Sem)	Extended (15 Sem – 7 Yrs)	Did Not / Will Not Complete
	SC	Part-Time	2	1 (50%)	—	—	—
	Dual	Full-Time	3	0 (0%)	2 (67%)	—	—
	Dual	Part-Time	5	0 (0%)	3 (60%)	—	—

Admitted during the 22-23 academic year - 44 students

27 CMHC -

10 Full time - 80% (8/10) completed degree within 3 years (9 semesters). Twenty percent (2/10) withdrew from the program before completing the degree.

17 Part time - 41% (7/17) completed degree within 3 years (9 semesters), 12% (2/17) completed degree within 10 semesters (3 years and 4 months), 18% (3/17) completed degree within 11 semesters (3 years and 8 months), 5% (1/17) completed degree within 4 years (12 semesters), and 24% (4/17) did not complete degree.

56% of CMHC students (15/27) completed their degree within 3 years of enrollment. 22% (6/27) completed their degree within 4 years, 22% (6/27) did not complete their degree.

13 SC -

13 Part time - 54% (7/13) completed degree within 3 years (9 semesters), 8% (1/13) completed degree within 10 semesters (3 years and 4 months), 8% (1/13) on track to complete degree by December 2026, 8% (1/13) on track to complete degree within 7 years, and 22% (3/13) did not complete degree.

4 Dual -

2 Full time - 100% (2/2) completed degree within 10 semesters (3 years 4 months).

2 Part time - 50% (1/2) completed degree within 11 semesters (3 years 8 months) and 50% (1/2) is on track to complete degree in May 2028.

Admitted during the 23-24 academic year - 67 students

51 CMHC -

24 Full time - 58% (14/24) completed degree within 3 years, 8% (2/24) are on track to complete degree by December 2026, 8% (2/24) are on track to complete degree by May 2027, and 25% (6/24) did not complete degree

27 Part time - 7% (2/27) completed degree within 3 years, 7% (2/27) are on track to complete in 10 semesters, 11% (3/27) are on track to complete degree within 11 semesters, 11% (3/27) are on track to complete degree within 7 years, and 63% (17/27) did not complete degree.

31% of CMHC students (16/51) completed their degree within 3 years of enrollment. 20% (10/51) will complete their degree within 4 years, 4%

(2/51) will complete their degree within 7 years, and 45% (23/51) did not complete their degree.

12 SC -

6 Full time - 67% (4/6) completed degree within 3 years, 17% (1/6) are on track to complete degree by December 2026, and 16% (1/6) did not complete their degree.

6 Part time - 17% (1/6) completed degree within 3 years, 67% (4/6) will complete degree by December 2026, and 16% (1/6) did not complete the degree.

4 Dual -

2 Full time - 50% (1/2) will complete degree within 10 semesters, and 50% (1/2) will complete degree within 11 semesters.

2 Part time - 100% (2/2) did not complete degree.

Admitted during the 24-25 academic year - 61 students

48 CMHC -

31 Full time - 13% (4/31) completed degree within 2 years, 58% (18/31) are on track to complete degree within 3 years of enrollment, and 29% (9/31) will not complete degree

17 Part time - 59% (10/17) are on track to complete degree within 3 years, and 41% (7/17) will not complete degree.

9 SC -

6 Full time - 100% are on track to complete degree within 3 years.

3 Part time - 67% are on track to complete degree within 3 years, and 33% will not complete degree.

4 Dual -

2 Full time - 50% are on track to complete degree within 10 semesters, 50% are on track to complete degree within 15 semesters.

2 Part time - 50% are on track to complete degree within 15 semesters, and 50% are on track to complete degree within 7 years.

Admitted during the 25-26 academic year - 48 students

32 CMHC -

17 Full time - 94% (16/17) on track to complete degree within 3 years.

15 Part time - 53% (8/15) on track to complete degree within 3 years.

8 SC -

6 Full time - 100% on track to complete degree within 3 years.

2 Part time - 50% on track to complete degree within 3 years.

8 Dual -

3 Full time - 67% on track to complete degree within 4 years

5 Part time - 60% on track to complete degree within 4 years

The minimum threshold of degree completion rates for Clinical Mental Health Counseling or School Counseling degree completion within a 3 year timespan is 60%. The minimum threshold for the Dual program degree completion within a 4 year timespan is 60%.

Cohort	Track	Benchmark	Combined Rate (FT + PT)	Combined Met?	Full-Time Rate	Part-Time Rate	Status Type
22–23	**CMHC**	≤ 3 yrs	**55.6%** (15/27)	**No**	**80.0%** (8/10)	41.2% (7/17)	Actual
	SC	≤ 3 yrs	**53.8%** (7/13)	**No**	— (0/0)	53.8% (7/13)	Actual
	Dual	≤ 4 yrs	**75.0%** (3/4)	**Yes**	**100.0%** (2/2)	50.0% (1/2)	Actual
23–24	**CMHC**	≤ 3 yrs	**31.4%** (16/51)	**No**	58.3% (14/24)	7.4% (2/27)	Actual
	SC	≤ 3 yrs	**41.7%** (5/12)	**No**	**66.7%** (4/6)	16.7% (1/6)	Actual
	Dual	≤ 4 yrs	**50.0%** (2/4)	**No**	**100.0%** (2/2)	0.0% (0/2)	Actual / Projected
24–25	**CMHC**	≤ 3 yrs	**66.7%** (32/48)	**Yes**	**71.0%** (22/31)	58.8% (10/17)	Projected
	SC	≤ 3 yrs	**88.9%** (8/9)	**Yes**	**100.0%** (6/6)	**66.7%** (2/3)	Projected
	Dual	≤ 4 yrs	**50.0%** (2/4)	**No**	**100.0% (2/2)**	0.0% (0/2)	Projected
25–26	**CMHC**	≤ 3 yrs	**75.0%** (24/32)	**Yes**	**94.1%** (16/17)	53.3% (8/15)	Early Projected
	SC	≤ 3 yrs	**87.5%** (7/8)	**Yes**	**100.0%** (6/6)	50.0% (1/2)	Early Projected
	Dual	≤ 4 yrs	**62.5%** (5/8)	**Yes**	**66.7%** (2/3)	**60.0%** (3/5)	Early Projected

Fieldwork Placement Rates

In the Fall 2025 semester, 14 students applied for practicum or internship to begin in the Spring 2026 semester: 11 CMHC and 4 SC. Seven CMHC students secured placements for the Spring 26 semester. Four students deferred to Summer 26. Three SC students secured practicum placements for the Spring 26 semester. One SC student secured an internship placement, as a licensure only seeking student, not requiring a practicum placement. For Spring 2026: Placement rate for CMHC practicum was 100% for placement within two semesters. Placement rate for CMHC within one semester was 64%. Placement rate for SC within one semester was 100%.

In the Spring 2026 semester, 14 students applied for practicum or internship to begin in the Summer 2026 semester: 14 CMHC and 0 SC. 10 CMHC students secured placements for

the Summer 26 semester. Three students deferred to Fall 26. One student was not able to secure a site for Summer or Fall 2026. For Summer 2026 Placement rate for CMHC practicum was 93% for placement within two semesters. Placement rate for CMHC within one semester was 71%. School Counseling Practicum and Internship is not taught in the summer semester and no placement rate is calculated.

In the Summer 2026 semester, 8 students applied for practicum or internship to begin in the Fall 2026 semester: 3 CMHC and 5 SC. Two CMHC students secured placements for the Fall 26 semester. One student deferred to Spring 27, as their preferred site would not agree to the program's site agreement and requested additional time to review terms. This student secured an alternative placement for the Spring 2027 semester. Five SC students secured practicum placements for the Fall 26 semester. For Fall 2026: Placement rate for CMHC practicum will be 100% for placement within two semesters. Placement rate for CMHC practicum was 67% for placement within one semester. Placement rate for SC within one semester was 100%.

b. Summary of Assessment of Student Development Outcomes

Program Intended Learning Outcomes (PILOs)

PILOs are student learning outcomes for graduate counseling students completing the Clinical Mental Health Counseling (CMHC) and School Counseling Programs. PILOs are an integration of the Graduate Programs in Counseling's overall program goals, the standards of the Council for Accreditation of Counseling and Educational Related Programs (CACREP, 2024), Key Performance Indicators linked with key assessments in various courses. The graduate counseling students are evaluated with formative and summative assessments throughout the program. The following is a table with outcome data related to the PILOs for the 2025-2026 academic year (fall 2026 - summer 2026).

PILOS	Summary of Data
1. Students will demonstrate their acquired knowledge of professional counseling identity, roles, advocacy strategies, and skill in the application of professional principles and ethical standards of counseling practice. CACREP, 2024; FCC 3.A. Key Performance Indicator [KPI] #1	97.63% of the graduate counseling students (n= 176), passed the key assessments, scoring higher than the cut percentage rate of 80%. 2.37% (n= 4) did not pass one of the assessments.
2. Students will demonstrate knowledge and skills in the use of multicultural counseling competencies. CACREP, 2024 FCC 3.B. KPI #2	100% of the graduate counseling students (n= 143), passed the key assessments, scoring higher than the cut percentage rate of 80%. 0% (n= 0) did not pass one of the assessments.
3. Students will demonstrate acquired knowledge and skills in the use of developmental theories and approaches across the lifespan. CACREP, 2024; FCC 3.C. KPI #3	99.6% of the graduate counseling students (n= 184), passed the key assessments, scoring higher than the cut percentage rate of 80%. 0.4% (n= 1) did not pass one of the assessments.

4. Students will demonstrate acquired knowledge and skill in career development, career assessment, and vocational enhancement strategies. CACREP, 2024; FCC 3.D. KPI# 4	98.1% of the graduate counseling students (n= 184), passed the key assessments, scoring higher than the cut percentage rate of 80%. 1.9% (n= 4) did not pass one of the assessments.
5. Students will demonstrate acquired knowledge and skill in the professional, ethical and culturally relevant use of theories, techniques, and interventions, throughout the counseling process. CACREP, 2024; FCC 3.E. KPI #5	99.58% of the graduate counseling students (n= 157), passed the key assessments, scoring higher than the cut percentage rate of 80%. 0.42% (n= 1) did not pass one of the assessments.
6. Students will demonstrate acquired knowledge and skills in group theories, techniques, dynamics, processes, and group counseling practice. CACREP, 2024; FCC 3.F. KPI #6	96.6% of the graduate counseling students (n= 163), passed the key assessments, scoring higher than the cut percentage rate of 80%. 3.4% (n= 5) did not pass one of the assessments.
7. Students will demonstrate acquired knowledge and skills in the professional, ethical, and culturally relevant use of assessment and testing in counseling practice. CACREP, 2024; FCC 3.G. KPI #7	98.1% of the graduate counseling students (n= 223), passed the key assessments, scoring higher than the cut percentage rate of 80%. 1.9% (n= 4) did not pass one of the assessments.
8. Students will demonstrate acquired knowledge and skills in the use of research and program evaluation for the enhancement of counseling practice. CACREP, 2024; FCC 3.H. KPI #8	98.8% of the graduate counseling students (n= 174), passed the key assessments, scoring higher than the cut percentage rate of 80%. 1.2% (n= 2) did not pass one of the assessments.
9. Students will demonstrate acquired knowledge and skills in the use of theories, models, documentation formats of case conceptualization, assessment, diagnosis, and treatment planning and implementation, and ethical, culturally relevant and evidence-based strategies to provide effective counseling practice. CACREP, 2024; CMHC 5-C. KPI #9	99.4% of the graduate counseling students (n= 212), passed the key assessments, scoring higher than the cut percentage rate of 80%. 0.6% (n= 1) did not pass one of the assessments.
10. Students will demonstrate acquired knowledge and skills in the application of theories, techniques and interventions and the development, coordination, and evaluation of effective school programs, and the ethical and culturally relevant strategies for the provision of effective counseling practice. CACREP, 2024; SC 5-H. KPI #10	100% of the graduate counseling students (n= 118), passed the key assessments, scoring higher than the cut percentage rate of 80%. 0% (n= 0) did not pass one of the assessments.

11. Students will demonstrate Characteristics related to the domains of 1) clinical astuteness, 2) intrapersonal skills, 3) interpersonal skills, and 4) professionalism and ethical practice in counseling	Review and Retention Assessment of Counseling Dispositions: 98.6% of the graduate counseling students (n= 885), passed this assessment, scoring a minimum of a "3" on each of the following domains: 1) Clinical Astuteness 2) Intrapersonal Skills 3) Interpersonal Skills 4) Professional Dispositions There were 12 instances scored lower than a "3" in at least one of the domains.
12a. Students will meet standards and requirements for state licensure and certifications. Clinical Mental Health Counseling Students only: Students will successfully pass the clinical mental health counselor licensure examination, the National Counselor Examination (NCE).	January – December 2025 National Counselor Examination (NCE) data: Ohio Pass Rate for Malone University: 86.6% (n= 30) Ohio Pass Rate for Malone University first attempt: 85.7% (n=28) Ohio Pass Rate: 83% (n = 927) National Pass Rate for NCE: 71.6% (n= 16000)
12b. Students will meet standards and requirements for state licensure and certifications. School Counseling Students only: Students will successfully pass the school counselor licensure Examination, OAE 040.	July 2025- June 2026 Ohio Assessment for Educators (OAE 040) data: First Time Pass Rate for Malone University: 93% (n= 14) Average score: 243

Students are required to develop and implement an Advising for Counselor Excellence (ACE) plan (formerly called a Remediation Plan) if they score below a 3 on any Review and Retention Rubric. ACE is designed to improve skills in the area in which there was an identified deficit. The Academic Advisors monitor the implementation and outcomes of these ACE Plans.

Students who do not pass key assessments within each course are given detailed feedback on how to make improvements. If a student does not receive a letter grade of B- or higher, the student is required to re-take the course. When students do not pass a course, they are required to schedule a meeting with their Academic Advisor, a faculty member within the Graduate Programs in Counseling, to discuss strategies for improving their academic performance and will be placed on an ACE plan.

Comprehensive Exam Results

Comprehensive Exam results for the Clinical Mental Health Counseling Program were as follows. One hundred percent of students (n = 38) passed the exam given during Internship II. The average number of attempts was 2.08. Average passing score, out of 160, was 143.55. Comprehensive Exam results for the School Counseling Program were as follows. One hundred percent of students (n = 12) passed the exam given during Internship II. The average number of attempts was 2.08. Average passing score, out of 150, was 127.42.

Diverse Learning Community

Applicants: The minimum threshold for diverse pools of candidates for applicants is 15% across all programs. In the 2025-2026 academic year the Clinical Mental Health Counseling, School Counseling, and Dual programs received a total of 113 applications. Seventeen percent of applicants identified an underrepresented race or ethnicity and 11% identified as an underrepresented sex. In the 2025-2026 academic year 72 applications were submitted to the Clinical Mental Health Counseling program. Eighty-three percent of applicants identified as female. Of those applicants 33% were White or Caucasian, 10% were Black or African American, 6% were two or more races, 3% were Hispanic, 2% were Asian, and 44% opted not to disclose their race or ethnicity. Fourteen percent of applicants for the CMHC program identified as male. Fifty percent were White or Caucasian, 10% were Black or African American, and 40% chose not to disclose their race or ethnicity. Two percent of the applicants did not disclose sex or race or ethnicity on their applications. In the 2025-2026 academic year 14 applications were submitted to the School Counseling program. Eighty-six percent of applications identified as female. Fifty-eight percent of those applicants were White or Caucasian and 42% opted to not disclose their race or ethnicity. Seven percent of applicants identified as male. One hundred percent of those applicants were Asian. Seven percent of applicants chose not to disclose their sex or race or ethnicity. In the 2025-2026 academic year 27 applications for the Dual program were submitted. Seventy-four percent of applicants identified as female. Fifty-five percent were White or Caucasian, 5% were Black or African American, 5% were Hispanic, 5% were two or more races, and 30% chose not to disclose their race or ethnicity. Twenty-two percent of Dual applicants identified as male. Sixty-seven percent of those applicants were White or Caucasian, 16 % were Black or African American, and 6% opted not to disclose their race or ethnicity. Three percent of Dual program applicants chose not to disclose their sex or race or ethnicity. In the 2025-2026 academic year 16 applications were submitted for non-degree seeking/licensure only status. All applications (100%) were submitted by female applicants. Forty-four percent were White or Caucasian, 4% were Black or African American, and 50% opted to not disclose their race or ethnicity.

Enrolled: The minimum threshold for diverse pools of candidates for enrolled students is 10% across all programs. In the 2025-2026 academic year the Clinical Mental Health Counseling, School Counseling, and Dual programs enrolled a total of 59 students. Nineteen percent of applicants identified an underrepresented race or ethnicity and 10% identified as an underrepresented sex. In the 2025-2026 academic year 40 students enrolled in the Clinical Mental Health Counseling program. Ninety-three percent of enrolled students identified as female. Twenty-seven percent were White or Caucasian, 16% were Black or African American, 5% were two or more races, 2% were Hispanic, and 49% chose not to disclose their race or ethnicity. In the 2025-2026 academic year 7 students enrolled in the School Counseling program. All enrolled students (100%) identified as female. Forty-three percent were White or Caucasian and 57% opted to not disclose their race or ethnicity. In the 2025-2026 academic year 12 students enrolled in the Dual program. Seventy-five percent of enrolled students identified as female. Forty-four percent were White or Caucasian, 1% were Hispanic, 1% were two or more races, and 33% chose not to disclose race or ethnicity. Twenty-five percent of enrolled students identified as male. In the 2025-2026 academic year 10 students enrolled as licensure only/non-degree seeking students. All of these students (100%) identified as female. Half (50%) were White or Caucasian and the other half (50%) did not disclose race or ethnicity.

Completed Degree: The minimum threshold for diverse pools of candidates for degree completion is 10% across all programs. In the 2025-2026 academic year the Clinical Mental

Health Counseling, School Counseling, and Dual programs conferred a total of 48 degrees. Ninety percent of graduates were Caucasian or White, 8% were Black or African American, and 2% were two or more races. Seventy seven percent of graduates were female, and 23% were male. Six percent were between the ages of 20 and 24 years old, 55% were between the ages of 25 and 34 years old, 25% were between the ages of 35 and 44 years old, 10% were between the ages of 45 and 54 years old, and 4% were between the ages of 55 and 64 years old. The Clinical Mental Health Counseling program graduated 35 students. Seventy-seven percent identified as female. Eighty-one percent of those graduates were White or Caucasian and 19% were Black or African American. Twenty-three percent identified as male. All of these graduates (100%) were White or Caucasian. The School Counseling program graduated 10 students. Eighty percent identified as female. Of these graduates 100% were White or Caucasian. Twenty percent of School Counseling graduates were male, and 100% were White or Caucasian. The Dual program graduated 3 students in the 2025-2026 academic year. Sixty-seven percent identified as female. Those graduates were 100% White or Caucasian. Thirty-three percent of graduates identified as male. Those graduates (100%) were two or more races.

Faculty: The minimum threshold for diverse faculty is 10% across all programs. During the 2025-2026 academic year the core full-time faculty of the graduate programs in counseling (n = 7) were 100% female, 86% Caucasian or White, 14% Black or African American.

H. Subsequent Program Modifications

There were faculty changes in 2025-2026. One faculty member from the previous academic year left the program. Two new hires were made. In the 2025-2026 academic year, there were 5 full-time faculty in the graduate counseling programs, 1 faculty member splitting graduate counseling teaching load, administrative work as Dean, and Director of the Counseling Center on campus, and 1 faculty member splitting graduate counseling teaching and undergraduate psychology teaching within the Division of Social and Behavioral Sciences. During this academic year the Campus Counseling Center moved under the direction of counseling faculty. Graduate student interns were placed in the center to provide counseling services to undergraduate students under supervision of the Counseling Center Director. Curricular changes during this year included the revision of multiple courses to align with the 2024 CACREP standard updates. The appropriate and ethical use of Artificial Intelligence in the practice of counseling and academic work is a continuous topic of discussion among faculty and students, and a target of many professional development opportunities for both faculty and students. Faculty have discussed ways to more intentionally integrate course content related to legal and ethical issues, strategies for interfacing with the legal system regarding court-referred clients, and third-party reimbursement and other practice and management issues in clinical mental health counseling based on student and alumni feedback. Faculty have continued to use Google Meet to engage with students in online synchronous courses. Faculty continue to monitor licensure exam pass rates for students in the program and discuss ways to better prepare students to successfully pass these exams on the first attempt.

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