



2025 Annual CACREP Data Report

The annual CACREP Data Report is based upon 2024 CACREP Standards which outline a process by which programs have a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis as well collecting and analyzing the aggregate assessment of academic quality indicators, student success data, graduate outcomes, and fieldwork data annually as part of their comprehensive evaluation process.

How this data was report was created. Throughout the 2025 calendar year, and with some data points from early 2026, data was collected according to the Assessment and Evaluation Plan (AEP) that was outlined in the most recent CACREP Self-Study Report. Data was collected through a variety of sources such as directly from instructors, the College's advising office, and via surveys to program stakeholders (i.e., alumni, site supervisors, alumni employers).

Strengths of this report. The process of data collection (i.e., GA support, digitization of records) continues to allow for increased quantity and quality of data to be collected compared to previous academic years. Additionally, an adapted timeline for data review by the faculty allowed for improved faculty response to addressing areas of growth.

Weaknesses of this report. Similar to the previous reports, there continues to be difficulty collecting all data points due to non-response from some stakeholders, although this has fluctuated over the years.

Section 1: Summary of Program Evaluation Results

Feedback from Program Stakeholders

Program Graduates.

1. Findings related to employment status.
 - Full-time job using LPC or School Counselor license= 64%
 - Part-time job using LPC or School Counselor license = 20%
 - Working a job that does not require LPC or School Counselor license= 11%
 - Other= 5%
2. Findings related to licensure status
 - a. LPC = 44%
 - b. LPCC = 14%
 - c. LPCC-S = 8%
 - d. School Counselor = 28%
3. Findings related to licensure test passage rates.
 - Overall passage rates (eliminating those who did not take a licensure exam yet):
 - Overall passage rate: 95% (60 total: 57 pass, 3 fail)
 - NCE Pass rate = 96% (50 pass, 2 fail)
 - OAE Pass rate = 86% (7 pass, 1 fail)
4. Findings on alumni perceptions of program strengths.
 - a. **Supportive and Knowledgeable Faculty:** One of the program's most consistent strengths is the quality and supportiveness of many faculty members. Alumni frequently described professors as knowledgeable, approachable, and invested in student success, with several noting that instructors brought meaningful real-world experience into the classroom. Strong student–faculty relationships further contributed to a personalized and engaging learning environment.
 - b. **Strong Foundational Training:** Graduates emphasized that the program provides a solid foundation in counseling knowledge and skills. Coursework in key areas such as counseling techniques, psychopathology, and

psychopharmacology helped students build essential competencies. Many alumni reported feeling well-prepared for licensure and confident applying core therapeutic approaches in practice.

- c. **Effective Experiential Learning:** Practicum and internship experiences were widely cited as a major strength of the program. These hands-on opportunities allowed students to apply theory in real-world settings and develop practical counseling skills. Role-playing, group work, and clinical training were particularly valuable in preparing students for professional practice.
 - d. **Accessible and Supportive Learning Environment:** The program was also viewed as accessible and accommodating, particularly for working students. Alumni highlighted affordability, flexible scheduling (evening classes), and small class sizes as key benefits. These features helped foster a collaborative, supportive environment and made the program more manageable for diverse student populations.
5. Findings on alumni perceptions of program weaknesses.
- a. **Inconsistent Faculty Quality:** A weakness identified by alumni was variability in faculty quality and engagement. While many instructors were highly effective, some were described as less experienced, disorganized, or less engaged, more so among part-time instructors. This inconsistency led to uneven learning experiences across courses.
 - b. **Limited Advising and Student Support:** Some graduates reported less than adequate advising and inconsistent support when challenges arose. Some alumni described difficulty accessing guidance, feeling left to navigate the program independently, and encountering limited responsiveness or empathy in times of need.
 - c. **Gaps in Applied Clinical Preparation:** Although the program provided strong theoretical grounding, some alumni felt underprepared in advanced, real-world clinical skills. Reported gaps included treatment planning, risk and suicide assessment, documentation, and managing complex cases, suggesting a disconnect between coursework and practice demands.
 - d. **Curriculum Imbalance and Structural Issues:** Some alumni noted concerns about curriculum balance and program organization. Specifically, school counseling students felt underserved in courses that emphasized clinical mental health content. Administrative challenges—including scheduling conflicts, limited elective availability, and inconsistent internship experiences—further complicated the training experience.

Clinical Site Supervisors.

1. Findings related to perceptions of the extent CSU students educated to meet all Ohio standards for licensure as Professional Counselors (PC) OR licensure as a School Counselor? *Likert scale: 1-5 (1=not at all, 3=somewhat, 5=very)*

Mean= 4.46, SD= 0.90

2. Findings related to perceptions of the extent that CSU students embody a professional counselor identity (including involvement in professional counseling organizations)?

Mean= 4.38, SD= 0.65

3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?

Mean= 4.52, SD= 0.79

4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?

Mean= 4.52, SD= 0.66

5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?

Mean= 4.14, SD= 0.64

6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?

Mean= 3.81, SD= 0.85

7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?

Mean= 4.52, SD= 0.79

8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?

Mean= 3.86, SD= .89

9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?

Mean= 3.57, SD= 1.09

10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?

Mean= 3.52, SD= .91

11. Findings of site supervisor perceptions of strengths of CSU students.

- a. **Strong Interpersonal and Rapport-Building Skills:** Site supervisors consistently highlighted CSU students' ability to build rapport and form meaningful therapeutic relationships. Students were described as compassionate, client-centered, and respectful of client autonomy, with strong person-centered and microskills that supported early engagement with clients.
- b. **Solid Foundational Knowledge and Professional Preparation:** Supervisors noted that students demonstrate strong theoretical knowledge, particularly in areas such as ethics, diagnostic concepts, and case conceptualization. Many students were described as organized, professional, and prepared for both client sessions and supervision.
- c. **Receptivity to Feedback and Commitment to Growth:** A major strength of CSU students is their openness to supervision and willingness to learn. Students were frequently characterized as motivated, adaptable, and responsive to constructive feedback, with the ability to incorporate supervisory input into their clinical work and demonstrate ongoing professional growth.
- d. **Strong Multicultural Awareness and Professional Disposition:** Supervisors emphasized students' commitment to advocacy, equity, and working with diverse populations. Students were described as thoughtful, intentional, and inclusive in their practice, demonstrating multicultural competencies and a strong ethical orientation toward client care.

12. Findings of site supervisor perceptions of weaknesses of CSU students.

- a. **Limited Applied Experience and Practical Skill Development:** The most common concern was that students enter internship with limited hands-on experience. Supervisors noted gaps in applying counseling interventions, moving beyond rapport-building, and demonstrating appropriate clinical directiveness, suggesting a need for more advanced skill practice prior to field placement.
- b. **Gaps in Real-World Clinical Tasks and Documentation:** Students were sometimes described as underprepared for practical aspects of counseling, including documentation, treatment planning, assessment, and general workflow expectations. Timely clinical writing and familiarity with administrative responsibilities were recurring challenges.
- c. **Developing Confidence in Advanced Clinical Skills:** While strong in foundational skills, students sometimes struggled with deeper clinical work, such as reflecting meaning, structuring sessions, and selecting appropriate

interventions beyond basic approaches. This occasionally resulted in over-reliance on theory or uncertainty in more complex clinical situations.

- d. **Professional Readiness and Field Coordination Concerns:** Some supervisors noted issues related to professional expectations, including unrealistic perceptions of internship roles, variable initiative, and occasional inconsistencies in ethical application. Additionally, a need for stronger coordination between the program and field sites was identified to better align training and expectations.

Employers.

1. Findings related to perceptions of the extent CSU students educated to meet all Ohio standards for licensure as Professional Counselors (PC) OR licensure as a School Counselor? *Likert scale: 1-5 (1=not at all, 3=somewhat, 5=very)*

Mean= 4.43, SD= 0.98

2. Findings related to perceptions of the extent that CSU students embody a professional counselor identity (including involvement in professional counseling organizations)?

Mean= 4.71, SD= 0.76

3. Findings related to perceptions of the extent CSU students are knowledgeable and capable of a professional counseling orientation and ethical practice?

Mean= 4.71, SD= 0.76

4. Findings related to perceptions of the extent were CSU students are knowledgeable of social and cultural diversity?

Mean= 4.43, SD= 0.98

5. Findings related to perceptions of the extent CSU students are knowledgeable of human growth & development?

Mean= 3.86, SD= 1.07

6. Findings related to perceptions of the extent CSU students are knowledgeable of career development in application to their clients/students?

Mean= 3.00, SD= 0.00

7. Findings related to perceptions of the extent CSU students are knowledgeable and capable engaging in counseling and helping relationships?

Mean= 4.71, SD= 0.76

8. Findings related to perceptions of the extent CSU students are knowledgeable and capable of conducting group counseling and group work?

Mean= 3.57, SD= 0.98

9. Findings related to perceptions of the extent CSU students are knowledgeable and capable of utilizing assessment and testing?

Mean= 3.29, SD= 1.38

10. Findings related to perceptions of the extent CSU students are knowledgeable of research and program evaluation?

Mean= 3.29, SD= 0.76

11. Findings on employer perceptions of strengths of CSU students.

Employers described CSU counseling graduates as demonstrating strong foundational preparation, particularly in core counseling skills, ethical practice, and case conceptualization. Alumni were noted for their ability to build effective helping relationships and exhibit strong interpersonal effectiveness. Additionally, employers emphasized graduates' commitment to the counseling profession, highlighting their enthusiasm, openness to continued learning, and engagement in additional training opportunities offered during their program. Overall, CSU alumni are perceived as well-prepared, motivated, and relationally skilled professionals.

12. Findings of employer perceptions of weaknesses of CSU students.

Employers reported relatively few consistent weaknesses among CSU counseling graduates, with some noting no clear or pervasive concerns across individuals. However, some areas for growth emerged. These included weaker documentation skills and a tendency among some graduates to develop a narrower scope of practice, limiting the breadth of counseling competencies. Employers also identified gaps in preparation for administering assessments and testing, as well as in

research and program evaluation and career development. Overall, while concerns were not uniformly expressed, these technical and specialized skill areas were highlighted as opportunities for continued program improvement.

Key Professional Indicators

Objective	KPI	Knowledge Measure		Practice Measure	
		Class	Assignment	Class	Assessment
1. Program Objective. We train counselors to provide equitable services to a diverse society across the lifespan	1.a. Demonstrate Competency in Social and Cultural Diversity	Social and Cultural Foundations CNS 504	Social Justice Advocacy Project OR Case Study Mean=91.81	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 687	Site Supervisor Evaluation Three assessment items specific to: “Appreciation of the Effects of Our Cultural and Social Heritage of Human Development” <u>1.A.-P1</u> <u>1.A.-P2</u> <u>1.A.-P3</u> Mean: 2.72 2.66 2.83
	1.b. Demonstrate Competency in Human Growth and Development	Human Growth and Development ALD 603	Final Research Paper Mean=91.13	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 687	Site Supervisor Evaluation Three assessment items specific to: “Understanding of Human Development” <u>1.B.-P1</u> <u>1.B.-P2</u> <u>1.B.-P3</u> Mean: 2.71 2.66 2.83
	1.c. Demonstrate Competency in Research and Program Evaluation	Educational Research EDB 601	Final Exam Mean=88.78	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 687	Needs Assessment Project Formal Case Presentation Mean= 98.61
	2.a. Demonstrate Competency in Professional	Legal and Ethical	Final Test Case Mean= 95.80	Internship in School Counseling CNS 685 (Fall)	Site Supervisor Evaluation

2. Program Objective. We train counselors to provide ethical services across a variety of modalities	Counseling Orientation and Ethical Practice	Issues in Counseling CNS 517		Internship in Clinical Mental Health Counseling CNS 687	Three assessment items specific to: “Appreciate the Application Principles of Professional Ethics and state local and national laws.” <u>2.A.-P1</u> <u>2.A.-P2</u> <u>2.A.-P3</u> Mean: 2.7 2.66 2.72
	2.b. Demonstrate Competency in Career Development	Career Development CNS 524	Final Exam Mean= 92.79	Internship in School Counseling CNS 685 (Fall) Internship in Clinical Mental Health Counseling CNS 687	Site Supervisor Evaluation Three assessment items specific to: “Understanding of career development” <u>2.B.-P1</u> <u>2.B.-P2</u> <u>2.B.-P3</u> Mean: 2.52 2.45 2.53
	2.c. Demonstrate Competency in Counseling and Helping Relationships	Individual Counseling Theories CNS 622	Final Exam Mean= 91.35	Laboratory in Counseling CNS 620	Video # 3 Mean= 93.51
	2.d. Group Demonstrate Competency in Counseling and Group Work	Group Process and Practice CNS 623	Group Proposal Project Mean= 95.57	Group Process and Practice CNS 623	The Group Intervention Project Mean= 97.45
	2.e. Demonstrate Competency in Assessment and Testing	Appraisal Counseling CNS 505	Final Assessment Plan Project Mean= 91.81	Assessment for Counselors CNS 701 Or Individual Intelligence Testing CNS 702 Or Personality Assessment for Counselors CNS 703 Program Development and Management in School Counseling	Final Grade in CNS 701, 702, or 703 Mean= 95.96

				CNS 679	Collaborative Comprehensive School Counseling Program Project
1. CMHC Specialization Objective. To educate clinical mental health counseling students who meet all the Ohio standards for licensure as professional counselors (PCs) and professional clinical counselors (PCCs)	1.a. Adequate progression through discipline specific knowledge (clinical mental health)	Introduction to Clinical Mental Health Counseling CNS 529	Interview and Profile Project Mean= 91.44	Internship in Clinical Mental Health Counseling CNS 687 (Spring)	National Counselor Examination (NCE) score Passed= 96% Failed= 4% Degree completion rates 91% Employment and doctoral admission rates 89%
1. SC Specialization Objective. To educate clinical mental health counseling students who meet all the Ohio standards for licensure as school counselors	1.a. Adequate progression through discipline specific knowledge (school counseling)	Foundations of School Counseling CNS 578	Final Exam Mean= 85.94	Internship in School Counseling CNS 685 (Spring)	Ohio Assessment for Educators-40 (OAE-40) Passed=86% Failed=14% Degree completion rates 84% Employment and doctoral admission rates 89%

Key Professional Dispositions

Objectives	KPDs	Measurement Point #1		Measurement Point #2	
		Class	Faculty Assessment	Class	Site Supervisor Assessment
1. We cultivate self-aware and reflective clinicians	1.a. Students demonstrate ability to recognize and address countertransference	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on countertransference Mean= 2.39	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on countertransference Mean= 2.59
	1.b. Students demonstrate capacity to regulate emotions	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on emotional stability Mean= 2.62	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on emotional stability Mean= 2.80
2. We cultivate caring and humane clinicians	2.a. Students demonstrate that they are emotionally intelligent clinicians	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on empathy Mean= 2.36	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on empathy Mean= 2.65

	2.b. Students demonstrate knowledge of relationship between emotion, thoughts, and behavior	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on insight Mean= 2.41	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on insight Mean= 2.67
3. We cultivate dedicated members of the counseling profession	3.a. Students demonstrate intentional use of supervision and consultation	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on ability to integrate supervisory feedback Mean= 2.61	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on ability to integrate supervisory feedback Mean= 2.72
	3.b. Students demonstrate professionalism	Laboratory and Counseling Techniques CNS 620	Professional disposition rubric, Item on professional commitment Mean=2.68 Student placement rates at practicum and internship sites. 100%	Internship in School Counseling CNS 685 (Spring) Internship in Clinical Mental Health Counseling CNS 687 (Spring)	Professional disposition rubric, Item on professional commitment Mean= 2.83

Academic Quality Indicators

- **Graduate Outcomes:**

- Pass rates on credentialing examinations (National Counselor Examination (NCE) score [Cut Off: Passing Scores for 83% of students], Ohio Assessment for Educators-40 (OAE-40) [KPI CMHC 1.a.-P and SC 1.a.-P]
 - NCE: 96%
 - OAE: 86%
- Degree completion rates [KPI CMHC 1.a.-P and SC 1.a.-P]
 - School counseling 5-year graduation rate: 67%
 - Clinical mental health counseling 5-year graduation rate: 91%
 - Total average 5-year graduation rate: 84%
- Employment and doctoral admission rates [KPI CMHC 1.a.-P and SC 1.a.-P]
 - 89% employed in full-time job using license, part-time job using license, or other (i.e., doctoral study or further education).

- **Student Fieldwork Placement rates:**

- 100% of student secured a practicum and internship site. Students who did not advance to practicum or internship were due to student personal circumstances leading to their decision to delay practicum/internship to a future semester.

Summary of Data

1. Key Findings

- a. Assessment of meeting program objectives:
 - i. Program Objective 1. ‘We train counselors to provide equitable services to a diverse society across the lifespan.’ The program meets their 83% benchmark across almost all the core curriculum knowledge and practice measures of Key Professional Indicators for this objective. The only practice measure that did not meet the 83% threshold (2.B.-P) related to implementation of career development knowledge in practice.
 - ii. Program Objective 2. ‘We train counselors to provide ethical services across a variety of modalities.’ The program meets their 83% benchmark across the vast majority the core curriculum knowledge and practice measures of Key Professional Indicators for this objective.
 - iii. CMHC Specialization Objective. ‘To educate clinical mental health counseling students who meet all the Ohio standards for licensure as professional counselors (PCs) and professional clinical counselors (PCCs).’ The program meets their 83% benchmark across all the core curriculum knowledge and practice measures of Key Professional Indicators for this objective.

- iv. SC Specialization Objective. ‘To educate clinical mental health counseling students who meet all the Ohio standards for licensure as school counselors.’ The program meets their 83% benchmark for all the core curriculum knowledge measures and practice measure of Key Professional Indicators for this objective.
- v. Professional Disposition Program Objective 1: We cultivate self-aware and reflective clinicians. The program meets their 83% benchmark for all measurement point two KPD indicators for this objective. One of the measurement point one KPD indicators was not met.
- vi. Professional Disposition Program Objective 2: We cultivate caring and humane clinicians. The program meets their 83% benchmark for all measurement point two KPD indicators for this objective. Two of the measurement point one KPD indicators were not met.
- vii. Professional Disposition Program Objective 3: We cultivate dedicated members of the counseling profession. The program meets their 83% benchmark for all measurement point one and two KPD indicators for this objective.
 - 1. These KPD finding indicates the core gatekeeping course (CNS 620, Laboratory in Counseling Skills) serves its function in the program as correctly identifying students who do not demonstrate acceptable levels of professional dispositions, prior to potential progress to advanced components of the program.
- b. The majority of graduates are employed in full-time positions that utilize their counseling license.

2. Key Program Strengths

Overall, our program’s primary strength lies in its strong foundational training and relational focus. Across alumni, site supervisors, and employers, students are consistently described as highly competent in core counseling domains such as therapeutic relationship-building, ethical practice, multicultural awareness, and professional identity development. Alumni emphasize supportive, knowledgeable faculty and an accessible learning environment with small class sizes, flexible scheduling, and strong experiential learning (practicum/internship), all of which contribute to student satisfaction and preparation. Site supervisors and employers reinforce this picture, rating students highly in ethics, counseling orientation, and interpersonal effectiveness, and highlighting students’ empathy, openness to feedback, and commitment to growth. Objective outcome data further support these strengths: licensure exam pass rates are high and most program benchmarks for knowledge and practice competencies are met or exceeded, especially in core counseling domains.

3. Key Program Areas of Growth

Our program areas of growth center on a gap between strong theoretical preparation and uneven applied clinical readiness, alongside structural and consistency concerns. Across stakeholders, students are described as underprepared for *advanced* clinical work and some real-world tasks such as treatment planning, documentation, assessment/testing, and managing complex cases, with lower confidence moving beyond basic rapport-building into more directive interventions. These skill gaps are reinforced by lower ratings in career development, assessment, group work, and research/program evaluation. Additionally, alumni point to uneven faculty quality—particularly among part-time instructors—along with inconsistent advising, limited responsiveness to student needs, and structural issues such as scheduling constraints, limited electives, and variable internship experiences. Finally, some concerns remain around professional readiness and coordination with field sites, as well as pockets of weaker professional dispositions (e.g., emotional regulation, empathy, self-awareness) identified through gatekeeping assessments, indicating uneven developmental readiness among some students

Section 2: Subsequent Program Modifications

Subsequent program modifications made due to aforementioned data:

1. Efforts to increase accuracy and quantity of data for this report continue to be pursued, including data management platforms that would increase response rates and strengthen data analysis. Additionally, data collection from stakeholders can be improved by seeking more data about the respondents such as: time since graduation from alumni, specialization of alumni, setting of site supervisors and employers. Faculty will explore data management system options during the 2026-2027 academic year.
 - a. Additionally, faculty will re-evaluate the Assessment and Evaluation Plan, including reexamining operationalization of KPIs and KPDs. Additionally, more detailed inquiries could be included in stakeholder data collection, such as assessing alumni desired work status. For example, fewer alumni are working in full-time positions, but it is unknown if this desired or not by alumni.
2. Updates to the Practicum and Internship processes: 1) Instead of holding two separate orientation meetings (e.g., fall semester Practicum Orientation, and spring semester Internship Orientation), the program will now hold a combined Practicum and Internship Orientation in the fall semester, with two different meetings times to better meet student availability. A smaller number of students at two separate (but identical) meetings will improve opportunity for individualized attention to student questions and needs for preparation. Additionally, convening this orientation in the fall semester better aligns with school

counseling student fieldwork placement timelines, and provides advanced preparation time for clinical mental health counseling students. 2) An annual meeting for field placement supervisors will be held annually to orient them to fieldwork supervision requirements.

3. Given inequality across student experience in advising, a new process of assessing advising experience will be implemented in order to inform leadership of areas of growth among individual faculty members who may inconsistently meet student advising needs. A new exit survey in final semester of internship will be launched in the spring of 2027.
4. Given inequality across student experience with part-time faculty, the program now has an increased the number of full-time faculty, likely leading to more consistent and higher-quality classroom experiences. This will be assessed in the subsequent year's annual data report.
5. Regarding inconsistent student readiness for advanced clinical practice, the following changes will be made:
 - a. A full-time faculty member will be revamping the curriculum in CNS 650 to emphasize case conceptualization and treatment planning.
 - b. Faculty will integrate the Selective Theory Sorter into various classes to increase student awareness of personal theoretical views.
 - c. Faculty will reevaluate and develop a new site supervisor evaluation. This will be completed in the fall 2026 semester. Additionally, mid-semester evaluations will be developed.

Section 3: Other Subsequent Program Modifications

Program modifications made in the 2025-2026 academic year:

1. Two new full-time faculty began their positions in the fall of 2025 (i.e., one Tenure-Track Faculty and one Assistant College Lecturer).
2. Faculty successfully completed a faculty search and will the program will employ a new full-time faculty (i.e., Assistant College Lecturer) starting in the fall of 2026.