



Program Evaluation Report

Clinical Mental Health Counseling Program

2024-2025

Assessment Data Points

Program Learning Outcomes (PLOs) are aligned with Key Performance Indicators (KPIs) for assessment and can be seen in the table below. An assessment plan was developed to assess each KPI 3 times throughout the program to assess for development and mastery of KPIs and aligned PLOs. The threshold expected is an achievement of 83% or higher.

Program Outcomes	Key Performance Indicators				
Program Objective Alignment for AQI	Core Area	Indicator	Assessment #1-I	Assessment #2-R	Assessment #3-M
2. Understand and apply ethical principles to all work pertaining to clients at individual, group, and societal levels.	1. Professional Counseling Orientation and Ethical Practice	A.10. ethical and legal standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	612-Ethics Application Paper	694-Case Presentation	698-Supervisor Evaluation
3. Demonstrate competency and awareness of one's own biases in addressing multicultural needs of clients.	2. Social and Cultural Diversity	B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	635-Paper	637-Intersectionality Paper	698-Supervisor Evaluation
1. Understand foundational aspects of professional counseling.	3. Human Growth and Development	C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	527-Exam-Case/Essay	696-Case Presentation	698-Supervisor Evaluation
5. Demonstrate the capacity to apply and evaluate empirically supported strategies for specific types of therapeutic interventions targeted to work with individuals and groups.	4. Career Development	D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	649-Person Centered Case Conceptualization	637-Intersectionality Paper	698-Supervisor Evaluation
6. Apply counseling theories to the practice of mental health counseling.	5. Counseling and Helping Relationships	E.10. counseling strategies and techniques used to facilitate the client change process	647-Transcript #2	643-Research Presentation	698-Supervisor Evaluation
1. Understand foundational aspects of professional counseling.	6. Group Counseling and Group Work	F.2. dynamics associated with group process and development	643-Group Experience Discussion Paper	535-Final Exam	698-Supervisor Evaluation
4. Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.	7. Assessment and Testing	G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	625-Case Studies	626-Case Studies	698-Supervisor Evaluation
8. Demonstrate ability to critically evaluate research.	8. Research and Program Evaluation	H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	626-Diagnostic Process Presentation	605-Article Critiques	698-Supervisor Evaluation
	Entry-Level Specialized Practice Area				
7. Demonstrate understanding of foundational components and application of individual and group approaches to assessment and evaluation.	9. Clinical Mental Health Counseling	C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	635-Applied Case Study	615-Initial Client Interview	698-Supervisor Evaluation

Professional disposition data are collected for each student in each class during the academic year. Students are required to achieve “Proficient” or “Advanced” in each area. Those students receiving “Requires Improvement” develop a remediation plan with the program director to address.

1. Professional Values and Attitudes: as evidenced in behavior and demeanor that reflect the values and attitudes of counseling.		
Advanced	Proficient	Requires Improvement
a. Professionalism		
Student conducts self in a professional manner across settings and situations, including the classroom. Respectful, thoughtful, and appropriate within all professional interactions.	Student behaves in a professional manner towards instructor and peers, including classroom behaviors.	Student is inconsistently respectful, thoughtful, and appropriate with instructor and/or peers.
b. Accountability		
Student independently accepts personal responsibility across settings and contexts	Student is able to accept personal responsibility for actions when addressed by others	Student is inconsistent or lacks acceptance of personal responsibility for actions
c. Educational Participation		
Student arrives to all class sessions on time; attends all class meetings for their entirety	Student arrives on time, attends all class meetings for their entirety, or communicates necessity of late arrival or early departure professionally; Student misses a maximum of one class period	Student arrives late for class or leaves early, does not have professional communication about attendance concerns, and/or misses more than one class period

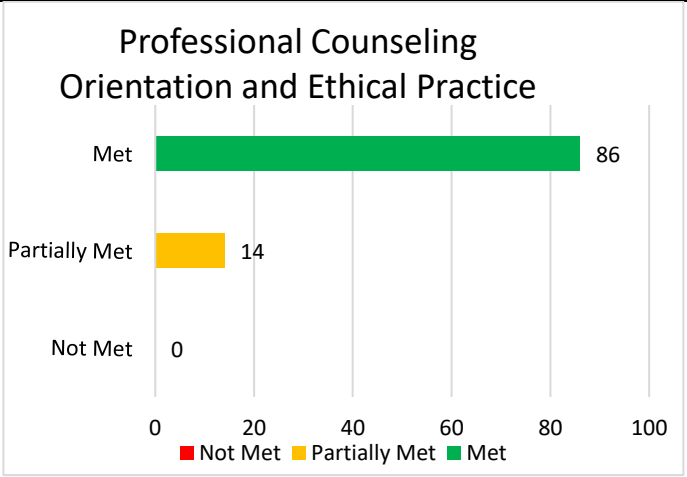
2. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
Advanced	Proficient	Requires Improvement
a. Reflective Practice		
Student displays broad self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity; shows in-depth understanding of how his/her beliefs may impact the counseling situation	Student displays basic self-awareness; engages in reflection regarding professional practice; demonstrates awareness of how his/her beliefs may impact the counseling situation	Student demonstrates limited awareness and/or appreciation of how his/her beliefs may impact the counseling relationship
b. Self-Assessment		
Student accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	Student demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	Student does not demonstrate accurate self-assessment of competence and/or does not implement changes to address areas of concern
c. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
Student self-monitors issues related to self-care and promptly intervenes when disruptions occur	Student monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	Student does not understand the importance of self-care in effective practice and/or does not attend to self-care
3. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.		
a. Interpersonal Relationships		
Student forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	Student displays appropriate interpersonal skills with clients, peers/colleagues, supervisors and professionals	Student does not display appropriate interpersonal skills with clients, peers/colleagues, supervisors and professionals
b. Affective Skills		
Student possesses advanced interpersonal skills; exhibits advanced respectful and emotionally appropriate communication with peers, instructors, supervisors, and clients; manages difficult communication appropriately and in cases of conflict, exhibits ability to express disagreement or displeasure with self-control and respect for all parties involved	Student exhibits respectful and emotionally appropriate communication with all parties; negotiates differences and handles conflict satisfactorily and in cases of conflict, exhibits ability to express disagreement or displeasure with self-control and respect for all parties involved; provides effective feedback to others and receives feedback nondefensively	Student does not exhibit emotionally appropriate communication; lacks ability to handle conflict satisfactorily and in cases of conflict, demonstrates inability to express disagreement or displeasure with self-control and respect for all parties involved; is unable to provide effective feedback to others; and/or receives feedback in defensively
c. Expressive Skills		
Student demonstrates advanced verbal, nonverbal, and written communications, which are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts	Student communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	Student does not communicate clearly in either verbal, nonverbal, or written skills and/or lacks awareness of their nonverbal presentation; lacks clear understanding of professional language

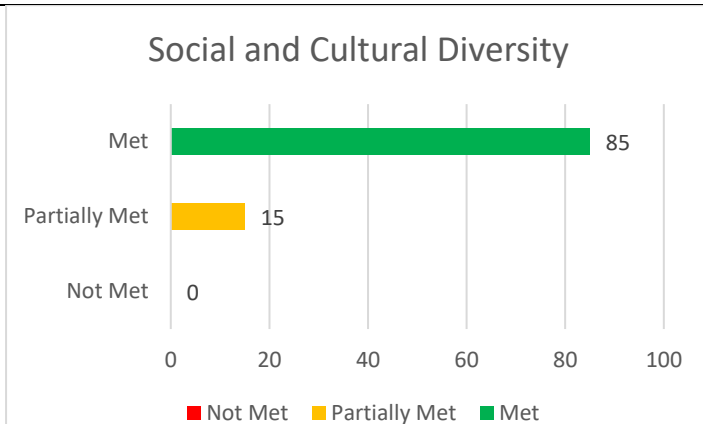
4. Emotional Stability and Self-Control: as evidenced by awareness of distress, ability to self-regulate, and demonstration of appropriate expression of emotion			
Advanced	Proficient	Requires Improvement	Not Obs.
a. Awareness of Distress			
Student demonstrates self-awareness of negative emotion and emotional exhaustion; recognizes potential for distress to adversely influence clinical and academic work; independently takes appropriate steps to address	Student demonstrates self-awareness of negative emotion and emotional exhaustion and/or is receptive to feedback regarding these; recognizes potential for adverse consequences clinically or academically; seeks support appropriately and attempts to address	Student lacks awareness of negative and/or emotional exhaustion; lacks understanding of adverse consequences; and/or does not take appropriate steps to address	
b. Self-Regulation			
Student utilizes appropriate strategies for emotional regulation in professional and personal contexts	Student exhibits knowledge of strategies for emotional regulation in professional and personal contexts	Student lacks understanding or application of appropriate strategies for emotional regulation in professional and personal contexts	

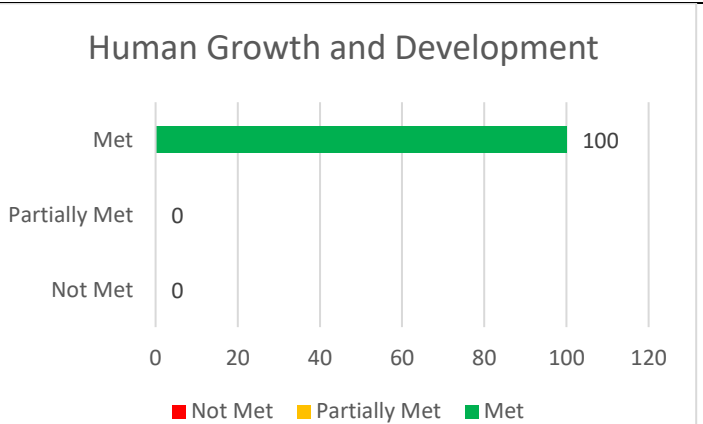
I. **Aggregate Assessment of Academic Quality Indicators**

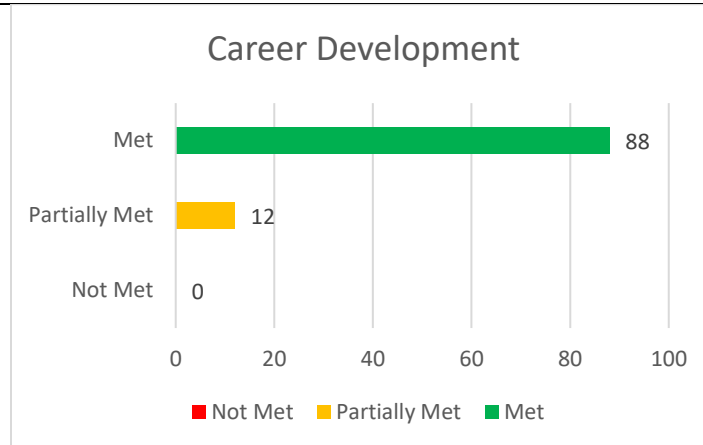
a. Academic Program Results

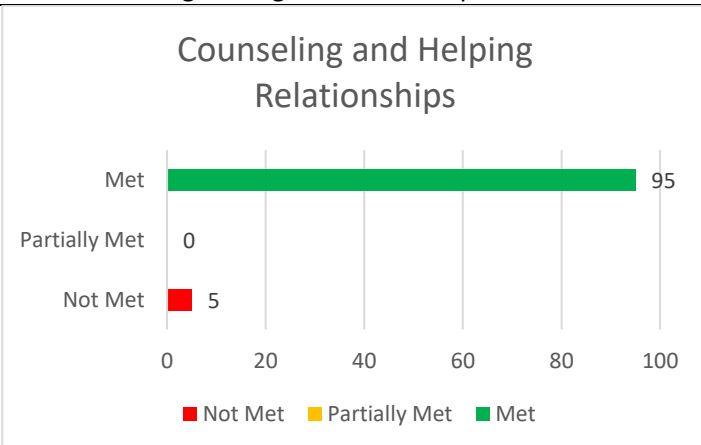
The academic assessment report provides data for the 2024-2025 assessment cycle for each of the KPIs aligned with PLOs. Please see below for the outcomes that were assessed during the academic year and associated data for academic quality indicators.

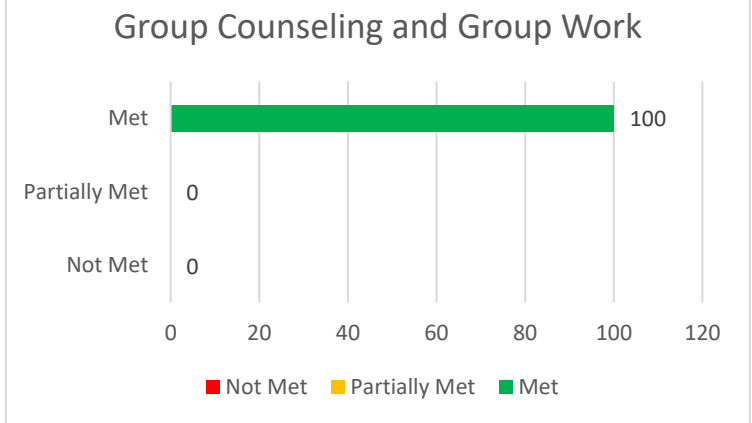
KPI# 1: Professional Counseling Orientation and Ethical Practice										
Indicator	A.10. ethical and legal standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas									
Course(s) MHC 612 MHC 694 MHC 698	<div>Professional Counseling Orientation and Ethical Practice</div>  <table><thead><tr><th>Performance Level</th><th>Number of Students</th></tr></thead><tbody><tr><td>Met</td><td>86</td></tr><tr><td>Partially Met</td><td>14</td></tr><tr><td>Not Met</td><td>0</td></tr></tbody></table>	Performance Level	Number of Students	Met	86	Partially Met	14	Not Met	0	Analysis and Follow-up Action Most of our students met or exceeded this outcome. We will continue to teach and assess this outcome in the same manner. The aggregate threshold for this KPI was met.
Performance Level		Number of Students								
Met	86									
Partially Met	14									
Not Met	0									
Assessment Tools 612: Ethical Application Paper 694: Case Presentation 698: Supervisor Evaluation										
Benchmark Students will achieve 83% or higher	Results Summary 6 students met this outcome while 1 student partially met this outcome; 85.7% met this outcome									

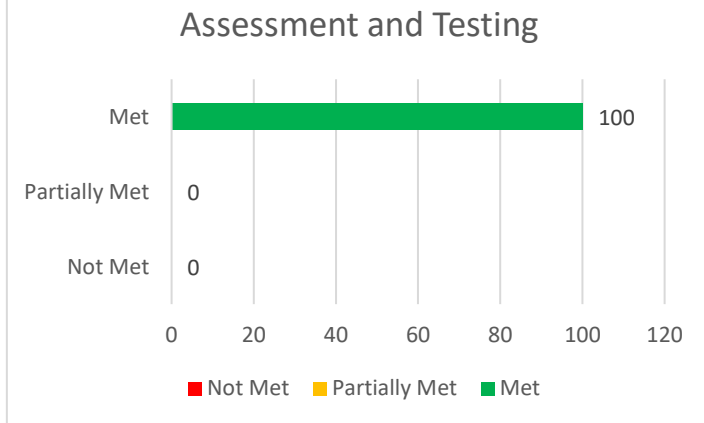
KPI# 2: Social and Cultural Diversity										
Indicator	B.2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews									
Course(s) MHC 635 MHC 698	<div><h3>Social and Cultural Diversity</h3><table><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Met</td><td>85</td></tr><tr><td>Partially Met</td><td>15</td></tr><tr><td>Not Met</td><td>0</td></tr></tbody></table></div>	Category	Count	Met	85	Partially Met	15	Not Met	0	Analysis and Follow-up Action Most of our students met or exceeded this outcome. We have revisited our assessment tools and have updated 635 to applied case studies to more accurately assess.
Category		Count								
Met	85									
Partially Met	15									
Not Met	0									
Assessment Tools 635: Paper 698: Supervisor Evaluation										
Benchmark Students will achieve 83% or higher	Results Summary 11 students met this outcome while 1 student partially met this outcome; 91.6% met this KPI	The aggregate threshold for this KPI was met.								

KPI# 3: Human Growth and Development										
Indicator	C.11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness									
Course(s) MHC 527 MHC 696 MHC 698	<div>Human Growth and Development</div>  <table><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Met</td><td>100</td></tr><tr><td>Partially Met</td><td>0</td></tr><tr><td>Not Met</td><td>0</td></tr></tbody></table>	Category	Count	Met	100	Partially Met	0	Not Met	0	<div>Analysis and Follow-up Action</div> <p>Most of our students met or exceeded this outcome. We will continue to teach and assess this outcome in the same manner.</p> <p>The aggregate threshold for this KPI was met.</p>
Category		Count								
Met	100									
Partially Met	0									
Not Met	0									
Assessment Tools 527: Exam-Case/Essay 696: Case Presentation 698: Supervisor Evaluation										
Benchmark Students will achieve 83% or higher	<div>Results Summary</div> <p>All 20 students met this outcome; 100% met this outcome</p>									

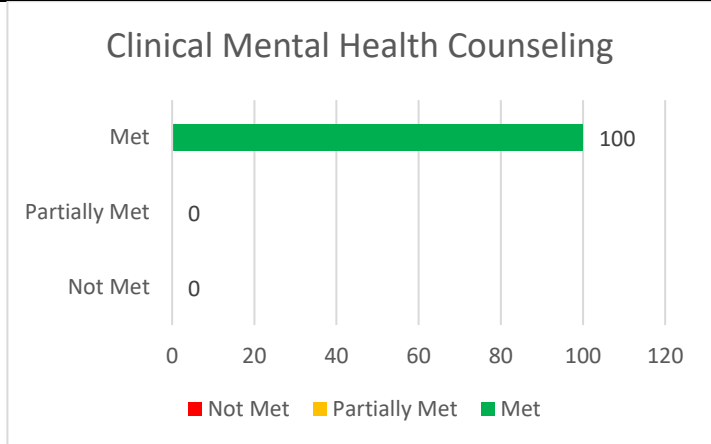
KPI# 4: Career Development										
Indicator	D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors									
Course(s) MHC 649 MHC 698	<div>Career Development</div>  <table><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Met</td><td>88</td></tr><tr><td>Partially Met</td><td>12</td></tr><tr><td>Not Met</td><td>0</td></tr></tbody></table>	Category	Count	Met	88	Partially Met	12	Not Met	0	Analysis and Follow-up Action Most of our students met or exceeded this outcome. We have revised the course and assessment where this is more appropriately assessed. MHC 649 will change to MHC 655 Book Report and Presentation. The aggregate threshold for this KPI was met.
Category		Count								
Met	88									
Partially Met	12									
Not Met	0									
Assessment Tools 649: Person Centered Case Conceptualization 698: Supervisor Evaluation										
Benchmark Students will achieve 83% or higher	Results Summary 7 students met this outcome, while 1 student partially met this outcome; 87.5% met this outcome									

KPI# 5: Counseling and Helping Relationships										
Indicator	E.10. counseling strategies and techniques used to facilitate the client change process									
Course(s) MHC 643 MHC 647 MHC 698	<div>Counseling and Helping Relationships</div>  <table><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Met</td><td>95</td></tr><tr><td>Partially Met</td><td>0</td></tr><tr><td>Not Met</td><td>5</td></tr></tbody></table>	Category	Count	Met	95	Partially Met	0	Not Met	5	Analysis and Follow-up Action This data demonstrates that we are making good progress in this area as a program. The student who did not meet this outcome was dismissed from the program. The aggregate threshold for this KPI was met.
Category		Count								
Met	95									
Partially Met	0									
Not Met	5									
Assessment Tools 643: Research Presentation 647: Transcript 2 698: Supervisor Evaluation										
Benchmark Students will achieve 83% or higher	Results Summary 21 students met this outcome, while 1 student did not meet this outcome; 95.4% met this outcome									

KPI# 6: Group Counseling and Group Work		
Indicator	F.2. dynamics associated with group process and development	
Course(s) MHC 535 MHC 643 MHC 698	 <p>A horizontal bar chart titled "Group Counseling and Group Work". The y-axis lists three categories: "Met", "Partially Met", and "Not Met". The x-axis represents a percentage from 0 to 120, with major grid lines every 20 units. The "Met" bar is green and extends to the 100 mark. The "Partially Met" bar is yellow and extends to the 0 mark. The "Not Met" bar is red and extends to the 0 mark. A legend at the bottom shows a red square for "Not Met", a yellow square for "Partially Met", and a green square for "Met".</p>	Analysis and Follow-up Action All students met or exceeded this outcome. We will continue to teach and assess this outcome in the same manner. The aggregate threshold for this KPI was met.
Assessment Tools 535: Final Exam 643: Group Experience Discussion Paper 698: Supervisor Evaluation	Results Summary All 22 students met this outcome; 100% met this outcome	
Benchmark Students will achieve 83% or higher		

KPI# 7: Assessment and Testing		
Indicator	G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	
Course(s) MHC 625 MHC 626 MHC 698	 <p>A horizontal bar chart titled "Assessment and Testing". The y-axis lists three categories: "Met", "Partially Met", and "Not Met". The x-axis represents a percentage from 0 to 120, with major grid lines every 20 units. The "Met" bar is green and extends to the 100 mark. The "Partially Met" bar is yellow and extends to the 0 mark. The "Not Met" bar is red and extends to the 0 mark. A legend at the bottom shows a red square for "Not Met", a yellow square for "Partially Met", and a green square for "Met".</p>	Analysis and Follow-up Action All of our students met or exceeded this outcome. We will continue to teach and assess this outcome in the same manner. The aggregate threshold for this KPI was met.
Assessment Tools 625: Case Studies 626: Case Studies 698: Supervisor Evaluation	Results Summary All 17 students met this outcome; 100% met this outcome	
Benchmark Students will achieve 83% or higher		

KPI# 8: Research and Program Evaluation										
Indicator	H.2. identification and evaluation of the evidence base for counseling theories, interventions, and practices.									
Course(s) MHC 605 MHC 626 MHC 698	<div>Research and Program Evaluation</div> <table><thead><tr><th>Outcome</th><th>Count</th></tr></thead><tbody><tr><td>Met</td><td>82</td></tr><tr><td>Partially Met</td><td>12</td></tr><tr><td>Not Met</td><td>6</td></tr></tbody></table>	Outcome	Count	Met	82	Partially Met	12	Not Met	6	Analysis and Follow-up Action Continued work in future classes will address the students who did not meet the outcome. Most students meeting this outcome demonstrates that we are making good progress in this area as a program. The assignment for 605 will be more appropriately aligned with this outcome in the future. Program director will meet with affiliate faculty to update. This aggregate KPI was not met and will be addressed in the manner identified above.
Outcome		Count								
Met	82									
Partially Met	12									
Not Met	6									
Assessment Tools 605: Article Critiques 626: Diagnostic Process Presentation 698: Supervisor Evaluation										
Benchmark Students will achieve 83% or higher	Results Summary 14 students met this outcome, while 2 students partially met this outcome and 1 student did not meet this outcome; 82.3% met this outcome; 11.7% partially met; and 5.8% did not meet.									

KPI# 9: Clinical Mental Health Counseling										
Indicator	C.4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management									
Course(s) MHC 615 MHC 635 MHC 698	<div>Clinical Mental Health Counseling</div>  <table><thead><tr><th>Category</th><th>Count</th></tr></thead><tbody><tr><td>Met</td><td>100</td></tr><tr><td>Partially Met</td><td>0</td></tr><tr><td>Not Met</td><td>0</td></tr></tbody></table> <div>0 20 40 60 80 100 120</div> <div>Not Met Partially Met Met</div>	Category	Count	Met	100	Partially Met	0	Not Met	0	Analysis and Follow-up Action All students met or exceeded this outcome. We will continue to teach and assess this outcome in the same manner. The aggregate threshold for this KPI was met.
Category		Count								
Met	100									
Partially Met	0									
Not Met	0									
Assessment Tools 615: Initial Client interview 635: Applied Case Study 698- Supervisor Evaluation										
Benchmark Students will achieve 83% or higher	Results Summary All 12 students met this outcome; 100% met this outcome									

b. Professional Disposition Results

Summer 2024				
	Advanced	Proficient	Requires Improvement	%
Professional Values and Attitudes				
Professionalism	5	13	0	100
Accountability		18	0	100
Educational Participation	13	5	0	100
Reflective Practice/Self-Assessment/Self-Care				
Reflective Practice	4	14	0	100
Self-Assessment		18	0	100
Self-Care		18	0	100
Relationships				
Interpersonal Relationships	1	17	0	100
Affective Skills		18	0	100
Expressive Skills	2	16	0	100
Emotional Stability and Self-Control				
Awareness of Distress		18	0	100
Self-Regulation		18	0	100
Total	25	173	0	100

Fall 2024				
	Advanced	Proficient	Requires Improvement	%
Professional Values and Attitudes				
Professionalism	6	42	1	98
Accountability	3	35	1	97
Educational Participation	36	10	1	98
Reflective Practice/Self-Assessment/Self-Care				
Reflective Practice	11	36	1	98
Self-Assessment	6	47	0	100
Self-Care	1	48	0	100
Relationships				
Interpersonal Relationships	11	37	0	100
Affective Skills	3	23	1	96
Expressive Skills	4	44	1	98
Emotional Stability and Self-Control				
Awareness of Distress		38	1	97
Self-Regulation	1	38	1	98
Total	82	398	8	98

Spring 2025				
	Advanced	Proficient	Requires Improvement	%
Professional Values and Attitudes				
Professionalism	15	49	0	100
Accountability	9	49	0	100
Educational Participation	36	32	0	100
Reflective Practice/Self-Assessment/Self-Care				
Reflective Practice	21	37	0	100
Self-Assessment	9	45	0	100
Self-Care	8	50	0	100
Relationships				
Interpersonal Relationships	16	43	0	100
Affective Skills	12	45	0	100
Expressive Skills	14	44	0	100
Emotional Stability and Self-Control				
Awareness of Distress	4	52	0	100
Self-Regulation	4	54	0	100
Total	148	500	0	100

c. **Graduate Outcomes**

- i. Number of Graduates: 4
- ii. Pass Rate on NCMHCE: 100% (4/4). We did not meet the expectation of 90% pass rate for this exam on the first attempt, which was 75%. Given the small cohort, this expectation could not be met with even one student not passing the first time. We did meet the expectation of 100% pass rate by the 2nd attempt.
- iii. Degree completion Rates: 50% (4/8). One student completed a General Psychology masters through Loras, one moved out of state, one opted to leave the program due to life circumstances, and one was removed due to

gatekeeping and following the ACA ethics code. The goal of degree completion is 85%, allowing for students to determine if the field is the correct fit as well as gatekeeping needs. While we did not meet our outlined goal, the graduation rate was appropriate for the career needs of this group.

- iv. Job Placement Rates: 100%. All students graduated in May and all are currently employed in the Counseling profession. Three are employed in Iowa and the remaining graduate is employed in Colorado.

d. Fieldwork Placement

- i. Practicum Placement: 100% (4/4). The expected placement is 100% and this expectation was met. One student had a placement moved to be in alignment with our expectations and contract for a site. As such, placement and requirements were met for the entire placement.
- ii. Internship I Placement: 100% (4/4). The expected placement is 100% and this expectation was met.
- iii. Internship II Placement: 100% (4/4). The expected placement is 100% and this expectation was met.

e. Diverse Learning Community

- i. Students

	Applicants	Enrolled Students	Degree Completion Rates
Sex			
Male	4	4	1*
Female	5	4	3
Race			
White	9	8	4
Non-White	1	1	0
Student Status			
Traditional	6	5	3
Non-Traditional	3	3	1

*one male completed General Psychology degree

- ii. Faculty

	Open Positions	Employed Faculty	Retention Rates
Sex			
Male	-	0	
Female	-	3	3
Race			
White	-	3	3
Non-White	-	0	
Specialty Area			
Clinical Mental Health Counseling	-	2	2
Rehabilitation Counseling	-	1	1
School Counseling	-	1	1

*1 faculty has a dual specialty

II. Subsequent Curriculum Modifications and Program Improvement

Curriculum modifications and other changes were determined during program meetings and the assessment meeting to address program improvement. They are outlined below.

- a. Fall 2024 Counseling Assessment Meeting
 - i. Updates: New assessment plan implemented from May 2024 meeting
 - ii. Item identified: Updates to 2024 standards and AQI requirements from 2016 standards.
 - iii. Changes made: All KPIs were updated and aligned with PLOs. All KPIs were planned for assessment three times during the duration of the program, with most occurring one time per year in a student's learning program. With KPIs aligned with PLOs, this reduced the redundancy in assessment data.
- b. September 2024 Counseling Faculty Meeting
 - i. Item identified: Continued updates of assignment rubrics for clarity in outcome of outcome
 - ii. Changes made: Reminders occurred to all instructors to only include aspects relevant to the outcome (i.e. not grammar, formatting, and tardiness) to assessment data to accurately assess both program outcomes and KPIs. Reminders were provided in the spring when assessment data was submitted.
- c. KPIs
 - i. Item identified: Students understanding the reasoning and expectations they need to meet for KPIs
 - ii. Changes made: Faculty explained to all students that they are required to meet the 83% benchmark for KPIs. The handbook was revised and students were all advised that not meeting the benchmark would require a remediation plan to be developed in order to be successful in this key area as a future counselor.
- d. In May 2025 the program assessment meeting was held. The following changes will be made in response to the data provided above:
 - i. KPI assignment updates:
 - 1. KPI 2 MHC 635 will update to applied case studies
 - 2. KPI 4 changed from MHC 649 to MHC 655 Book Report and Presentation
 - 3. KPI 6, updated assessments updated
 - a. MHC 643 now final exam
 - b. MHC 535 now group experience discussion paper
 - 4. KPI 8, Article Critique will remain assignment, however, focus of content will change to align with KPI
 - ii. Program Director will meet with individual faculty to discuss areas of concern for KPIs, alignment with KPI, and restructuring of above assignments
 - iii. All rubrics for KPI will add column for KPI score with only relevant aspects included for ease of assessment and student comprehension

III. Other Significant Program Changes

- a. Weekly Meetings
 - i. Fall 2024 to update to all CACREP requirements to the 2024 standards from 2016 standards.

- b. Fall meeting
 - i. Discussion of which demographic variables are of the most importance to collect data on for students and faculty, while still not making it clearly identifiable to providing sensitive information that students may have shared privately, such as LGBTQ+ identity.
- c. Advisory Council
 - i. In the Fall, feedback was solicited regarding Standard 1.I. This standard states “The counselor education program intentionally creates and effectively maintains an inclusive and equitable learning community that respects individual differences.”
 - 1. Feedback provided: Consideration of student mentoring, accessibility for classrooms, increasing diversity, financial accessibility, interprofessional education, and avenues to celebrate diversity
 - 2. Changes implemented: Each of these aspects was responded to specific to the member who provided the feedback. We added further explanation where each of these occurs and added in additional steps, with all incorporated into our written plan.
 - ii. In the Spring, feedback was solicited regarding our timeline and planning for practicum and internship placements.
 - 1. Feedback provided: Process looks appropriate for placement, clarification of who is involved in each role in the timeline, clear deadline for liability insurance, more structured than other programs who place students and it is appreciated, provide information about practicum and internship process to first year students
 - 2. Changes implemented: Added clarity of timelines to document, added first year discussion about placements to MHC 501 course
- d. The Practicum and Internship Coordinator role has transitioned to a core faculty who has more knowledge about the students who are being placed. This faculty attended site visits and shadowed the role throughout the 2024-2025 academic year.