LORAS COLLEGE

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Program Evaluation Report

Clinical Mental Health Counseling Program

2025-2026

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. Students below this threshold will have remediation to achieve the necessary skillset. Students below this threshold for the same KPI on two occasions following remediation are subject to dismissal.

Program Outcomes	AQIs 1-4	Key Performance Indicators (AQI, 1a)				
Program Objective Alignment for AQI	**Mapped to Program Objective in Column A**	**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.	2a; 2b; 2c; 3 (all); 4	**1. Professional Counseling Orientation and Ethical Practice**	Students will apply 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 (A.10)	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.	2b; 2c; 3 (all)	**2. Social and Cultural Diversity**	Students will identify the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews (B.2)	635-Applied Case Study	637-Intersectionality Paper	698-Supervisor Evaluation
1. Understand foundational aspects of professional counseling.	2a; 2b; 2c; 4	**3. Human Growth and Development**	Students will identify systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (C.11.)	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.	2a; 2c; 4	**4. Career Development**	Students will apply approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (D.2.)	655-Book Report and Presentation	637-Intersectionality Paper	698-Supervisor Evaluation
6. Apply counseling theories to the practice of mental health counseling.	2a; 2c; 4	**5. Counseling and Helping Relationships**	Students will apply counseling strategies and techniques used to facilitate the client change process (E.10.)	647-Transcript #2	643-Research Presentation	698-Supervisor Evaluation
1. Understand foundational aspects of professional counseling.	*Duplicate*	**6. Group Counseling and Group Work**	Students will demonstrate an understanding of the dynamics associated with group process and development (F.2.)	643-Final Exam	535-Group Experience Paper	698-Supervisor Evaluation
4. Demonstrate competency in analysis of clients, including diagnosis, case conceptualization, and developmental considerations across the lifespan.	2a; 2b; 2c; 4	**7. Assessment and Testing**	Students will apply diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems (G.11.)	625-Case Studies	626-Case Studies	698-Supervisor Evaluation
8. Demonstrate ability to critique research and complete program evaluation.	2b; 2c	**8. Research and Program Evaluation**	Students will analyze the identification and evaluation of the evidence base for counseling theories, interventions, and practices (H.2.)	626-Diagnostic Process Presentation	605-Evidence Base Evaluation Paper	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.	2a; 2c; 4	**9. Clinical Mental Health Counseling**	Students will apply intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (C.4.)	635-Applied Case Study	615-Initial Client Interview	698-Supervisor Evaluation
9. Demonstrate professionalism in multiple aspects of the counselor role through respect, thoughtfulness, appropriate interactions with others, accountability, and active participation.	1c	N/A	See disposition form	Disposition form	Disposition form	Disposition form

Professional disposition data are collected for each student each term during the academic year. Faculty teaching that term will collaborate to complete one form per student.

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

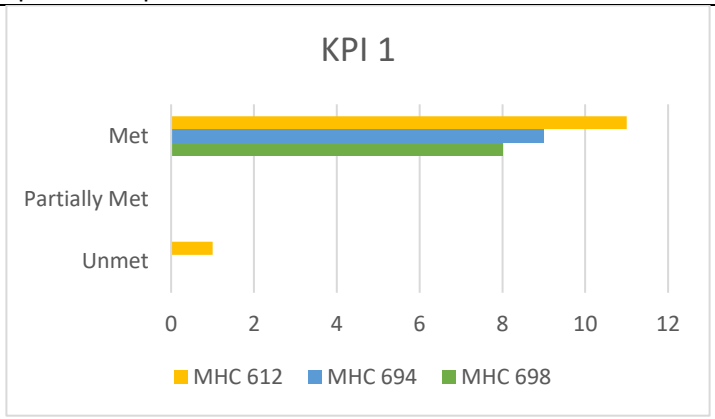
4. **Emotional Stability and Self-Control:** as evidenced by awareness of distress, ability to self-regulate, and demonstration of appropriate expression of emotion			
Advanced	**Proficient**	**Requires Improvement**	**Not Obs.**
a. Awareness of Distress			
Student demonstrates self-awareness of negative 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 2025-2026 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 chart data shows the first assessment point on top, the second in the middle, and the third in the bottom, as opposed to listing by course number.

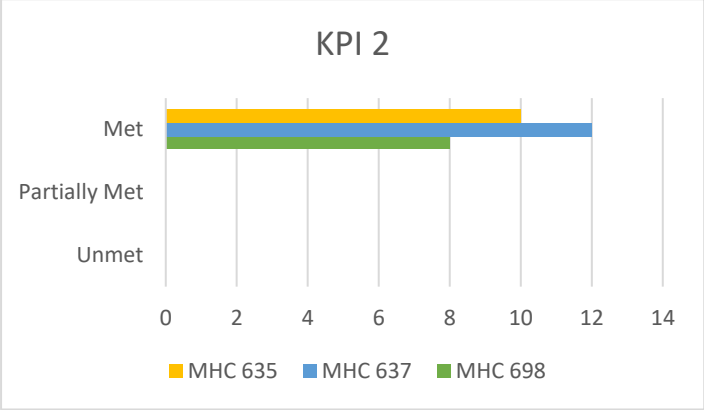
<table>
<tr><th colspan="3">KPI# 1: Professional Counseling Orientation and Ethical Practice</th></tr>
<tr><td>Indicator</td><td colspan="2">A.10. Students will apply ethical and legal standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas</td></tr>
<tr><td>Course(s)
MHC 612
MHC 694
MHC 698

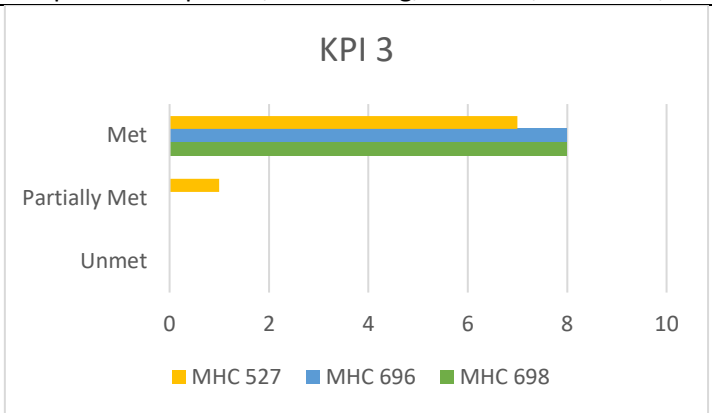
Assessment Tools
612: Ethical Application Paper
694: Case Presentation
698: Supervisor Evaluation</td><td>
</td><td rowspan="2">Analysis and Follow-up Action

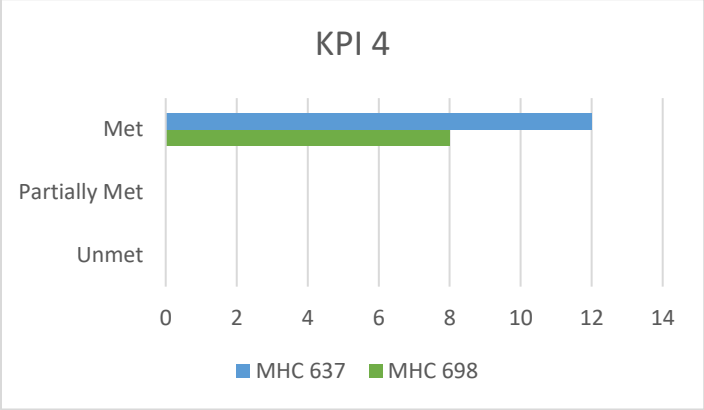
Most of our students met or exceeded this outcome. We will continue to teach and assess this outcome in the same manner.

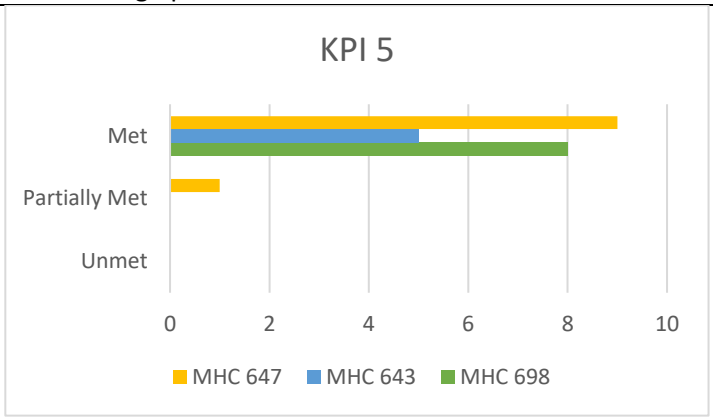
The aggregate threshold for this KPI was met.

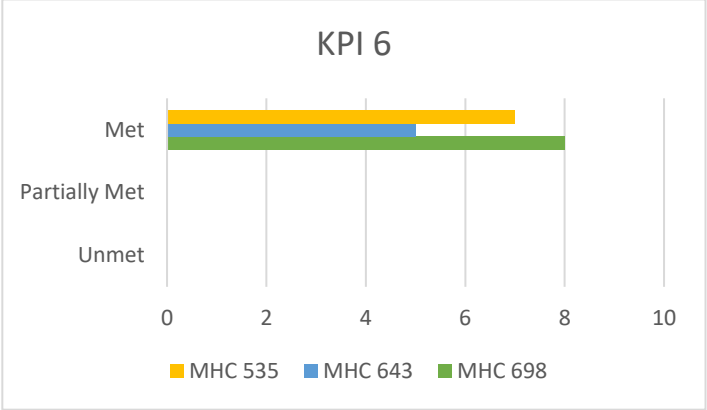
The student who did not meet this outcome was removed from the program.</td></tr>
<tr><td>Benchmark
Students will achieve 83% or higher</td><td>Results Summary
MHC 612 91.2% met this outcome; MHC 694 100% met this outcome; MHC 698 100% met this outcome.</td></tr>
</table>

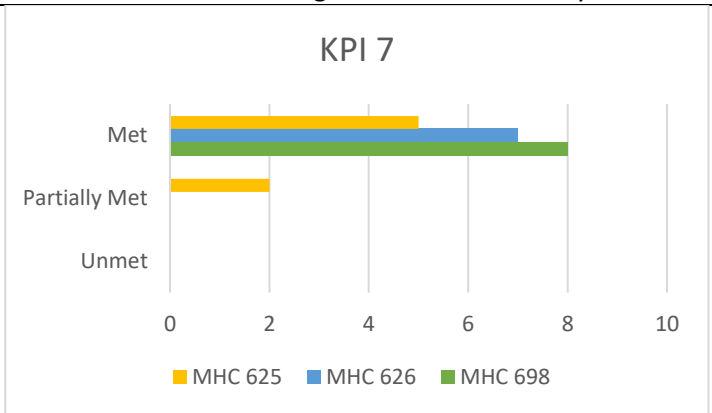
KPI# 2: Social and Cultural Diversity		
Indicator	B.2. Students will identify the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	
Course(s) MHC 635 MHC 637 MHC 698 **Assessment Tools** 635: Applied Case Studies 637: Intersectionality Paper 698: Supervisor Evaluation		**Analysis and Follow-up Action** All of our students met or exceeded this outcome. The updated assessment for MHC 635 as applied case studies has more accurately assessed this data point. The aggregate threshold for this KPI was met.
Benchmark Students will achieve 83% or higher	**Results Summary** For all data points, all students met the outcome.	

KPI# 3: Human Growth and Development		
Indicator	C.11. Students will identify systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	
Course(s) MHC 527 MHC 696 MHC 698 **Assessment Tools** 527: Exam-Case/Essay 696: Case Presentation 698: Supervisor Evaluation		**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.
Benchmark Students will achieve 83% or higher	**Results Summary** For MHC 696 and MHC 698 100% of students met this outcome. For MHC 527 87.5 % of students met this outcome and 12.5% partially met this outcome.	

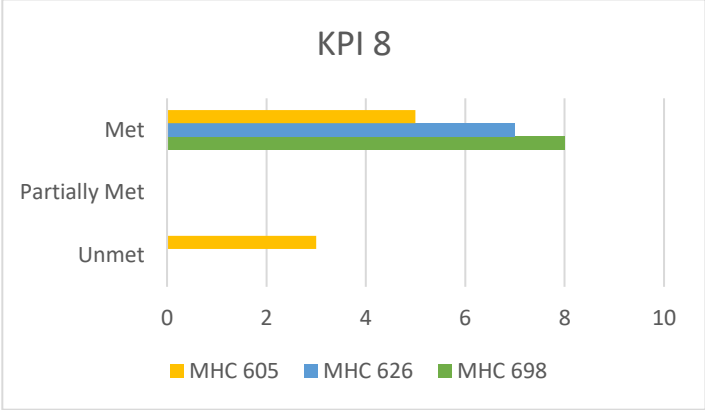
KPI# 4: Career Development		
Indicator	D.2. Students will apply approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	
Course(s) MHC 655 MHC 637 MHC 698		**Analysis and Follow-up Action** All of our students met this outcome. The revision of the course and assessment where each was more appropriately assessed was beneficial and will be maintained. The aggregate threshold for this KPI was met.
Assessment Tools 655: Book Report & Presentation 637: Intersectionality Paper 698: Supervisor Evaluation		
Benchmark Students will achieve 83% or higher	**Results Summary** For all courses, 100% of students met this outcome.	

KPI# 5: Counseling and Helping Relationships		
Indicator	E.10. Students will apply counseling strategies and techniques used to facilitate the client change process	
Course(s) MHC 647 MHC 643 MHC 698		**Analysis and Follow-up Action** This data demonstrates that we are making good progress in this area as a program. The student who partially met this outcome was dismissed from the program. The aggregate threshold for this KPI was met.
Assessment Tools 647: Transcript 2 643: Research Presentation 698: Supervisor Evaluation		
Benchmark Students will achieve 83% or higher	**Results Summary** For MHC 647 (1st assessment point), 90% of students met this outcome. For MHC 643 and MHC 698, 100% of students met this outcome.	

KPI# 6: Group Counseling and Group Work		
Indicator	F.2. Students will demonstrate an understanding of the dynamics associated with group process and development	
Course(s) MHC 643 MHC 535 MHC 698 **Assessment Tools** 535: Group Experience Paper 643: Final Exam 698: Supervisor Evaluation		**Analysis and Follow-up Action** All students met this outcome. The assessment tool was updated for 535 and 643 to more appropriately assess and it was deemed a good fit and will remain for next year. The aggregate threshold for this KPI was met.
Benchmark Students will achieve 83% or higher	**Results Summary** For MHC 535, MHC 643, and MHC 698 100% of students met this outcome.	

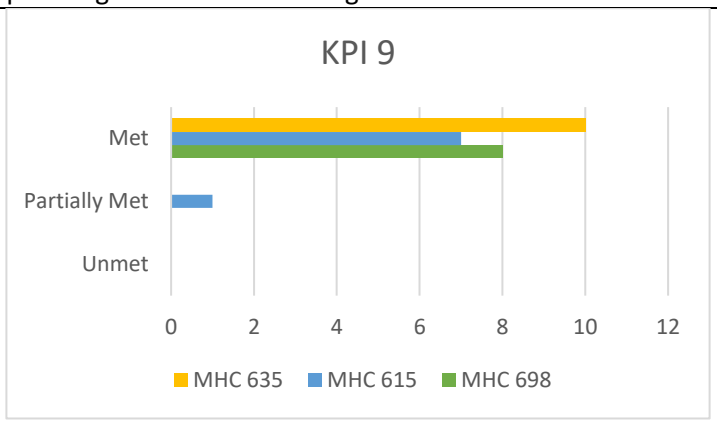
KPI# 7: Assessment and Testing		
Indicator	G.11. Students will apply diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	
Course(s) MHC 625 MHC 626 MHC 698 **Assessment Tools** 625: Case Studies 626: Case Studies 698: Supervisor Evaluation		**Analysis and Follow-up Action** A majority of students met this outcome. The two who partially met missed completing one of the assignments. We will continue to teach and assess this outcome in the same manner. This aggregate KPI was not met for one assessment, but was for two. We will address as stated above.
Benchmark Students will achieve 83% or higher	**Results Summary** For MHC 625, 71% of students met this outcome and 29% partially met. For MHC 626, and MHC 698, 100% of students met this outcome.	

<table>
<tr><th colspan="3">KPI# 8: Research and Program Evaluation</th></tr>
<tr><td>Indicator</td><td colspan="2">H.2. Students will analyze the identification and evaluation of the evidence base for counseling theories, interventions, and practices.</td></tr>
<tr><td>Course(s)
MHC 626
MHC 605
MHC 698

Assessment Tools
626: Diagnostic Process Presentation
605: Evidence Base Evaluation Paper
698: Supervisor Evaluation</td><td>
</td><td rowspan="2">Analysis and Follow-up Action

Continued work in future classes will address the students who did not meet the outcome. Those who did not meet the outcome did not follow the rubric and/or provide enough depth for data. The assignment for 605 was more appropriately aligned with this outcome, but resulted in same data as previous year.

This aggregate KPI was not met for one assessment, but was for two. We will address as stated above.</td></tr>
<tr><td>Benchmark
Students will achieve 83% or higher</td><td>Results Summary
For MHC 605, 62.5% of students met this outcome.
For MHC 626, 100% of students met this outcome.
For MHC 698, 100% of students met this outcome.</td></tr>
</table>

<table>
<tr><th colspan="3">KPI# 9: Clinical Mental Health Counseling</th></tr>
<tr><td>Indicator</td><td colspan="2">C.4. Students will apply intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td></tr>
<tr><td>Course(s)
MHC 635
MHC 615
MHC 698</td><td rowspan="2">
</td><td rowspan="3">Analysis and Follow-up Action

The majority of students met this outcome. We will continue to teach and assess this outcome in the same manner.

The aggregate threshold for this KPI was met.</td></tr>
<tr><td>Assessment Tools
635: Applied Case Study
615: Initial Client interview
698- Supervisor Evaluation</td></tr>
<tr><td>Benchmark
Students will achieve 83% or higher</td><td>Results Summary
For MHC 635 and 698, 100% of students met this outcome. For MHC 615, 90% of students met this outcome and 10% partially met this outcome.</td></tr>
</table>

b. Professional Disposition Results

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.

Summer 2025					
	Advanced	Proficient	Requires Improvement	Total	%
Professional Values and Attitudes					
Professionalism	5	12	0	17	100
Accountability	6	11	0	17	100
Educational Participation	8	9	0	17	100
Reflective Practice/Self-Assessment/Self-Care					
Reflective Practice	4	13	0	17	100
Self-Assessment	4	13	0	17	100
Self-Care	3	14	0	17	100
Relationships					
Interpersonal Relationships	4	13	0	17	100
Affective Skills	3	14	0	17	100
Expressive Skills	3	14	0	17	100
Emotional Stability and Self-Control					
Awareness of Distress	3	14	0	17	100
Self-Regulation	3	14	0	17	100

Fall 2025					
	Advanced	Proficient	Requires Improvement	Total	%
Professional Values and Attitudes					
Professionalism	6	20	0	26	100
Accountability	1	25	0	26	100
Educational Participation	13	13	0	26	100
Reflective Practice/Self-Assessment/Self-Care					
Reflective Practice	6	20	0	26	100
Self-Assessment	3	23	0	26	100
Self-Care	2	24	0	26	100
Relationships					
Interpersonal Relationships	7	19	0	26	100
Affective Skills	2	24	0	26	100
Expressive Skills	8	18	0	26	100
Emotional Stability and Self-Control					
Awareness of Distress	2	24	0	26	100
Self-Regulation	2	24	0	26	100

Spring 2026					
	Advanced	Proficient	Requires Improvement	Total	%
Professional Values and Attitudes					
Professionalism	7	12	0	19	100
Accountability	3	16	0	19	100
Educational Participation	14	5	0	19	100
Reflective Practice/Self-Assessment/Self-Care					
Reflective Practice	4	15	0	19	100
Self-Assessment	2	17	0	19	100
Self-Care	2	16	1	19	95
Relationships					
Interpersonal Relationships	4	14	1	19	95
Affective Skills	1	17	1	19	95
Expressive Skills	8	11	0	19	100
Emotional Stability and Self-Control					
Awareness of Distress	6	13	0	19	100
Self-Regulation	3	15	1	19	95

c. **Graduate Outcomes**

Thresholds have been set for each of the graduate outcomes. The minimum threshold for passing the licensure exam on the first attempt are 90% and by three attempts 100%. This data is collected from time of state allowing licensure exam attempt (Iowa is 90 days prior to graduation) to 6 months past graduation.

The threshold for degree completion rates is 90% of students who begin courses in the program. Students who enroll in the program full-time are expected to complete requirements in 3 years and students who are part time are expected to complete requirements in 5 years.

The minimum threshold for employment rates is 100%. The minimum threshold for doctoral acceptance is 90%. Rates for doctoral admission and/or employment will be tracked from 0-6 months past graduation.

i. Number of Graduates: 8
ii. Exam Pass Rate
    1. NCMHCE: 100% (6/6). Of students who have taken the exam, 100% passed on their first attempt.
    2. NCE: 1/1. 1 Student took this exam for licensure and passed.
    3. Yet to Take: 1 graduate needs to take the NCE and NCMHCE for licensure in Illinois. The student has sent requests to schedule and is waiting for a response.
    4. Overall Status to Date-students have until 11/1/26 given our 6-month threshold
        a. NCMHCE 6/7 (1 remaining to take the exam): 87.5% (100% of those who have taken the exam)

b. NCE 1/1: 100%

iii. Degree completion Rates: 75% (9/12). One student completed a General Psychology masters through Loras and three opted to leave the program due to desired change in career focus. 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. Degree completion rate includes one student who completed General Psychology masters.

iv. Job Placement Rates: 7/8 87.5% All students graduated in May and 7 are currently employed in the Counseling profession. One student was offered a college counseling center position in Colorado, but declined due to fit. One is employed in Illinois, two in Wisconsin, and the remaining in Iowa.

d. **Fieldwork Placement**

The threshold for fieldwork placement rates is 100% before the term in which the student enrolls in the experience.

i. Practicum Placement: 100% (9/9). 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% (9/9). The expected placement is 100% and this expectation was met.

iii. Internship II Placement: 100% (8/8). The expected placement is 100% and this expectation was met.

e. **Diverse Learning Community**

i. Students

	Applicants	**Enrolled Students**	**Degree Completion**
Sex			
Male	2	2	2
Female	10	10	7*
Race			
White	12	12	8
Non-White	0	N/A	N/A
Student Status			
Traditional	12	12	9*
Non-Traditional	0	N/A	N/A

*one female completed General Psychology degree

ii. Faculty

	Open Positions-Applicants/Interviews	**Employed Faculty**	**Retention Rates**
Sex			
Male	3/2	0	-
Female	5/3	3	2

Race			
White	3/3	3	2
Non-White	2/2	0	-
Unknown	3#	-	-
Specialty Area			
Clinical Mental Health Counseling	7/4	2	1
Rehabilitation Counseling	1/1	1	0
School Counseling	0	1	1

*Non-retained faculty had a dual specialty

#Race unknown for non-interviewed applicants

II. **Subsequent Curriculum Modifications and Program Improvement**

Curriculum modifications and other changes were determined during program meetings, assessment meetings, and with our trend analysis to address program improvement. They are outlined below.

a. Fall 2025 Counseling Assessment Meeting
    i. Items identified:
        1. Reviewed annual report with data concerning one individual in program having multiple KPI concerns over time
        2. Reviewed annual report with KPI data. All aggregate expectations were met, with exception of research methods.
    ii. Changes made:
        1. Developed plan to address if same KPI is not met more than one time. If KPI not met, remediation plan developed where necessary. If same KPI not met on more than one occasion, dismissal from program. Program handbook updated and all students notified via eLearn announcement to program.
        2. Updated assignment in research methods to appropriately assess KPI. KPI data point continued to be under threshold, however, several students not meeting the outcome failed to complete all aspects of the assignment resulting in the lower outcome data.
b. Counseling Faculty Meetings
    i. Item identified: CACREP updates prior to site visit and following site visit. To review specific standards cited below, please visit CACREP.org.
    ii. Changes made:
        1. Prior to site visit:
            a. Provided all requested materials for documentation that all stated practices are implemented
            b. Updated all KPI language to include learning outcome, for example “Student will apply…”

c. Added aggregate expectation for KPIs. Programmatically, it is expected that 83% of students meet or exceed the KPI objective of 83% for each KPI on each assessment.
d. Updated aggregate information and expectations for dispositions. The program is expected to achieve 83% or higher of "proficient" or "advanced" in each category each semester across all students. Data is reviewed and analyzed at the completion of each semester.

2. Following site visit:
    a. To address Standard 1.L, developed Google docs survey for students to complete each term for accurate tracking of participation in activities that contribute to their personal and professional growth, along with plan of what is required throughout the duration of the program. This plan was added to the Student Handbook.
    b. To address Standard 1.N.3, methods of instruction were added to all syllabi including the various teaching elements used during each class.
    c. To address 1.T, all core faculty teaching schedules and contracts were adjusted to include only graduate courses.
    d. To address 2.C.1.a., KPI rubrics were updated to become more measurable. Specifically, the practicum and internship rubrics were updated to identify a specific skill for each area as opposed to many skills that could be included to ensure we are obtaining accurate data.
    e. To address 2.D.1., an additional program objective was added to address alignment of dispositions with program outcomes. "PLO #9: Professionalism: Demonstrate professionalism in multiple aspects of the counselor role through respect, thoughtfulness, appropriate interactions with others, accountability, and active participation."
    f. To address 2.D.4 and 2.D.5, the assessment plan was updated with timeline of collection of disposition assessment data and timeline of review and analysis. Disposition forms will be completed by faculty together for each student at the end of each term. The assessment coordinator will tally into categories of advanced, proficient, or requires improvement for analysis in annual report and for trend analysis.
    g. To address 2.E.1.a, trend analysis for all KPI was conducted.
    h. To address 2.E.2.b and c, aggregate thresholds remained, but timelines were added to degree completion rates with for 3 years for full-time student and 5 years for part-time students. A

timeline was added to employment following graduation of 6 months.

i. To address 2.E.4, a threshold of 100% was added for fieldwork placement rates prior to the start of the experience.
j. To address 2.F.1.b and c, timelines were added for systematic review and follow-up studies regarding survey data collected from site supervisors and employers of graduates. Review of all data will occur in the fall assessment meeting after survey responses have been received.
k. To address 2.F.3.a., data analysis for our annual report was updated to make data more meaningful, with individual KPI points separated and changing disposition forms to one per student per term. This allowed for one data point from each student, as opposed to three data points if the student had three classes.
l. To address 4.F., evaluation forms for practicum and internship experiences were updated with additional directions for completion, what is expected of a successful student, as well as specifying knowledge for each item as opposed to having multiple options for success.

c. KPIs
    i. Item identified: Clarity of Research and Program Evaluation KPI and assessment.
    ii. Changes made: Assessment was updated to accurately reflect what the KPI stated for this area.
d. Spring 2026 program assessment meeting.
    i. Google form developed for tracking data related to Standard L "...students actively identify with the counseling profession…" Students to complete google form at the completion of each term in response to prompts required for actively identifying with the counseling profession as outlined in plan in Student Handbook.
    ii. Trend Analysis Conducted
        1. Major Themes Noticed
            a. Areas of Concern: First data point for research KPI across all three years; degree completion rate; attracting a diverse student body
            b. Areas of Strength: professional dispositions, credentialing exam pass rate, employment rates
            c. Improvements Planned: Review textbook and teaching methods for research and program evaluation; review acceptance procedures into program as most identified changes impacting graduation rates could have been tied back to acceptance; develop within program recruiting methods that are specific to target population
    iii. Systematic Follow-Up Studies

1. Evaluated data from site supervisors
    a. Data indicate that all program objectives are met with the only ratings provided “agree, strongly agree, and strongly agree and exemplary.” Qualitative data indicated the largest strengths included counseling skills, ethical practices, assessment and diagnosis, application of theory and techniques, and case conceptualization. Qualitative data indicated the areas to work on included research application, additional group practice, application of theories and assessments. While areas were indicated to improve, other sites included these as strengths. We will continue to monitor for trend analysis to determine if changes should be implemented.
2. Survey will be sent to alumni and employers in the fall semester, in accordance with assessment plan. Data will be analyzed at spring assessment meeting.

III. **Other Significant Program Changes**

a. Weekly Meetings
    i. Fall 2025 to update requests from CACREP prior to site visit and to prepare for Fall 2025 site visit. Spring meetings returned to weekly to address program needs, student needs, and address CACREP fall report needed. Aspects address for program changes as outlined under heading “Counseling Faculty Meetings.”
b. Advisory Council
    i. In the Fall, feedback was solicited regarding adding an additional program outcome to align with our dispositions. Potential language was sent, along with request for overall feedback.
        1. Feedback provided: Consideration of specificity of professionalism definition, aspects to include for professionalism, and identifying specific behaviors.
        2. Changes implemented: The outcome was worded in three different ways in reference to the feedback, counseling feedback reviewed, edited, and then implemented the new outcome.
    ii. In the Spring, feedback was not solicited as feedback was being implemented following CACREP site visit and subsequent report. Thanks were sent to council for their involvement in the process.