University of Central Missouri

COUNSELING PROGRAM
Department of Counseling and Educational Leadership

MASTER OF SCIENCE DEGREE
CLINICAL MENTAL HEALTH COUNSELING & SCHOOL COUNSELING

Counseling Program Evaluation Report
2025-2026 Academic Year

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Introduction and Purpose of the Report

The University of Central Missouri (UCM) Counseling Program engages in a comprehensive, systematic evaluation process to assess program effectiveness, monitor student and graduate outcomes, and support continuous program improvement. Consistent with the program's Comprehensive Program Evaluation Plan and the 2024 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards, the Counseling Program collects and analyzes data from multiple sources to evaluate the extent to which the program is achieving its mission, program objectives, and student learning outcomes.

This Annual Program Evaluation Report summarizes data collected during the 2025-2026 academic year. Data reviewed as part of this process include student learning outcome assessments, professional dispositions, credentialing examination pass rates, degree completion rates, employment outcomes, demographic information, fieldwork placement data, graduate feedback, and feedback from site supervisors and employers. Results are compared with established program benchmarks and, when possible, reviewed alongside data from previous years to identify strengths, trends, and areas for continued growth.

The purpose of this report is to document the Counseling Program's achievement of academic quality indicators, evaluate progress toward program objectives, and identify opportunities for curriculum and program improvement. Findings from this report are used by Counseling Program faculty to inform decision-making related to curriculum, assessment practices, student support, advising, field experiences, and other program initiatives.

In addition to supporting continuous program improvement, this report serves as a mechanism for transparency and accountability. Results are shared with the Counseling Program Advisory Committees, used to guide future planning efforts, and made publicly available through the Counseling Program website.

The 2025-2026 academic year represented an important period of program evaluation refinement. During this year, Counseling Program faculty reviewed and revised program objectives, student learning outcomes, academic quality indicators, and evaluation procedures to align with the 2024 CACREP Standards. As a result, some data included in this report represent baseline measures that will be used for future trend analyses and program improvement efforts.

Program Mission, Program Objectives, and Student Learning Outcomes

The Counseling Program at the University of Central Missouri is CACREP (national) accredited and offers a master's degree program in School Counseling (60 semester credit hours) and Clinical Mental Health Counseling (60 semester credit hours), and an Education Specialist

degree (30 semester credit hours) in Professional Leadership, Professional Counseling option. Courses are offered on both the Warrensburg and Lee's Summit Campuses.

Counseling Program Mission Statement

The Counseling Program at the University of Central Missouri prepares professional counselors at the Master and Education Specialist levels who: demonstrate all the necessary knowledge, skills and dispositions, are reflective practitioners, advocate for clients, the counseling profession and society, are prepared to serve a dynamic, diverse and complex society, and adhere to the current version of ethical standards of the American Counseling Association.

Counseling Program Vision Statement

The Counseling Program at the University of Central Missouri aspires to prepare individuals for exemplary practice as Professional Counselors in school and clinical mental health settings.

Program Objectives

As part of the Counseling Program's ongoing program evaluation and continuous improvement process, the Counseling Program Admissions and Standards Committee reviewed and revised the program objectives during the 2025–2026 academic year. This review was informed by CACREP feedback, faculty discussion, student learning outcomes data, and the program's commitment to preparing graduates for ethical, culturally sustaining, and developmentally responsive counseling practice.

The revised program objectives were shared with and approved by the Counseling Program Advisory Committees. These objectives guide program assessment, curriculum planning, student learning outcomes, and ongoing efforts to evaluate and improve the program's quality.

Below are the Counseling Program Objectives:

1. The Counseling Program prepares graduates who successfully complete the program and obtain employment in counseling or related fields.

2. The Counseling Program prepares students with the knowledge, skills, and professional dispositions necessary for effective counseling practice across diverse settings.

3. The Counseling Program enrolls students from diverse backgrounds.

4. The Counseling Program develops counselors who demonstrate professional identity and ethical practice.

5. The Counseling Program strives to provide high-quality practicum and internship training experiences that support students' development as competent counseling professionals.

Student Learning Outcomes

The graduate with a Master of Science degree in Counseling will use the knowledge, skills and dispositions obtained in the program to:

1. Demonstrate knowledge and applies ethical principles of the counseling profession. (Professional counseling orientation and ethical practice.)

2. Demonstrate knowledge and understanding of human diversity in the context of a global society. (Social and cultural identities and experiences.)

3. Apply knowledge of developmental factors which influence mental health, behavior, and counseling treatment considerations. (Lifespan development.)

4. Apply career development theories and implement appropriate career interventions to support client career decision-making. (Career development.)

5. Demonstrate foundational counseling skills in individual counseling sessions. (Counseling practice and relationships.)

6. Apply group counseling theories and techniques and understand group dynamics to support group process. (Group counseling and group work.)

7. Administer and interpret counseling-related assessments appropriate to client needs. (Assessment and diagnostic processes.)

8. Demonstrate knowledge of research methods, data analysis, and program evaluation as tools for evidence-based counseling practice and program improvement. (Research and program evaluation.)

9. Assess, diagnose, and treat mental health concerns using evidence-based, culturally responsive practices. (Clinical mental health counseling.)

10. Design, implement, and evaluate a comprehensive school counseling program aligned with national models to support PK–12 students' academic, career, and social/emotional development. (School counseling.)

Overview of Data Collection and Review Process

The Counseling Program engages in a systematic process of data collection, analysis, and review to evaluate program effectiveness and support continuous improvement. Data are compiled annually by the Counseling Program Coordinator from multiple sources, including student learning outcome assessments, academic quality indicators, student and graduate surveys, fieldwork evaluations, credentialing examination results, institutional records, and stakeholder feedback.

Counseling Program faculty review the collected data to evaluate progress toward program objectives and student learning outcomes. Results are compared to established minimum achievement thresholds, when applicable, to determine whether program expectations are being met. When data from previous academic years are available, faculty also examine multi-year trends to identify patterns in student performance, graduate outcomes, and overall program effectiveness.

Findings from this review process are used to identify program strengths, areas for continued growth, and opportunities for improvement. Faculty consider whether changes to the curriculum, assessment practices, academic advising, student support, fieldwork procedures, or other program initiatives are warranted. Identified action steps inform ongoing program planning and subsequent evaluation efforts.

The findings are summarized in the Annual Program Evaluation Report, which is shared with the Counseling Program Advisory Committees to solicit feedback from community partners and other stakeholders. The report is also made publicly available through the Counseling Program website to promote transparency and accountability.

Summary of Academic Quality Indicators

Program Objective 1: Graduate Outcomes

Graduate outcomes are reported in aggregate and, when possible, by program delivery type and specialized practice area.

Credentialing Examination Pass Rates

PRAXIS School Counselor Exam

The Counseling Program reviews PRAXIS School Counselor examination results annually as one measure of students' preparation for professional school counseling practice and eligibility for school counselor certification in Missouri. The PRAXIS School Counselor examination (5422) is required by the Missouri Department of Elementary and Secondary Education (DESE) for school counselor certification. The minimum passing score established by Missouri's Department of Elementary and Secondary Education is 149.

The Counseling Program has established an achievement threshold that at least 85% of students taking the PRAXIS examination will earn passing scores. Results are reviewed annually and compared with statewide performance to identify trends in student achievement and determine whether curricular or instructional adjustments may be warranted.

Table 1. PRAXIS School Counselor Examination Results, 2024–2026

Measure	September 2024-August 2025	September 2025-August 2026
UCM test takers	6	7
UCM test takers who passed the exam	5	6
UCM pass rate	83.3%	85.7%
Missouri test takers	190	148
Missouri pass rate	91.1%	92.6%
UCM mean scaled score	162.67	165.43
Missouri mean scaled score	162.85	162.83
Program threshold	85%	85%
Threshold met?	No	Yes

Note. Results reflect PRAXIS School Counselor (5422) institutional and Missouri/agency summary data. Pass rates are based on Missouri's required qualifying score of 149. Mean scores are reported to two decimal places. The test reports do not establish whether all examinees were first-time test takers.

During the 2025–2026 academic year, seven UCM School Counseling students completed the PRAXIS examination, and six earned passing scores, resulting in an institutional pass rate of 85.7%. This represents an improvement from 2024–2025, when five of six students (83.3%) earned passing scores.

The program's established threshold of 85% was met during 2025–2026, following a year in which the threshold was not met.

UCM students also demonstrated improvement in average examination performance. The institutional mean scaled score increased from 162.67 in 2024–2025 to 165.43 in 2025–2026. During the same period, the average score of test takers in Missouri remained relatively stable, at 162.85 and 162.83, respectively.

Although UCM students' average scaled score exceeded the Missouri average in 2025–2026, the institutional pass rate of 85.7% remained below the statewide pass rate of 92.6%. Because the number of UCM test takers was relatively small, results should be interpreted cautiously, as the performance of individual students can substantially influence institutional pass rates.

Use of Findings and Planned Actions

The Counseling Program will continue monitoring PRAXIS examination pass rates and average scores annually to evaluate students' preparation for school counselor certification. Because the achievement threshold was met in 2025–2026 and institutional mean scores improved, no immediate curricular changes are indicated based solely on these results.

Faculty will continue reviewing PRAXIS results alongside student learning outcome assessments, School Counseling course assessments, and other measures of student preparation to identify potential areas for continued instructional development. Attention will be given to monitoring institutional pass rates relative to Missouri results and examining performance trends across multiple years.

Results from 2024–2025 and 2025–2026 will provide a foundation for future longitudinal evaluation of outcomes from the school counseling credentialing examination.

National Counselor Exam (NCE)

The Counseling Program reviews National Counselor Examination (NCE) pass rates as one indicator of graduates' preparation for professional counseling credentialing. NCE pass rates are reviewed annually and, when available, compared with national pass rates. The program's minimum threshold is that at least 85% of students who take the NCE will earn a passing score.

Table 2. NCE pass rate by test period.

Test Period	Specialization	Number of Test Takers* who Took the NCE through UCM	Number of Test Takers who Passed	UCM Pass Rate	National Pass Rate
Fall 2025	SC	4	4	100%	83%
Spring 2025	CMHC	1	1	100%	87%
Fall 2024	CMHC	6	6	100%	84%
Spring 2024	CMHC	2	2	100%	92%
Fall 2023	CMHC	11	11	100%	91%
Fall 2023	SC	1	1	100%	91%
Spring 2023	CMHC	4	4	100%	81%

Spring 2023	SC	3	3	100%	81%
Fall 2022	CMHC	4	4	100%	79%
Fall 2022	SC	3	3	100%	79%

Note: Results may also include test-takers who took the exam through the UCM campus. Also, some of our students may have waited until after graduation to take the exam, and this data does not reflect their results.

Across the available reporting periods, UCM students who took the NCE through UCM demonstrated strong performance. For each reported test period, 100% of UCM test takers passed the NCE. UCM pass rates exceeded the corresponding national pass rates in each reporting period for which data were available.

During the current reporting year, Fall 2025 data were available for School Counseling students. Four School Counseling students took the NCE through UCM, and all four passed, resulting in a 100% pass rate. The national pass rate for the same testing period was 83%. No Clinical Mental Health Counseling students were reported as taking the NCE through UCM during the current reporting period.

Overall, NCE pass rate data suggest that students who take the NCE through UCM demonstrate strong preparation for success on the credentialing examination. Faculty will continue to monitor NCE pass rates by academic year and specialized practice area as part of the program's annual evaluation process.

Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is used by the Counseling Program as one indicator of students' counseling knowledge across core curricular areas. CPCE results are reviewed annually as part of the program's comprehensive evaluation process and are used to monitor student learning, identify potential curricular strengths and areas for improvement, and evaluate trends in student performance over time.

For program evaluation purposes, CPCE first-attempt pass rates are reviewed annually as one indicator of student knowledge across core counseling curricular areas. The program's minimum threshold is that at least 60% of students will earn a passing score on their first attempt. Results are reviewed across multiple years to identify trends and determine whether curricular, instructional, or student support changes are warranted.

Table 3. CPCE Scores, 2025–2026

Academic year	Total number of counseling students who took the CPCE	Percent of counseling students who were successful on first attempt	Total number of CMHC counseling students who took the CPCE	Percent of CMHC counseling students who were successful on first attempt	Total number of SC counseling students who took the CPCE	Percent of SC counseling students who were successful on first attempt
2025-2026	17	70.59%	8	62.50%	9	77.78%
2024-2025	19	78.95%	11	81.82%	8	75.00%
2023-2024	14	64.29%	8	75.00%	6	50.00%
2022-2023	20	80.00%	10	90.00%	10	70.00%

During the 2025–2026 academic year, 17 students took the CPCE. Of these students, 12 passed on the first attempt, resulting in an overall first attempt pass rate of 70.59%. The threshold was met both overall and within each specialized practice area. Clinical Mental Health Counseling students had a first-attempt pass rate of 62.50%, while School Counseling students had a first-attempt pass rate of 77.78%.

Across the four years reviewed, the overall first-attempt pass rate remained above the program's minimum threshold, ranging from 64.3% to 80.0%. The highest overall first-attempt pass rate occurred in 2022–2023, and the lowest occurred in 2023–2024. Although the overall threshold was met in 2023–2024, School Counseling students fell below it that year, with a first-attempt pass rate of 50.0%. School Counseling first-attempt pass rates improved in subsequent years, increasing to 75.0% in 2024–2025 and 77.8% in 2025–2026.

Clinical Mental Health Counseling first-attempt pass rates remained above the threshold across all years reviewed, although rates decreased from 90.0% in 2022–2023 to 62.5% in 2025–2026. Because the 2025–2026 CMHC pass rate was only slightly above the minimum threshold, faculty will continue to monitor CPCE results by specialized practice area and review content-area performance to determine whether additional student preparation, curricular review, or instructional adjustments are warranted.

Table 4. CPCE Total Score Trends

Academic Year	UCM *n*	UCM Total Mean	National Mean	Difference
2022-2023	23	87.1	85.3	+1.8
2023-2024	18	79.2	83.6	-4.4
2024-2025	21	96.8	93.6	+3.2

2025-2026	21	85.1	86.1	-1.0

Figure 1. CPCE Total Mean Scores Over Time: UCM Compared to National Mean

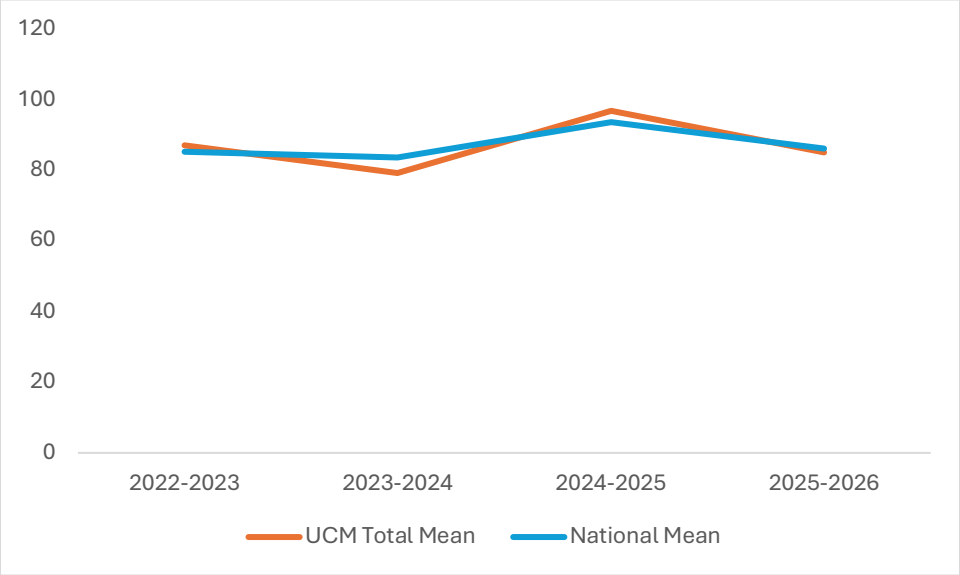


Table 5. 2025-2026 CPCE Data by CPCE Content Area: UCM Compared to National Mean

CPCE Content Area	UCM Mean	National Mean	Difference
Professional Counseling Orientation and Ethical Practice	12.4	11.7	+0.7
Social and Cultural Diversity	9.5	9.8	-0.3
Human Growth and Development	10.2	10.7	-0.5
Career Development	9.6	10.9	-1.3
Counseling and Helping Relationships	11.9	11.1	+0.8
Group Counseling and Group Work	12.2	11.5	+0.7
Assessment and Testing	9.5	10.8	-1.3
Research and Program Evaluation	9.8	10.8	-1.0

CPCE Trend Analysis

CPCE total score data were reviewed across multiple academic years to evaluate trends in student performance relative to national comparison data. During the 2025–2026 academic year, 21 UCM Counseling students completed the CPCE. The UCM total mean score was 85.1,

compared to the national mean of 86.1, indicating that UCM students performed slightly below the national comparison group by 1.0 point.

Across the years reviewed, UCM total mean scores varied relative to the national mean. UCM students performed above the national mean in 2022–2023 and 2024–2025 and below the national mean in 2023–2024 and 2025–2026. The 2023–2024 academic year represented the lowest performance relative to the national mean, while the 2024–2025 academic year represented the strongest performance relative to the national mean. Because the number of students who take the CPCE each year is relatively small, faculty will continue to interpret year-to-year changes cautiously and monitor results across multiple years.

During the 2025–2026 academic year, UCM students scored above the national mean in Professional Counseling Orientation and Ethical Practice, Counseling and Helping Relationships, and Group Counseling and Group Work. UCM students scored slightly below the national mean in Social and Cultural Diversity, Human Growth and Development, Career Development, Assessment and Testing, and Research and Program Evaluation. The largest differences below the national mean were in Career Development and Research and Program Evaluation.

Degree Completion Rates

The Counseling Program evaluates degree completion rates annually to monitor student progression, retention, and graduation outcomes. The University of Central Missouri establishes a maximum time-to-degree of eight years for graduate students. Accordingly, the program examines degree completion outcomes for students who matriculated into the MS Counseling Program during the preceding eight years.

For purposes of this analysis, matriculation is defined as beginning coursework in the MS Counseling Program. The program distinguishes between students who discontinue during their initial semester and those who continue beyond it before withdrawing from the program. Students who discontinue during or immediately following their first semester are excluded from the degree completion analysis, as the program considers the initial semester an opportunity for students to determine whether counseling is an appropriate academic and professional fit. Students who enroll in a second semester and subsequently discontinue their studies are classified as having withdrawn from the program.

Students included in the analysis are classified into three categories:

- Graduated: Students who successfully completed all degree requirements and earned their MS Counseling degree.
- Currently Enrolled/Progressing: Students who remain active in the program and are continuing to work toward degree completion.
- Discontinued/Withdrawn: Students who enrolled beyond their first semester but subsequently discontinued the program without earning their degree.

Students who were admitted but never began coursework, as well as students who discontinued during or immediately after their first semester, are not included in the analysis.

Because the program includes students who matriculated during the preceding eight years, some students have not yet had sufficient time to complete their degrees. (It is important to note that students typically complete the program in 3-4 years.) Accordingly, the program reports the number and percentage of students who have graduated, remain in progress, or discontinued their studies. These data provide information about student progression and retention while acknowledging that final degree completion outcomes for more recent matriculation cohorts have not yet been established.

Across the eight-year period reviewed, 37.91% of students had successfully completed their degrees, 39.22% are continuing to work toward degree completion, and 23.53% had discontinued their studies without earning a degree.

These findings indicate that a substantial proportion of students who matriculated during the review period remain actively working toward their degrees. Because many of these students have not yet reached the institutionally established maximum time-to-degree of eight years, the percentage who have graduated should be interpreted as a current measure of degree completion rather than the final eight-year graduation rate.

The Counseling Program has established a minimum achievement threshold that at least 70% of students will complete their degrees within eight years. However, because many students in the review period are still progressing toward degree completion (and were admitted as recently as the Spring 2006 semester), the final eight-year completion rate cannot yet be determined for all matriculation cohorts. The program will continue to monitor degree completion and withdrawal patterns annually, with particular attention to students approaching the maximum time-to-degree.

Findings will be used to inform academic advising, course scheduling, student support, and other program initiatives aimed at supporting student retention and timely degree completion.

Employment and Doctoral Admission Rates

Survey responses from graduates of the MS Counseling program indicated that most respondents were employed or pursuing counseling-related employment. Of the six graduates who responded, two reported accepting positions in counseling or closely related fields, three indicated that they were continuing in their current positions (which may have been counseling positions), and one planned to provide counseling services part-time while maintaining full-time employment in another field. Four of six respondents (66.7%) indicated that their current or upcoming positions were directly related to counseling. One respondent reported employment in behavioral health, education, or human services, while another reported employment unrelated to

counseling. Four respondents indicated plans to pursue professional licensure or certification in counseling, while two were unsure at this time.

These findings provide preliminary information about graduates' employment and professional plans. However, because of the limited number of responses, these results should not be interpreted as the program's overall graduate employment or placement rate. The program will continue to collect graduate outcome data to evaluate employment and professional credentialing trends over time.

Program Objective 2: Student Knowledge, Skills, and Dispositions

Knowledge and Skills: Student Learning Outcome Data / Key Performance Indicators

The Counseling Program evaluates student learning outcomes (SLOs) using course-embedded assessments aligned with CACREP foundational curricular areas and specialized practice areas. These assessments provide evidence of students' development of counseling knowledge and skills across the curriculum and support the program's ongoing evaluation of student learning, curriculum effectiveness, and achievement of program objectives.

During the 2025–2026 academic year, the Counseling Program implemented a revised SLO assessment process aligned with the 2024 CACREP Standards. As part of this revision, faculty identified assessment points for each SLO and established minimum performance expectations for student achievement. For each assessment, the program expects that at least 80% of students will score 80% or higher.

Table 1 provides an assessment map identifying each SLO, the corresponding CACREP curricular or specialized practice area, the assessment points used to evaluate the SLO, and the minimum performance expectation for students.

Table 6. SLO assessment map.

Student Learning Outcomes (CACREP 2.C.1.a)	**Corresponding CACREP Foundational Curricular Area and Specialized Practice Area**	**Assessment Points (CACREP 2.C.1.c.1)**	**Minimum Performance Expectations (CACREP 2.C.1.b)**
SLO 1. Professional counseling orientation and ethical practice.	CACREP 3.A Professional Counseling Orientation and Ethical Practice	COUN 5110 Comprehensive Exam	At least 80% of students will earn at least 80% on the Comprehensive Exam
		COUN 5900 Module and Quiz about Ethics and Ethical Decision Making	At least 80% of students will earn at least 80% on the quiz

SLO 2. Social and cultural identities and experiences.	CACREP 3.B Social and Cultural Identities and Experiences	COUN 5230 Comprehensive Exam	At least 80% of students will earn at least 80% on the Comprehensive Exam
		COUN 5900 Module and Quiz about Diversity	At least 80% of students will earn at least 80% on the quiz
SLO 3. Lifespan development.	CACREP 3.C Lifespan Development	COUN 5310 Comprehensive Exam	At least 80% of students will earn at least 80% on the Comprehensive Exam
		COUN 5900 Module and Quiz about Development Across the Lifespan	At least 80% of students will earn at least 80% on the quiz
SLO 4. Career development.	CACREP 3.D Career Development	COUN 5100 Career Discussion Board	At least 80% of students will earn at least 80% on the discussion board
		COUN 5410 Comprehensive Exam	At least 80% of students will earn at least 80% on the Comprehensive Exam
		COUN 6910 Discussion about Career Counseling	At least 80% of students will earn at least 80% on the discussion
SLO 5. Counseling practice and relationships.	CACREP 3.E Counseling Practice and Relationships	COUN 5500 cumulative score of brief videos and transcribed videos	At least 80% of students will earn a cumulative score of at least 80% on the brief videos and transcribed videos
		COUN 6910 cumulative score on videos submitted to the instructor	At least 80% of students will earn a cumulative score of at least 80% on the videos submitted to the instructor
SLO 6. Group counseling and group work.	CACREP 3.F Group Counseling and Group Work	COUN 5610 Comprehensive Exam	At least 80% of students will earn at least 80% on the Comprehensive Exam
		COUN 5900 or COUN 6910 Group Counseling Video submitted to the instructor	At least 80% of students will earn at least 80% on the group counseling video
SLO 7. Assessment and diagnostic processes.	CACREP 3.G Assessment and Diagnostic Processes	COUN 5710 cumulative score on Test Exercise Assignments	At least 80% of students will earn a cumulative score of at least 80% on the test exercises

		COUN 5720 Group Case Presentation	At least 80% of students will earn at least 80% the Group Case Presentation
SLO 8. Research and program evaluation.	CACREP 3.H Research and Program Evaluation	COUN 5100 Journal Article Assignment	At least 80% of students will earn at least 80% on the Journal Article Assignment
		COUN 5810 Comprehensive Exam	At least 80% of students will earn at least 80% on the Comprehensive Exam
SLO 9. Clinical mental health counseling.	CACREP 5.C Clinical Mental Health Counseling	COUN 5320 Comprehensive Treatment Plan	At least 80% of students will earn at least 80% on the Comprehensive Treatment Plan
		COUN 5720 Group Case Presentation	At least 80% of students will earn at least 80% the Group Case Presentation
SLO 10. School counseling.	CACREP 5.H School Counseling	COUN 5130 cumulative score on all sections of the Program Manual	At least 80% of students will earn a cumulative score of at least 80% on the Program Manual assignments
		COUN 5132 Lesson Plan; COUN 5133 Lesson Plan; COUN 5134 Lesson Plan	At least 80% of students will earn at least 80% on the lesson plan assignments

Table 7. Aggregate student learning outcome assessment results by specialized practice area.

SLO	**Assessment**	**Overall % Meeting Expectations**	**CMHC % Meeting Expectations**	**School Counseling % Meeting Expectations**	**Program Threshold**	**Threshold Met?**	**Notes / Planned Action**
SLO 1. Professional counseling orientation and ethical practice.	COUN 5110 Comprehensive Exam	100%	100%	100%	At least 80% of students will earn at least 80% on the Comprehensive Exam	Yes	No immediate action needed. Results will be included as baseline

							data for future trend analysis.
	COUN 5900 Module and Quiz about Ethics and Ethical Decision Making	100%	100%	100%	At least 80% of students will earn at least 80% on the quiz	Yes	Continue current instructional and assessment practices; monitor in future assessment cycles.
SLO 2. Social and cultural identities and experiences.	COUN 5230 Comprehensive Exam	Not collected*	Not collected*	Not collected*	At least 80% of students will earn at least 80% on the Comprehensive Exam	Not evaluated*	Assessment not implemented during 2025–2026; baseline data will be collected in the next assessment cycle.
	COUN 5900 Module and Quiz about Diversity	Not collected*	Not collected*	Not collected*	At least 80% of students will earn at least 80% on the quiz	Not evaluated*	Assessment not implemented during 2025–2026; baseline data will be collected in the next assessment cycle.
SLO 3. Lifespan development.	COUN 5310 Comprehensive Exam	100%	100%	100%	At least 80% of students will earn at least 80% on the	Yes	Continue current instructional and assessment

					Comprehens ive Exam		practices; monitor in future assessment cycles.
	COUN 5900 Module and Quiz about Developmen t Across the Lifespan	Not collected**	Not collected**	Not collected**	At least 80% of students will earn at least 80% on the quiz	Not evaluated* *	Assessmen t was planned but not implement ed during the 2025–2026 assessment period. Baseline data will be collected beginning in the next assessment cycle in which the module and quiz are implement ed.
SLO 4. Career developme nt.	COUN 5100 Career Discussion Board	100%	100%	100%	At least 80% of students will earn at least 80% on the discussion board	Yes	Continue current instruction al and assessment practices; monitor in future assessment cycles.
	COUN 5410 Comprehens ive Exam	100%	100%	100%	At least 80% of students will earn at least 80% on the	Yes	Continue current instruction al and assessment practices; monitor in

					Comprehens ive Exam		future assessment cycles.
	COUN 6910 Discussion about Career Counseling	100%	100%	Not collected	At least 80% of students will earn at least 80% on the discussion	Yes	Results will be included as baseline data for future trend analysis.
SLO 5. Counselin g practice and relationshi ps.	COUN 5500 cumulative score of brief videos and transcribed videos	100%	100%	100%	At least 80% of students will earn a cumulative score of at least 80% on the brief videos and transcribed videos	Yes	Continue current instruction al and assessment practices; monitor in future assessment cycles.
	COUN 6910 cumulative score on videos submitted to the instructor	100%	100%	100%	At least 80% of students will earn a cumulative score of at least 80% on the videos submitted to the instructor	Yes	Continue current instruction al and assessment practices; monitor in future assessment cycles.
SLO 6. Group counseling and group work.	COUN 5610 Comprehens ive Exam	80%	75%	100%	At least 80% of students will earn at least 80% on the Comprehens ive Exam	Partially met	Overall threshold was met; CMHC results fell below the threshold. Faculty will monitor CMHC student performan ce on this

							assessment and review whether instructional or assessment-related changes are needed.
	COUN 5900 or COUN 6900 Group Counseling Video submitted to the instructor	100%	100%	100%	At least 80% of students will earn at least 80% on the group counseling video	Yes	Continue current instructional and assessment practices; monitor in future assessment cycles.
SLO 7. Assessment and diagnostic processes.	COUN 5710 cumulative score on Test Exercise Assignments	100%	100%	100%	At least 80% of students will earn a cumulative score of at least 80% on the test exercises	Yes	Continue current instructional and assessment practices; monitor in future assessment cycles.
	COUN 5720 Group Case Presentation	100%	100%	100%	At least 80% of students will earn at least 80% the Group Case Presentation	Yes	Continue current instructional and assessment practices; monitor in future assessment cycles.
SLO 8. Research and program evaluation.	COUN 5100 Journal Article Assignment	100%	100%	100%	At least 80% of students will earn at least 80% on the Journal	Yes	Continue current instructional and assessment practices;

					Article Assignment		monitor in future assessment cycles.
	COUN 5810 Comprehensive Exam	100%	100%	100%	At least 80% of students will earn at least 80% on the Comprehensive Exam	Yes	Continue current instructional and assessment practices; monitor in future assessment cycles.
SLO 9. Clinical mental health counseling.	COUN 5320 Comprehensive Treatment Plan	100%	100%	100%	At least 80% of students will earn at least 80% on the Comprehensive Treatment Plan	Yes	Continue current instructional and assessment practices; monitor in future assessment cycles.
	COUN 5720 Group Case Presentation	100%	100%	100%	At least 80% of students will earn at least 80% the Group Case Presentation	Yes	Continue current instructional and assessment practices; monitor in future assessment cycles.
SLO 10. School counseling.	COUN 5130 cumulative score on all sections of the Program Manual	100%	n/a	100%	At least 80% of students will earn a cumulative score of at least 80% on the Program Manual assignments	Yes	Continue current instructional and assessment practices; monitor in future assessment cycles.

	COUN 5132 Lesson Plan; COUN 5133 Lesson Plan; COUN 5134 Lesson Plan	N/A	N/A	No data collected***	At least 80% of students will earn at least 80% on the lesson plan assignments	Not evaluated***	Courses were not taught during the 2025–2026 assessment period; data will be collected during the next assessment cycle in which these courses are offered.

*Note: SLO 2 data were not collected during the 2025–2026 academic year because the designated SLO 2 assessments had not yet been implemented. These assessments were developed as part of the program's revised student learning outcome assessment process, and baseline data will be collected during the 2026–2027 academic year.

**Note: Note. No data were collected for the SLO 3 COUN 5900 Development Across the Lifespan module and quiz during the 2025–2026 academic year because the assessment had not yet been implemented. This assessment was developed as part of the revised SLO assessment process, and baseline data will be collected during the next assessment cycle, when the module and quiz are implemented.

*** Note: No data were collected for the SLO 10 lesson plan assessment during the 2025–2026 academic year because COUN 5132, COUN 5133, and COUN 5134 were not taught during the assessment period. Data for this assessment will be collected during the next assessment cycle in which these courses are offered.

During the 2025–2026 academic year, the Counseling Program made significant revisions to its student learning outcomes and related assessment measures as part of the program's ongoing evaluation and continuous improvement process. These revisions resulted in newly developed SLOs and new or revised assessment measures aligned with the 2024 CACREP Standards.

Overall, students demonstrated strong achievement across the SLO assessments for which data were available during the 2025-2026 academic year. Most SLO assessment results indicated that 100% of students met the minimum performance expectation. These findings

suggest that students are demonstrating expected levels of achievement across most assessed curricular areas and specialized practice areas.

One assessment result was partially met. For SLO 6, Group Counseling and Group Work, 80% of students overall earned a score of 80% or higher on the COUN 5610 Comprehensive Exam, meeting the overall program threshold. However, when results were disaggregated by specialized practice area, 75% of Clinical Mental Health Counseling students met the threshold, while 100% of School Counseling students met the threshold. Because the overall threshold was met but the Clinical Mental Health Counseling subgroup fell below the threshold, faculty will monitor CMHC student performance on this assessment in future cycles and review whether instructional or assessment-related changes are needed.

Several SLO assessment points were not evaluated during the 2025–2026 academic year because the revised assessment process was still being implemented. SLO 2 data were not collected because the designated SLO 2 assessments had not yet been implemented. Similarly, the SLO 3 COUN 5900 Development Across the Lifespan module and quiz had not yet been implemented. For SLO 10, no data were collected for the lesson plan assessment for COUN 5132, COUN 5133, and COUN 5134 because those courses were not taught during the assessment period. These assessment points will be included in future program evaluation cycles when the program is implemented or offered.

Because the 2025-2026 academic year marks the first year of implementation of the revised SLO assessment process, results from this year cannot be directly compared with data from previous academic years. Rather, these data will serve as baseline data for future trend analysis. Beginning with subsequent annual program evaluation reports, the Counseling Program will compare SLO assessment results across multiple years to identify patterns, monitor progress, and inform curriculum and program improvement.

Professional Dispositions

The Counseling Program evaluates students' professional dispositions at multiple points throughout the program. For purposes of annual program evaluation, aggregate disposition outcomes are reviewed at two key transition points: Advanced Standing and Practicum Candidacy Defense. These checkpoints provide evidence of students' consistent demonstration of dispositions, readiness to progress into advanced coursework and fieldwork experiences, and allow faculty to monitor students' professional growth, ethical development, and dispositional readiness over time.

The program tracks the percentage of students granted Advanced Standing on their first request and the percentage who successfully complete the Practicum Candidacy Defense. Results are reviewed annually, both in aggregate and by specialized practice area, to identify trends, determine whether minimum thresholds are met, and guide decisions regarding advising, remediation, student support, and program improvement.

Advanced Standing

The Counseling Program reviews Advanced Standing outcomes as an indicator of students' development of professional disposition and readiness to progress to more advanced coursework and clinical preparation. As part of the Advanced Standing process, the Counseling Program Admissions and Standards Committee reviews students' professional dispositions and readiness for continued development in the program.

Table 8. Advanced Standing Trends.

Academic Year	**Total Students Applying for Advanced Standing**	**Overall % Granted Advanced Standing**	**CMHC % Granted Advanced Standing**	**SC % Granted Advanced Standing**	**Program Threshold**	**Threshold Met?**	**Notes / Planned Action**
2025–2026	7	7 / 7 = 100%	6 / 6 = 100%	1 / 1 = 100%	At least 90% of students who apply for Advanced Standing will be granted Advanced Standing	Yes	Threshold met. Continue current Advanced Standing review process and monitor in future cycles.
2024–2025	12	12 / 12 = 100%	6 / 6 = 100%	6 / 6 = 100%	At least 90% of students who apply for Advanced Standing will be granted Advanced Standing	Yes	
2023–2024	16	16 / 16 = 100%	8 / 8 = 100%	8 / 8 = 100%	At least 90% of students who apply for Advanced Standing will be granted Advanced Standing	Yes	

The program's minimum threshold is that at least 90% of students who apply for Advanced Standing in a given academic year will be granted it. During the 2025–2026 academic year, 7 students applied for Advanced Standing, and all were granted it, resulting in a 100% success rate. Of these students, 6 were in the Clinical Mental Health Counseling specialization, and 1 was in the School Counseling specialization. The threshold was met both overall and within each specialized practice area.

Advanced Standing outcomes have remained consistently strong across the three years reviewed. In 2023–2024, 16 out of 16 students were granted Advanced Standing; in 2024–2025, 12 out of 12 students were granted Advanced Standing; and in 2025–2026, 7 out of 7 students were granted Advanced Standing. Across all three academic years, 35 of 35 students who applied for Advanced Standing were granted it, resulting in a 100% three-year success rate.

These results suggest that students consistently meet the program's expectations for professional dispositions at this transition point. Faculty will continue to monitor Advanced Standing outcomes annually and review these data alongside other disposition-related indicators, including Practicum Candidacy Defense outcomes, to identify trends over time and determine whether changes to advising, remediation, or student support processes are needed.

Practicum Candidacy Defense

During the 2025–2026 academic year, the Counseling Program began tracking aggregate disposition outcomes at the Practicum Candidacy Defense as a distinct program evaluation indicator. Because this was the first year this specific checkpoint was tracked in aggregate, prior-year comparison data are not available. The 2025–2026 results will serve as baseline data for future trend analysis.

Table 9. Practicum candidacy defense trends.

Academic Year	**Checkpoint**	**Overall % Meeting Dispositions Expectations**	**CMHC % Meeting Dispositions Expectations**	**SC % Meeting Dispositions Expectations**	**Program Threshold**	**Threshold Met?**	**Notes / Planned Action**
2025-2026	Practicum Candidacy Defense	8 / 8 = 100%	4 /4 = 100%	4 /4 = 100%	At least 90% of students will meet disposition expectations	Yes	Threshold met. Results will serve as baseline data for future trend

							analysis. Continue current review process and monitor in future cycles.

During the 2025–2026 academic year, 8 students completed the Practicum Candidacy Defense. All 8 students met disposition expectations and successfully completed the defense, resulting in an overall success rate of 100%. Results were consistent across specialized practice areas, with 4 out of 4 Clinical Mental Health Counseling students and 4 out of 4 School Counseling students meeting expectations.

The program's minimum threshold is that at least 90% of students will meet disposition expectations at the Practicum Candidacy Defense. This threshold was met overall and within both specialized practice areas. Faculty will continue to monitor Practicum Candidacy Defense outcomes in future assessment cycles to identify trends and determine whether changes to advising, remediation, student support, or fieldwork-readiness processes are needed.

Program Objective 3: Diverse Learning Community

This section of the report includes demographic data related to applicants, admitted students, enrolled students, and graduates. Where possible, data is analyzed by program delivery type and specialized practice area.

Applicant Demographic Data

Applicant demographic data include completed applications that were reviewed by the Counseling Program. These data do not include applicants who withdrew during the application process or applicants who did not complete the application and therefore were not reviewed by the program. Results should be interpreted as demographic trends among completed/reviewed applications rather than all individuals who began an application. Additionally, it is important to note that, in rare circumstances, some applicants may be recorded multiple times in the data (e.g., applicants who applied to multiple semesters, applicants who applied to the program more than once).

Table 10. Completed Applications by Academic Year

Academic Year	**Completed and Reviewed Applications**

Summer 2018-Spring 2019	15
Summer 2019-Spring 2020	25
Summer 2020-Spring 2021	39
Summer 2021-Spring 2022	52
Summer 2022-Spring 2023	32
Summer 2023-Spring 2024	33
Summer 2024-Spring 2025	38
Summer 2025-Spring 2026	39

Completed/reviewed applications increased from 15 in 2018–2019 to a peak of 52 in 2021–2022. Since then, the number of completed/reviewed applications has ranged from 32 to 39 per academic year, with 39 completed/reviewed applications in 2025–2026.

Table 11. Applicant Age at Time of Application by Academic Year

Academic Year	**N**	**Mean Age**	**SD**	**Age Range**	**Under 25**	**25-34**	**35-44**	**45-54**	**55+**
Summer 2018-Spring 2019	15	34.5	11.9	22-60	4	6	2	1	2
Summer 2019-Spring 2020	25	32.8	12.6	21-63	8	10	1	5	1
Summer 2020-Spring 2021	39	30.3	9.6	20-56	14	16	3	5	1
Summer 2021-Spring 2022	52	29.6	9.7	20-60	18	22	7	3	2
Summer 2022-Spring 2023	32	29.8	9.2	20-49	14	8	6	4	0
Summer 2023-Spring 2024	33	30.3	9.3	20-65	12	11	9	0	1
Summer 2024-Spring 2025	38	29.5	10.3	20-56	19	9	4	5	1
Summer 2025-Spring 2026	39	28.6	7.5	19-50	17	14	6	2	0

Across the years reviewed, the average applicant age ranged from 28.6 to 34.5. In recent years, most applicants were under age 35 at the time of application, although the program continued to receive applications from individuals across a broader adult age range.

Table X. Applicant Race/Ethnicity by Academic Year

Academic Year	N	White	Black or African American	Asian	American Indian or Alaska Native	Multiracial	Unknown / Not Reported
Summer 2018-Spring 2019	15	13 (86.7%)	2 (13.3%)	0	0	0	0
Summer 2019-Spring 2020	25	21 (84.0%)	1 (4.0%)	0	0	1 (4.0%)	2 (8.0%)
Summer 2020-Spring 2021	39	31 (79.5%)	7 (17.9%)	1 (2.6%)	0	0	0
Summer 2021-Spring 2022	52	45 (86.5%)	1 (1.9%)	1 (1.9%)	0	4 (7.7%)	1 (1.9%)
Summer 2022-Spring 2023	32	24 (75.0%)	2 (6.2%)	0	0	3 (9.4%)	3 (9.4%)
Summer 2023-Spring 2024	33	25 (75.8%)	2 (6.1%)	1 (3.0%)	0	1 (3.0%)	4 (12.1%)
Summer 2024-Spring 2025	38	30 (78.9%)	1 (2.6%)	0	1 (2.6%)	3 (7.9%)	3 (7.9%)
Summer 2025-Spring 2026	39	31 (79.5%)	4 (10.3%)	0	0	2 (5.1%)	2 (5.1%)

Across all years reviewed, White applicants represented the largest racial/ethnic group among completed/reviewed applications. The percentage of White applicants ranged from 75.0% to 86.7% across academic years. The program also received applications from Black or African American, Asian, American Indian or Alaska Native, and Multiracial applicants, although the number of applicants in these groups varied from year to year.

Table 12. Applicant Gender by Academic Year

Academic Year	n	Female	Male	Unknown / Not reported
Summer 2018–Spring 2019	15	12 (80.0%)	3 (20.0%)	0
Summer 2019–Spring 2020	25	21 (84.0%)	4 (16.0%)	0
Summer 2020–Spring 2021	39	31 (79.5%)	8 (20.5%)	0
Summer 2021–Spring 2022	52	44 (84.6%)	8 (15.4%)	0
Summer 2022–Spring 2023	32	25 (78.1%)	7 (21.9%)	0
Summer 2023–Spring 2024	33	24 (72.7%)	9 (27.3%)	0
Summer 2024–Spring 2025	38	27 (71.1%)	11 (28.9%)	0
Summer 2025–Spring 2026	39	29 (74.4%)	10 (25.6%)	0

Across all years reviewed, female applicants represented the majority of completed/reviewed applications. However, the percentage of male applicants increased somewhat in more recent years, ranging from 25.6% to 28.9% between 2023–2024 and 2025–2026.

Applicant demographic data provide useful context for understanding the pool of individuals who completed the MS Counseling Program application process and were reviewed by the program. Across the years reviewed, completed/reviewed applications fluctuated, with the highest number occurring in 2021–2022. Applicant demographics remained relatively consistent in some areas, with most applicants identifying as female and White, while the program continued to receive applications from students across age ranges, racial/ethnic groups, and gender categories. The program will continue to review applicant demographic data alongside admission, enrollment, and graduation data to identify trends related to recruitment, access, retention, and degree completion.

Admitted Student Demographic Data

Admitted student demographic data include individuals who were admitted to the MS Counseling Program during each academic year. These data may include students who started the program and later graduated, students who are still enrolled, students who later withdrew or stopped attending, and students who were admitted but never began coursework. These data should therefore be interpreted as demographic trends among admitted students rather than enrolled students or graduates.

Table 13. Admitted Students by Academic Year and Specialized Practice Area

Academic Year	Total Admitted	CMHC	School Counseling
Summer 2021–Spring 2022	37	29 (78.28%)	8 (21.62%)
Summer 2022–Spring 2023	25	14 (56%)	11 (44%)
Summer 2023–Spring 2024	20	16 (80%)	4 (20%)
Summer 2024–Spring 2025	24	21 (87.5%)	3 (12.5%)
Summer 2025–Spring 2026	31	22 (70.97%)	9 (29.03%)

Across the years reviewed, the number of admitted students ranged from 20 to 37. The highest number of admitted students occurred in 2021–2022, with 37 admitted students. During the current reporting year, Summer 2025–Spring 2026, 31 students were admitted to the MS Counseling Program, including 22 Clinical Mental Health Counseling students and 9 School Counseling students.

Table 14. Age of Admitted Students at Time of Application by Academic Year

Academic Year	n	White	Black or African American	Asian	American Indian or Alaska Native	International Student	Multi racial	Unknown / Not Reported
Summer 2018–Spring 2019	14	12 (85.7%)	2 (14.3%)	0	0	0	0	0
Summer 2019–Spring 2020	22	18 (81.8%)	1 (4.5%)	0	0	1 (4.5%)	1 (4.5%)	0
Summer 2020–Spring 2021	31	24 (77.4%)	6 (19.4%)	1 (3.2%)	0	0	0	0
Summer 2021–Spring 2022	37	32 (86.5%)	1 (2.7%)	1 (2.7%)	0	0	3 (8.1%)	0
Summer 2022–Spring 2023	25	22 (88.0%)	1 (4.0%)	0	0	1 (4.0%)	1 (4.0%)	0
Summer 2023–Spring 2024	20	16 (80.0%)	1 (5.0%)	1 (5.0%)	0	0	1 (5.0%)	0
Summer 2024–Spring 2025	24	20 (83.3%)	0	0	0	1 (4.2%)	3 (12.5%)	0
Summer 2025–Spring 2026	31	25 (80.6%)	2 (6.5%)	0	0	1 (3.2%)	2 (6.5%)	1 (3.2%)

Across the years reviewed, White students represented the largest racial/ethnic group among admitted students each year. The percentage of admitted students identifying as White

ranged from 77.4% to 88.0%. The program also admitted students identifying as Black or African American, Asian, Multiracial, and International Student across the years reviewed. In the current reporting year, 25 admitted students identified as White, 2 as Black or African American, 2 as Multiracial, 1 as an International Student, and 1 with race/ethnicity unknown or not reported.

Table 15. Gender of Admitted Students by Academic Year

Academic Year	n	Female	Male	Unknown / Not Reported
Summer 2018–Spring 2019	14	11 (78.6%)	3 (21.4%)	0
Summer 2019–Spring 2020	22	18 (81.8%)	4 (18.2%)	0
Summer 2020–Spring 2021	31	24 (77.4%)	7 (22.6%)	0
Summer 2021–Spring 2022	37	32 (86.5%)	5 (13.5%)	0
Summer 2022–Spring 2023	25	20 (80.0%)	5 (20.0%)	0
Summer 2023–Spring 2024	20	16 (80.0%)	4 (20.0%)	0
Summer 2024–Spring 2025	24	18 (75.0%)	6 (25.0%)	0
Summer 2025–Spring 2026	31	25 (80.6%)	6 (19.4%)	0

Over the years reviewed, female students accounted for the majority of admitted students, ranging from 75.0% to 86.5%. Male students accounted for 13.5% to 25.0% of admitted students across the years reviewed. In the current reporting year, 25 admitted students identified as female and 6 identified as male.

Admitted student demographic data provide useful insights into students who were admitted to the MS Counseling Program. Across the years reviewed, admitted cohorts were primarily female and White, and included students across a range of ages and racial/ethnic backgrounds. The number of admitted students has fluctuated from year to year, with the current reporting year showing an increase over the prior two years. These data will be reviewed alongside applicant, enrolled student, and graduate demographic data to identify patterns related to recruitment, admission, enrollment, retention, and degree completion. Because admitted student data include some individuals who may not have enrolled or completed the program, these data should be interpreted as one part of the broader student pipeline rather than as a direct measure of enrollment or graduation outcomes.

Enrolled Student Demographic Data

The Counseling Program reviews enrolled student demographic data annually as part of its ongoing evaluation of the program's diverse learning community. These data are used to

monitor trends in enrollment, student characteristics, and program access over time. Enrollment demographic data are reviewed alongside applicant, admission, and graduation data to support continued attention to recruitment, retention, student support, and degree completion.

The data below reflect fall enrollment snapshots from Fall 2021 through Fall 2025. Because institutional data sources and reporting definitions may differ across reports, totals may vary slightly from other program records.

Table 16. Enrollment Headcount Trends

Fall Term	**Total Enrolled Students**
Fall 2021	92
Fall 2022	77
Fall 2023	66
Fall 2024	59
Fall 2025	56

Across the five fall terms reviewed, total enrollment in the MS Counseling Program decreased from 92 students in Fall 2021 to 56 students in Fall 2025. This represents a decrease of 36 students over the five-year period. The program will continue to monitor enrollment trends alongside applicant, admission, retention, and graduation data to better understand changes in program size and student progression.

Number of Graduates

Table 17. Trends in number of graduates.

Academic Year	**Total Graduates**	**Clinical Mental Health Counseling**	**School Counseling**
2025-2026	17	11	6
2024-2025	14	6	8
2023-2024	12	9	3

The Counseling Program reviews the number of graduates each academic year as part of its annual program evaluation process. Graduation data are reviewed in aggregate and by specialized practice area to monitor program completion, identify trends over time, and evaluate

outcomes for students in the Clinical Mental Health Counseling and School Counseling specializations.

During the 2025–2026 academic year, 17 students graduated from the MS Counseling Program. Of these graduates, 11 completed the Clinical Mental Health Counseling specialization, and 6 completed the School Counseling specialization.

The total number of graduates increased across the three academic years reviewed. The program had 12 graduates in 2023–2024, 14 graduates in 2024–2025, and 17 graduates in 2025–2026. Across these years, the number of graduates varied by specialized practice area. Clinical Mental Health Counseling graduates increased from 6 in 2024–2025 to 11 in 2025–2026, while School Counseling graduates decreased from 8 in 2024–2025 to 6 in 2025–2026. These data will continue to be monitored in future annual program evaluation cycles to identify trends in program completion across specialized practice areas.

The program's minimum threshold is that at least 10 students will graduate from the MS Counseling Program each academic year; this threshold was met in each of the three years reviewed.

Demographic Data of Graduates

Table 18. Age distribution of graduates from 20250-2026 academic year.

Age Range	**Number of Graduates**	**Percentage**
Under 25	0	0%
25-34	15	88.2%
35-44	1	5.9%
45-54	1	5.9%
55-64	0	0%
65 and older	0	0%

During the 2025–2026 academic year, the ages of MS Counseling graduates ranged from 25 to 47. The average age of graduates was 30.53 years, with a standard deviation of 5.17. Most graduates were between ages 25 and 34, with 15 of 17 graduates (88.2%) falling within this age range. One graduate was between the ages of 35 and 44, and another was between the ages of 45 and 54.

These data suggest that the majority of 2025–2026 graduates were early-career or early-to-mid-career adults, while the program also included some graduates from older age ranges.

Age data will continue to be monitored in future years as part of the program's review of graduate demographic characteristics and degree completion trends.

Table 19. Race/ethnicity of graduates in 2025-2026 academic year.

Race/Ethnicity	Number of Graduates	Percentage
White or European American	14	82.4%
Black or African American	3	17.6%

During the 2025–2026 academic year, race/ethnicity data were available for 17 MS Counseling graduates. Fourteen graduates, or 82.4%, identified as White or European American. Three graduates, or 17.6%, identified as Black or African American.

These data provide a baseline for monitoring the racial and ethnic composition of MS Counseling graduates. The program will continue to review graduate demographic data alongside applicant, admissions, and enrollment data to identify trends in recruitment, retention, and degree completion among students from diverse backgrounds.

Table 20. Gender of graduates in 2025-2026 academic year.

Gender	Number of Graduates	Percentage
Female	16	94.1%
Male	1	5.9%
Other/Non-Binary	0	0%

During the 2025–2026 academic year, gender data were available for 17 MS Counseling graduates. Sixteen graduates, or 94.1%, identified as female, and one graduate, or 5.9%, identified as male.

These data provide a baseline for monitoring the gender composition of MS Counseling graduates. The program will continue to review graduate demographic data alongside applicant, admissions, and enrollment data to identify trends in recruitment, retention, and degree completion across student demographic groups.

Program Objective 4: Student Professional Identity and Ethical Practice

Program Objective 4 states that the Counseling Program develops counselors who demonstrate professional identity and ethical practice. The program evaluates this objective using two sources of data: student engagement survey data on professional identity and

engagement, and site supervisor feedback on students' ethical practice during practicum and internship.

Student engagement survey data are used as a formative indicator for program evaluation. No minimum benchmark has been established for this measure because the purpose is to identify patterns related to professional identity development, professional engagement, and opportunities for program improvement rather than to assess academic achievement or competency attainment.

Site supervisors' ratings of students' ethical practice serve as an additional indicator of students' ethical development during fieldwork. The program's minimum threshold is that at least 90% of practicum and internship students will have no ethical concerns identified by site supervisors during the semester.

Student Engagement in the Counseling Profession

The Counseling Program collects student engagement data annually through the Counseling Program Annual Student Survey. Survey items related to professional identity and engagement ask students about their participation in professional activities, their connection to the counseling profession, their involvement in professional organizations, their engagement with continuing education or professional development opportunities, and other activities that support professional counselor identity development.

Because this measure is used as a formative program evaluation indicator, results are reviewed descriptively rather than compared to a minimum threshold. Faculty review student engagement data to identify patterns in students' professional engagement and determine whether additional opportunities, communication, or program supports may be needed to strengthen professional identity development.

During the 2025–2026 academic year, eight students completed the annual student survey, which was administered in Summer 2026. Respondents included five students from the Clinical Mental Health Counseling track and three from the School Counseling track. Five respondents were in their first year of the program, two were in their second year, and one was in their third year or later.

Survey results indicated that four students (50.0%) reported membership in a professional counseling organization, and four (50.0%) reported attending a professional conference or workshop. Three students (37.5%) reported membership in Chi Sigma Iota (CSI), two (25.0%) reported participating in professional development or continuing education activities, and one (12.5%) reported serving in a leadership role in a professional or student organization. Four students (50.0%) reported they had not participated in any of the listed professional engagement activities.

Open-ended student responses provided additional examples of professional engagement, including service on the CSI leadership board, participation in professional counseling

organizations, attendance at professional conferences and trainings, counseling mentorships, and research-related coursework. One respondent also reported plans to attend an upcoming professional counseling conference.

Students also evaluated how supported they felt by the Counseling Program in developing their professional identity as counselors. The average rating was 4.63 on a five-point scale (with higher scores indicating greater perceived support), with seven of eight respondents (87.5%) selecting a rating of 4 or 5. These findings suggest that respondents generally perceived strong program support for their professional identity development.

Overall, survey results indicate that some students are actively engaged in professional counseling organizations, conferences, professional development, and leadership opportunities, while others have not yet participated in these activities. Because most respondents were in their first year of the program, differences in students' stage of professional development may be relevant when interpreting these findings. Additionally, the small number of responses limits the extent to which results can be generalized to the broader student population.

Use of Findings and Planned Actions

Counseling Program faculty will continue to encourage students to engage with professional counseling organizations, such as Chi Sigma Iota, conferences, continuing education, advocacy, leadership, and other activities that support professional counselor identity development. Faculty will also consider opportunities to communicate the value of professional engagement and make students aware of opportunities for involvement throughout their time in the program.

The program will continue to collect student engagement data each year and review results across assessment cycles to monitor participation trends and identify opportunities to strengthen professional identity development. Attention will be given to helping students become aware of professional engagement opportunities early in their graduate education.

Site Supervisor Ratings of Ethical Practice

The Counseling Program also reviews site supervisor feedback related to students' ethical practice during practicum and internship. Site supervisors provide feedback regarding students' professional and ethical behavior in fieldwork settings. These data are reviewed annually to identify whether ethical concerns were noted and to monitor students' ethical development in applied counseling settings.

The program's minimum threshold is that at least 90% of practicum and internship students will have no ethical concerns identified by site supervisors during the semester.

During the 2025–2026 academic year, 18 internship students were evaluated by site supervisors. Of these students, none had ethical concerns identified by site supervisors, resulting in 100% of students meeting the ethical practice indicator.

Overall, the threshold was met. Site supervisor feedback indicated that students demonstrated ethical practice in fieldwork settings. Faculty will continue to review site supervisor feedback annually and use these data to inform ethical training, fieldwork preparation, supervision expectations, and curriculum related to ethical decision-making.

Summary and Planned Use of Results

Program Objective 4 is evaluated through both student self-report data on professional engagement and site supervisor feedback on ethical practice. Together, these data provide information about students' professional identity development and ethical behavior in applied settings.

Findings from the 2025–2026 academic year will be reviewed by Counseling Program faculty as part of the annual program evaluation process. Results will be used to identify strengths, monitor trends, and determine whether additional curricular, advising, supervision, or professional development supports are needed to enhance students' professional identity and ethical practice.

Program Objective 5: Fieldwork Experience Placement

The Counseling Program reviews practicum and internship placement outcomes annually as one indicator of the program's capacity to support students in securing appropriate fieldwork experiences. Placement data are reviewed in aggregate and by specialized practice area to evaluate the availability of field sites, the effectiveness of placement support processes, and students' access to approved practicum and internship opportunities.

Table 21. Summary of Fieldwork Experience Placement, 2025–2026

Fieldwork Experience	Total % Placed in Approved Sites	CMHC Placement Rate	SC Placement Rate	Monitoring Purpose	Notes / Planned Action
Practicum	15 / 15 = 100%	6 / 6 = 100%	9 / 9 = 100%	Field placement capacity and diversity	All students obtained approved placements. Continue monitoring placement availability, site type, and geographic distribution.

Internship	21 / 21 = 100%	11 / 11 = 100%	10 / 10 = 100%	Field placement capacity and diversity	All students obtained approved placements. Continue monitoring placement availability, site type, and geographic distribution.

During the 2025–2026 academic year, 15 students sought practicum placements. Of these students, 6 were Clinical Mental Health Counseling students, and 9 were School Counseling students. All 15 students obtained practicum placements approved by the Counseling Program Admissions and Standards Committee, resulting in a 100% practicum placement rate.

During the same academic year, 21 students sought internship placements. Of these students, 11 were Clinical Mental Health Counseling students, and 10 were School Counseling students. All 21 students secured internship placements approved by the Counseling Program Admissions and Standards Committee, resulting in a 100% placement rate.

These results indicate that the program met its fieldwork placement benchmark for both practicum and internship during the 2025–2026 academic year. In addition to full placement rates, the program maintained field placements across a range of community and school settings located in multiple Missouri communities. Site locations included communities such as Warrensburg, Kansas City, Lee's Summit, Blue Springs, Independence, Liberty, Sedalia, Clinton, Butler, Holden, and Nevada, suggesting that students had access to geographically diverse placement opportunities.

Overall, the 2025–2026 fieldwork placement data suggest that the Counseling Program maintained sufficient practicum and internship placement capacity to support student progression in both specialized practice areas. Faculty will continue to monitor placement rates, site availability, and site distribution in future years to identify trends and determine whether additional site development or placement support efforts are needed.

Table 22. Fieldwork placement site types, 2025-2026.

Type of Site	**Number of Placement Entries**	**Percentage**
School Districts	21	50%
Private Practice	11	26.2%
University-Based Sites	7	16.7
Counseling Agencies or Community-Based Sites	3	7.1%

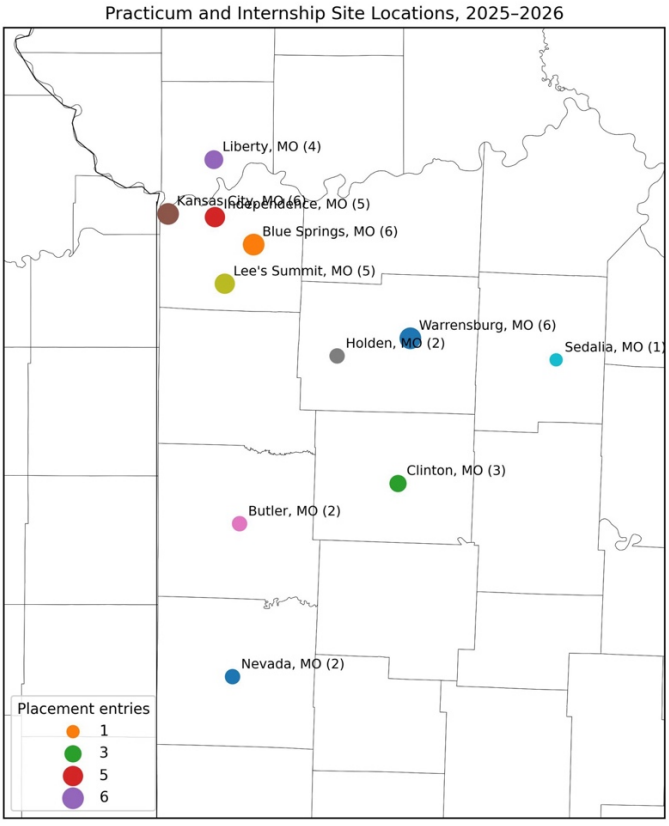
In addition to monitoring whether students secure approved practicum and internship placements, the Counseling Program reviews the types of fieldwork sites students use. This information helps faculty evaluate the range of available fieldwork experiences, the program's field placement capacity, and the extent to which students are gaining experience across varied counseling and school settings.

During the 2025–2026 academic year, practicum and internship placement entries included school district/school sites, private practice settings, university-based counseling or support sites, and agency/community-based sites. School districts/school sites accounted for the largest proportion of placement entries, followed by private practice settings, university-based sites, and agency/community-based sites.

These data suggest that students had access to a range of fieldwork settings across both Clinical Mental Health Counseling and School Counseling pathways. The program will continue to monitor site type, geographic distribution, and placement availability in future years to support student access to appropriate and diverse fieldwork experiences.

Figure 2. Fieldwork site locations, 2025-2026.

This map shows the Missouri cities where Counseling Program practicum and internship placements were located during the 2025–2026 academic year. Dots represent placement-entry locations, and the number in parentheses indicates the number of placement entries in each city.



The 2025–2026 practicum and internship site map shows that field placements were distributed across multiple communities in Missouri, with the greatest concentration in the Kansas City metropolitan area and Warrensburg. Placement locations included Kansas City, Blue Springs, Warrensburg, Independence, Lee's Summit, Liberty, Clinton, Holden, Butler, Sedalia, and Nevada. This geographic distribution suggests that the Counseling Program maintained access to a broad network of fieldwork sites across both urban/suburban and smaller community settings. The map also indicates that students had opportunities to complete practicum and internship experiences in a variety of locations, supporting the program's ongoing monitoring of field placement capacity, accessibility, and diversity.

Fieldwork Site Challenges

Although all practicum and internship students secured approved fieldwork placements during the 2025–2026 academic year, the program continues to monitor challenges related to site suitability and alignment with fieldwork expectations. Faculty have identified ongoing concerns about some sites' willingness or ability to allow students to video-record counseling sessions for supervision and evaluation. This issue has been especially relevant in some school districts and behavioral health agency settings. Faculty have also noted that students in some clinical mental health placements, particularly private practice and community agency settings, may have more difficulty accessing opportunities to facilitate or co-facilitate counseling groups than students in school counseling placements.

The Counseling Program has consulted with the Counseling Program Advisory Committees regarding these fieldwork-related challenges and will continue to seek their feedback on site expectations, supervision needs, and strategies to support high-quality practicum and internship experiences. Advisory committee input helps faculty better understand current fieldwork realities and identify ways to strengthen communication with sites and site supervisors.

In response to these challenges, the program is not reducing its fieldwork site network; rather, faculty are continuing to develop and evaluate additional sites that may be appropriate placement locations for students. Program faculty meet regularly with potential new sites to determine whether they can support program expectations, including appropriate supervision, opportunities for counseling skill development, video recording requirements when applicable, and access to required fieldwork experiences. The program will continue to monitor site suitability, placement availability, geographic distribution, and the range of fieldwork experiences available to students in both specialized practice areas.

Student Satisfaction with Fieldwork Placements and Experiences

Student satisfaction with practicum and internship experiences is used to evaluate Program Objective 5: The Counseling Program strives to provide high-quality practicum and internship training experiences that support students' development as competent counseling

professionals. The program reviews student feedback on the site's appropriateness for professional goals, opportunities for counseling skill development, and the quality of site supervision. The minimum threshold is that the average rating for each practicum/internship satisfaction item will be at least 4.0 on a 5-point scale.

During the 2025-2026 program evaluation cycle, the Counseling Program added practicum and internship satisfaction items to the graduate survey to strengthen alignment between the annual graduate follow-up process and Program Objective 5. In addition, the program plans to collect supplemental feedback from students who completed practicum and/or internship during the academic year to provide more immediate information on site quality, supervision, video-recording procedures, group counseling opportunities, and fieldwork expectations. These data will be reviewed by faculty and used to inform site development, supervisor communication, and fieldwork procedures.

In the summer of 2026, three graduates from the previous academic year completed a survey that asked about many areas, including their practicum and internship experiences. Results were highly positive, with mean ratings of 5.0 for five of the six satisfaction items. The quality of site supervision received an average rating of 4.0.

All six items met the program's established minimum satisfaction threshold of 4.0. Open-ended feedback highlighted opportunities to gain experience in private practice settings, work with diverse clients, become immersed in the counseling role, and develop professional counselor identity through supportive supervision.

These results provide additional positive evidence regarding fieldwork experiences among respondents. However, because only three graduates completed these items, findings will be considered alongside the separate Fieldwork Experience Survey and other fieldwork assessment measures.

Use of Findings

Faculty will continue to monitor graduate satisfaction with practicum and internship experiences, with particular attention to the quality of site supervision, counseling skill development, and opportunities for direct contact with clients or students.

Current Student Feedback and Program Experience

Academic Advising

The Counseling Program collected feedback about academic advising through the Annual Student Survey administered in Summer 2026. Eight students completed the survey.

Student ratings of academic advising were generally positive, with mean ratings ranging from 4.38 to 4.88 on a five-point scale. Advisor availability received the highest average rating (M = 4.88), followed by clarity and helpfulness of advising (M = 4.50), support navigating the program (M = 4.50), and overall satisfaction with academic advising (M = 4.38).

Open-ended feedback identified several strengths of the advising process, including faculty responsiveness, accessibility, individualized course planning, and support for students' academic and professional development. Students also provided suggestions for improvement, particularly the availability of individualized course-planning templates and clearer communication regarding program requirements and progression.

Use of Findings and Planned Actions

Faculty will continue current advising practices that support accessibility, responsiveness, and individualized student planning. The program will also review opportunities to provide additional course-planning resources and clarify communication regarding degree requirements, course sequencing, and program progression. Academic advising feedback will continue to be monitored annually to identify trends and opportunities for improvement.

Curriculum, Clinical Preparation, and Overall Program Experience

Students also evaluated the extent to which the Counseling Program supports their development of professional counseling knowledge and skills, preparation for clinical experiences, and overall satisfaction with the program.

Results were positive across all assessment areas, with mean ratings ranging from 4.25 to 4.75 on a five-point scale. Students provided particularly favorable ratings regarding the integration of ethics, cultural responsiveness, and professional identity into coursework (M = 4.75), as well as the program's respectful and inclusive learning environment (M = 4.75).

Students also reported positive perceptions of how well coursework prepares them with the knowledge and skills necessary for professional counseling practice (M = 4.50). Perceived readiness for practicum, internship, or future clinical work received an average rating of 4.25. Because five of the eight respondents were in their first year of the program, these ratings may reflect differences in students' stage of professional preparation.

Overall program support and satisfaction each received an average rating of 4.63, suggesting that respondents generally felt supported and satisfied with their experiences in the Counseling Program.

Table 23. Current Student Ratings of Counseling Program Experiences, 2025-2026.

Survey Area	*n*	Mean Rating

Courses develop knowledge and skills for counseling practice	8	4.5
Integration of ethics, cultural responsiveness, and professional identity	8	4.75
Perceived readiness for practicum, internship, or future clinical work	8	4.25
Faculty support during fieldwork experiences	1	5
Overall program support	8	4.63
Respectful and inclusive learning environment	8	4.75
Overall satisfaction with the counseling program	8	4.63

Note. The possible scores ranged from 1 to 5, with higher scores indicating greater satisfaction. The fieldwork support question was answered by only one respondent who had begun a practicum or internship; therefore, this result should be interpreted separately from the other items.

Open-ended feedback identified several program strengths, including faculty members' professional experience, opportunities to learn from practicing counselors, feedback from instructors and peers, the quality of the curriculum, and supportive relationships with faculty and mentors.

Students also suggested opportunities to strengthen communication regarding professional credentialing requirements, including counseling licensure and certification pathways. Respondents indicated that additional visual resources explaining program progression and post-graduation professional requirements would be helpful.

Use of Findings and Planned Actions

Faculty will continue instructional practices that support the development of counseling knowledge, skills, ethical awareness, and professional identity. The program will also review opportunities to provide clearer information about program progression and the steps required for professional licensure and certification following graduation. Student perceptions of clinical readiness, program support, and overall satisfaction will continue to be monitored as part of ongoing program evaluation.

Summary of Current Student Feedback

Overall, results from the 2025–2026 Annual Student Survey indicated positive perceptions of academic advising, curriculum, clinical preparation, professional identity development, and the Counseling Program learning environment. Students particularly valued faculty accessibility, professional expertise, individualized support, and opportunities to learn from experienced counseling professionals.

Feedback also identified opportunities to strengthen resources that help students navigate the program and prepare for their professional careers. These included clearer communication about degree requirements and progression, additional individualized course-planning resources, and information about professional licensure and certification pathways.

The Counseling Program will use these findings to inform continued improvements in advising, student communication, and professional preparation. Because only eight students completed the survey, results will be interpreted cautiously and reviewed alongside graduate feedback, student learning outcome assessments, and other program evaluation measures.

Community Partner Feedback

The Counseling Program collects feedback from graduates, site supervisors, employers, and other community partners as part of its comprehensive program evaluation process. These perspectives provide information about graduates' preparation for professional counseling roles, the quality of fieldwork experiences, and opportunities for continued program improvement. This section addresses CACREP 2.F.

Graduate Survey Results

During the 2025-2026 evaluation cycle, six graduates completed the Counseling Program Graduate Survey. Respondents graduated between Summer 2025 and Spring 2026 and included graduates working in school counseling, community mental health, private practice, and other professional settings.

Because only six graduates completed the survey, the results are presented descriptively and should be interpreted with caution. Findings represent the experiences and perceptions of respondents rather than the broader graduate population. Nevertheless, the results provide valuable feedback for ongoing evaluation of curriculum, advising, fieldwork preparation, and student support.

Graduate Perceptions of Program Objective Achievement

Graduates evaluated 11 possible areas of program preparation, with some specialized practice area questions left unanswered because they were not applicable. The table below presents the nine core areas rated by all six respondents.

Table 24. Graduate Perceptions of Program Objective Achievement, 2025–2026

Assessment Area	Fully Achieved	Mostly Achieved	Barely Achieved	Not Achieved
Legal and ethical principles	4	2	0	0

Advocacy	1	3	2	0
Collaboration and communication	3	2	0	1
Multicultural understanding	3	3	0	0
Human development	5	1	0	0
Individual counseling skills	5	1	0	0
Group counseling skills	4	2	0	0
Assessment and evaluation	3	3	0	0
Research and program evaluation	3	2	1	0

Note. n = 6 for each area. Ratings reflect graduates' perceptions of the extent to which the program achieved each objective. No numerical scale or achievement threshold was assumed for these categorical responses.

Achievement of Program Objectives

Graduate survey respondents generally reported positive perceptions of their preparation across program objective areas. All six respondents indicated that objectives related to legal and ethical principles, multicultural understanding, human development, counseling skills, group counseling, and assessment and evaluation were either fully or mostly achieved.

Particularly positive results were observed for human development and counseling processes and skills, with five of six respondents indicating that these objectives were fully achieved.

Responses were more varied for advocacy, interdisciplinary collaboration and communication, and research and program evaluation. Two respondents indicated that the advocacy objective was barely achieved. One respondent indicated that the collaboration and communication objective was not achieved, while another rated research and program evaluation as barely achieved.

These results suggest that respondents generally perceived themselves as well-prepared across foundational counseling areas, while also identifying opportunities to examine how advocacy, interdisciplinary collaboration, and research-related competencies are emphasized and communicated throughout the curriculum.

Table 25. Graduate Satisfaction with Practicum and Internship Experiences, 2025–2026

Survey Item	*n*	Mean Rating	Target Met?
Site appropriate for professional goals	3	5	Yes
Opportunities to develop counseling skills	3	5	Yes
Site supervision supported counselor development	3	4	Yes
Opportunities to work with clients/students	3	5	Yes
Development of confidence in professional role	3	5	Yes
Overall support for counselor development	3	5	Yes

Note. Program threshold: average rating of at least 4.0 on each satisfaction item. All six items met the established threshold, although the small number of responses limits generalizability.

Use of Findings

Faculty will continue to monitor graduate perceptions of program objective achievement and review the areas that received lower ratings, particularly advocacy and collaboration. Results will be considered alongside student learning outcome assessments, course assessments, and advisory committee feedback to determine whether additional curricular emphasis or instructional adjustments are warranted.

Site Supervisor and Employer Survey Results

Survey participation was limited, with one response to the employer/supervisor survey. Because of the small number of responses, findings are presented descriptively and should not be interpreted as representative of all site supervisors or employers. Nevertheless, the responses provide a useful individual perspective that will be considered alongside student learning outcome assessments, fieldwork evaluations, and other program evaluation measures. The program will continue to seek additional stakeholder feedback in future assessment cycles.

The employer/supervisor survey received one response from a private or group practice setting regarding a graduate from Spring 2026. The respondent rated all ten applicable assessment areas as "Objective fully achieved." These included ethical/legal knowledge, advocacy, interdisciplinary collaboration, multicultural awareness, human development, individual and group counseling, assessment, research and program evaluation, and diagnosis/treatment planning.

Although these findings reflect positive feedback regarding the preparation of the graduate evaluated, the single response limits the extent to which conclusions can be drawn about graduate preparation across the program. Results will be retained as descriptive stakeholder feedback and considered alongside other measures of student and graduate achievement.

Table 26. Site supervisor and employer perceptions of program objective achievement, 2025–2026

Assessment Area	**Responses (*n*)**	**Finding**
Legal and ethical principles	1	Objective fully achieved
Advocacy	1	Objective fully achieved
Collaboration and communication	1	Objective fully achieved
Multicultural understanding	1	Objective fully achieved
Human development	1	Objective fully achieved
Individual counseling skills	1	Objective fully achieved
Group counseling skills	1	Objective fully achieved
Assessment and evaluation	1	Objective fully achieved
Research and program evaluation	1	Objective fully achieved
Diagnosis and treatment planning	1	Objective fully achieved

Use of Findings and Planned Actions

The Counseling Program will continue to solicit feedback from employers and supervisors of graduates to obtain a broader range of perspectives regarding graduate preparation. Faculty will review future findings alongside student learning outcome assessments, credentialing examination results, and other measures of program effectiveness. Continued

attention will be given to increasing survey participation to support more meaningful evaluation of graduate preparedness across both specialized practice areas.

Advisory Committee Feedback

The Counseling Program engages designated advisory committees to solicit feedback from community partners, alumni, current students, site supervisors, faculty, adjunct instructors, and other stakeholders who are knowledgeable about the counseling profession and the communities served by the program. During the 2025–2026 academic year, the Counseling Program consulted with both the School Counseling Advisory Committee and the Clinical Mental Health Counseling Advisory Committee as part of the program's ongoing evaluation and continuous improvement process.

Advisory committee members reviewed program accomplishments, current initiatives, program evaluation results, revised professional dispositions, student learning outcomes, fieldwork experiences, and emerging trends in the counseling profession. Feedback from the advisory committees was used to inform program planning, curriculum review, fieldwork procedures, and continued development of assessment processes aligned with CACREP standards.

Review and Approval of Program Objectives and Student Learning Outcomes

During the 2025–2026 academic year, the Counseling Program revised its objectives and student learning outcomes as part of its ongoing evaluation and alignment with the 2024 CACREP Standards. The revised student learning outcomes were designed to align with CACREP's eight foundational counseling curriculum areas and the program's two specialized practice areas: Clinical Mental Health Counseling and School Counseling.

The Counseling Program consulted with advisory committee members regarding the revised student learning outcomes and program objectives. Advisory committee members provided feedback on the revised outcomes. Members noted strengths of the revised SLOs, including their applicability across both specialized practice areas and the inclusion of research and program evaluation. Advisory committee members also discussed opportunities for continued development of the SLOs as the counseling profession evolves.

The revised program objectives and student learning outcomes were approved by the advisory committees during the 2025–2026 academic year. This feedback and approval supported the program's continued implementation of assessment processes aligned with CACREP standards and the program's mission.

Review of Professional Dispositions

Advisory committee members also reviewed revisions to the Counseling Program's professional dispositions assessment. Members discussed the clarity and usefulness of the

revised dispositions and noted that the assessment provides a helpful structure for giving students feedback and promoting accountability throughout the program. Advisory committee feedback supported continued use of the revised dispositions assessment as part of the program's systematic evaluation of students' professional growth and readiness for counseling practice.

Feedback on Emerging Professional Trends

The advisory committees provided feedback on several emerging trends affecting counselor preparation and professional practice. Discussion topics included the use of artificial intelligence (AI) in counseling-related work, ethical concerns related to technology, client and student use of AI tools, documentation practices, advocacy within the profession, social media and mental health, suicidality and self-harm assessment, trauma-informed practice, prevention-focused school counseling, and changes in professional practice settings.

This feedback provided the Counseling Program with current perspectives from community partners, alumni, students, site supervisors, and faculty. Advisory committee input informs ongoing discussion of curriculum content, professional identity development, ethical decision-making, technology use, advocacy, documentation, and preparation for the demands of current counseling practice.

Feedback on Fieldwork, Site Supervision, and Program Rigor

Advisory committee members also discussed practicum and internship experiences, including site supervision, communication between site supervisors and faculty supervisors, fieldwork expectations, and challenges related to site placements. Members affirmed the importance of maintaining program rigor while continuing to support student wellness, preparation, and engagement. Advisory committee members noted that the program's rigor supports students' preparation for professional practice while also encouraging continued attention to communication with site supervisors and to the quality of fieldwork experiences.

Feedback related to fieldwork will be considered as the program continues to monitor site suitability, site supervisor communication, video-recording expectations, group counseling opportunities, and students' access to high-quality practicum and internship placements.

Use of Advisory Committee Feedback

Advisory committee feedback is reviewed by Counseling Program faculty as part of the annual program evaluation process. Feedback from the 2025–2026 advisory committee meetings will guide curriculum review, assessment refinement, fieldwork site development, supervisor communication, student support, and continued alignment with CACREP standards. The program will continue to consult with advisory committees annually and use stakeholder feedback to inform program improvement.

Table 27. Advisory Committee Feedback from the 2025-2026 academic year

Advisory Committee Feedback Area	Key Feedback Themes	Program Response / Planned Use
Program Objectives and SLOs	Advisory committees reviewed and approved revised outcomes; feedback supported alignment with CACREP and continued refinement as the field evolves.	Continue implementing revised SLOs and program objectives; use 2025–2026 data as baseline for future trend analysis.
Professional Dispositions	Members supported revised dispositions and noted usefulness for student feedback and accountability.	Continue using revised dispositions assessment across the program and at key transition points.
AI and Technology	Members discussed ethical concerns, documentation, client/student use of AI, and the need to prepare students for responsible technology use.	Continue integrating ethical technology use and AI-related discussion into coursework and supervision.
Fieldwork and Supervision	Members discussed site placement challenges, video recording, site visits, and communication with site supervisors.	Continue monitoring fieldwork site suitability, supervisor communication, and site development.
Professional Trends	Members identified advocacy, suicidality/self-harm, trauma-informed practice, prevention, documentation, and social media as important areas.	Use feedback to inform curriculum review and professional preparation across courses.

Program Strengths Identified Through Evaluation Data

Results from the 2025–2026 program evaluation identified several areas of strength across student learning, professional dispositions, credentialing examination outcomes, fieldwork experiences, and student and graduate perceptions of program quality.

Student Knowledge and Counseling Skills. Student learning outcome assessment results indicated strong achievement across most assessed curricular areas. The majority of assessments met established program thresholds, with many demonstrating that 100% of students achieved the minimum performance expectation. Particularly strong results were observed in assessments of ethical practice, counseling skills, career development, assessment and diagnostic processes, and research and program evaluation. Graduate survey respondents also reported positive perceptions of their preparation in foundational counseling knowledge and skills.

Professional Dispositions and Readiness for Clinical Practice. Students demonstrated consistent achievement of professional disposition expectations at key program transition points. During 2025–2026, all seven students who applied for Advanced Standing were approved, and all eight students who completed the Practicum Candidacy Defense successfully met disposition

expectations. Advanced Standing outcomes have remained at 100% for three consecutive academic years. Additionally, site supervisor feedback indicated that all 18 internship students evaluated during 2025–2026 demonstrated ethical practice without identified ethical concerns.

Credentialing Examination Outcomes. Students demonstrated positive outcomes on professional credentialing examinations. The program met its established minimum thresholds for the PRAXIS School Counselor examination, National Counselor Examination (NCE), and Counselor Preparation Comprehensive Examination (CPCE) during the 2025–2026 reporting period. All four School Counseling students who took the NCE through UCM passed, and the PRAXIS pass rate improved from the previous year. The overall CPCE first-attempt pass rate also exceeded the program's established minimum threshold.

Fieldwork Placement and Clinical Preparation. The Counseling Program continued to demonstrate strong fieldwork placement outcomes, with all students seeking practicum and internship placements obtaining approved sites during the reporting period. Students completed fieldwork across school, private practice, university-based, and community agency settings. Graduate feedback regarding practicum and internship experiences was also favorable, with all assessed satisfaction items meeting the program's established minimum threshold.

Student Support and Program Satisfaction. Current student survey respondents reported positive perceptions of academic advising, curriculum quality, faculty support, and the overall learning environment. Students particularly valued faculty accessibility, professional expertise, individualized support, and opportunities to learn from practicing counseling professionals. Respondents also reported feeling supported in developing their professional counselor identities.

Community Partnerships and Stakeholder Engagement. The Counseling Program maintained active relationships with its advisory committees and fieldwork partners. Advisory committee members contributed feedback regarding student learning outcomes, professional dispositions, program rigor, fieldwork supervision, and emerging trends in counseling practice. Their involvement supported the program's ongoing efforts to align counselor preparation with current professional expectations.

Finally, a significant program strength during 2025–2026 was the continued development of systematic assessment and program evaluation procedures. The revision of program objectives, student learning outcomes, assessment measures, and professional dispositions procedures established a stronger foundation for monitoring program effectiveness and supporting continuous improvement across future academic years.

Areas for Continued Growth

Although the 2025–2026 program evaluation identified numerous strengths, findings also revealed opportunities for continued growth and improvement. These areas will be reviewed by Counseling Program faculty to determine whether curricular, procedural, or programmatic modifications are warranted.

Completion and Consistent Implementation of Student Learning Outcome Assessments. During 2025–2026, the Counseling Program implemented revised student learning outcomes and corresponding assessment measures aligned with the 2024 CACREP Standards. Although results were strong for most assessments administered, several assessment points were not implemented during the reporting period or were not evaluated because the corresponding courses were not offered. Completing implementation of the revised assessment procedures and collecting baseline data for all student learning outcomes will be a priority for the upcoming academic year. Faculty will also continue evaluating performance on SLO 6, Group Counseling and Group Work, where Clinical Mental Health Counseling students fell below the established achievement threshold on the COUN 5610 Comprehensive Examination.

Continued Monitoring of Credentialing Examination Performance. Although established credentialing examination thresholds were met during 2025–2026, results identified opportunities for continued monitoring. The Clinical Mental Health Counseling CPCE first-attempt pass rate declined across the years reviewed and was relatively close to the program's minimum threshold during 2025–2026. Additionally, UCM students' average CPCE performance was below the national mean in several content areas, including career development and research and program evaluation. Faculty will continue reviewing examination results across specialized practice areas and curricular content areas to identify patterns that may warrant additional instructional or student preparation support.

Academic Advising and Communication Regarding Program Requirements. Current student and graduate surveys provided generally favorable feedback regarding faculty support and academic advising. However, responses also identified opportunities to improve communication about course sequencing, program progression, professional expectations, and post-graduation licensure and certification requirements. Graduate feedback further highlighted the importance of timely, constructive feedback and clear expectations throughout students' professional development. The program will continue evaluating opportunities to strengthen advising resources, communication, and student support procedures.

Professional Identity Development and Preparation for Emerging Counseling Practice Demands. Graduate survey respondents provided varied ratings regarding their preparation in advocacy, interdisciplinary collaboration, and research and program evaluation. Advisory committee discussions also emphasized the growing importance of professional advocacy, ethical technology use, artificial intelligence, documentation, and other emerging professional

issues. Faculty will continue reviewing how these topics are addressed throughout the curriculum and consider opportunities for further integration or emphasis. The program will also continue encouraging student participation in professional organizations, conferences, leadership, advocacy, and other professional engagement activities.

Fieldwork Site Suitability and Opportunities for Clinical Skill Development. Although all students seeking fieldwork placements obtained approved sites, the program continues to identify challenges related to video recording expectations, access to group counseling experiences, and the availability of appropriate placement opportunities. Faculty will continue monitoring site suitability, maintaining communication with site supervisors, developing relationships with potential new sites, and identifying opportunities to strengthen students' preparation for and access to fieldwork experiences.

Student Retention and Degree Completion. Degree completion data provide useful information regarding the number of students who have graduated, remain enrolled, or discontinued their studies. Because many students in the cohorts reviewed are still progressing toward their degrees and have not reached the institutionally established eight-year maximum time-to-degree, final completion outcomes cannot yet be determined for all cohorts. The program will continue monitoring student progression, withdrawal patterns, and degree completion over time to identify opportunities to strengthen retention, academic advising, and student support.

Program Evaluation Data Collection and Stakeholder Participation. An additional priority involves strengthening the consistency and completeness of program evaluation data. Survey participation was limited among current students, graduates, and employers or supervisors of graduates, reducing the extent to which findings can be generalized across the program. The Counseling Program will continue exploring strategies to increase survey participation and improve systematic collection of student, graduate, and community partner feedback. As revised assessment measures and data collection procedures become more established, the program will also expand its capacity to examine multi-year trends and evaluate the effectiveness of implemented improvements.

Overall, these areas represent opportunities to build upon the program's existing strengths while continuing to refine assessment, curriculum, advising, fieldwork, and program evaluation practices. Findings will inform faculty discussions and future program planning, with progress reviewed through subsequent annual evaluation cycles.

Curriculum Modifications and Program Improvements

The Counseling Program uses findings from its comprehensive program evaluation process to guide curriculum modifications, assessment practices, and ongoing program improvements. Faculty review student learning outcome results, academic quality indicators,

student and graduate feedback, advisory committee recommendations, fieldwork data, and other measures of program effectiveness to identify strengths and areas needing continued attention.

During the 2025–2026 academic year, the Counseling Program implemented several improvements related to curriculum assessment, professional dispositions, fieldwork procedures, and student support. Additional opportunities for improvement were identified through the current evaluation cycle and will be considered during the 2026–2027 academic year.

The tables below summarize program improvements implemented during the reporting period and priorities identified for the upcoming academic year. Each improvement is linked to relevant program evaluation evidence and includes a plan to monitor its effectiveness.

Table 28. Curriculum and Program Improvements Implemented During 2025-2026.

Improvement Implemented	Rationale and Data Source	Plan for Evaluating Effectiveness
Revised Student Learning Outcomes (SLOs) to align with the eight CACREP foundational curriculum areas and the CMHC and SC specialized practice areas	CACREP self-study and assessment review, faculty evaluation, and advisory committee feedback and approval	Review annual SLO achievement results, identify assessments falling below established thresholds, and compare results across years
Revised and expanded SLO assessments, including comprehensive examinations and other course-level assessment measures	Need for evidence of student knowledge and achievement to align with CACREP curricular areas	Monitor assessment completion, student achievement, and consistency of data collection
Revised professional dispositions assessment to provide clearer expectations and more useful developmental feedback	Faculty review, advisory committee feedback, and the need to strengthen evaluation of professional growth	Review aggregate Advanced Standing and Practicum Candidacy Defense outcomes, disposition feedback, and patterns in student development
Revised practicum and internship documentation and procedures, including fieldwork manuals, supervision logs, and communication expectations	CACREP review, fieldwork evaluation, faculty feedback, and site supervisor input	Monitor documentation compliance, supervisor feedback, student satisfaction, and fieldwork concerns

Expanded opportunities for fieldwork placements and partnerships through continued evaluation of potential sites	Fieldwork placement monitoring and challenges related to recording requirements and group counseling opportunities	Monitor placement success, site suitability, geographic distribution, site type, and student feedback
Developed additional program evaluation and stakeholder feedback procedures, including student surveys	Revised Comprehensive Program Evaluation Plan and need for systematic stakeholder feedback	Review survey participation, completeness of data, and usefulness of results for identifying program improvements

Findings from the 2025–2026 evaluation also identified opportunities for continued improvement. Priorities for the 2026–2027 academic year include completing implementation of revised SLO assessments, strengthening communication about program requirements and professional credentialing pathways, continuing to evaluate fieldwork site suitability, and improving stakeholder survey participation.

The program will also continue monitoring student achievement, credentialing examination outcomes, advising satisfaction, and graduate perceptions of preparation to determine whether additional curricular or programmatic modifications are warranted.

Counseling Program faculty will review progress toward these priorities as part of the next annual program evaluation cycle. Findings will be used to determine whether implemented changes are effective, whether additional modifications are needed, and whether new priorities should be established.

Planned Program Improvements for 2026-2027

In addition to the improvements implemented during the 2025–2026 academic year, the Counseling Program identified several opportunities for continued growth and improvement through the current program evaluation process. These potential improvements are informed by student learning outcome assessments, student and graduate feedback, advisory committee recommendations, and other program evaluation findings. During the 2026–2027 academic year, Counseling Program faculty will review these opportunities and consider whether additional curricular, procedural, or programmatic changes are warranted. The table below summarizes the proposed improvements, supporting evidence and rationale, and methods for evaluating their effectiveness if implemented.

Table 29. Proposed Program Improvements for Upcoming Academic Year

Proposed Improvement	Supporting Evidence and Rationale	How Effectiveness Will Be Monitored
Complete implementation of revised SLO assessments that were not administered during 2025–2026	SLO assessment findings identified measures without available baseline data	Verify implementation and review the percentage of students meeting the 80% achievement threshold
Review advocacy and interdisciplinary collaboration preparation across the curriculum	Graduate survey feedback identified varied perceptions of preparation in these areas; advisory committees emphasized professional advocacy	Review future graduate survey responses, relevant SLO assessments, and advisory committee feedback
Strengthen student planning and program progression resources	Current student and graduate survey feedback identified opportunities for clearer communication about academic advising, degree requirements, and program progression	Review future advising satisfaction ratings, student feedback, and recurring advising questions
Improve communication about professional credentialing pathways	Student survey feedback identified interest in clearer explanations of licensure and certification requirements	Monitor student survey feedback regarding preparation, clarity, and access to professional information
Continue evaluating fieldwork site suitability and availability	Site placement monitoring and advisory committee feedback identified challenges related to video recording, group facilitation, and placement availability	Review annual placement rates, fieldwork satisfaction surveys, site supervisor feedback, and site approval processes
Increase participation in program evaluation surveys	Low response counts in current student, graduate, and employer/supervisor surveys	Track response counts and rates annually, and evaluate whether additional feedback supports more meaningful trend analysis

Continue monitoring credentialing examination outcomes	PRAXIS and CPCE results identified areas where student performance should be monitored across assessment cycles	Review annual PRAXIS, NCE, and CPCE pass rates, comparisons with national/state results, and achievement of established thresholds

Follow-Up on Prior Year Action Steps

Table 30. Follow-Up on Action Steps Identified in the 2024–2025 Program Evaluation Report

Prior-Year Action Step	Actions Taken During 2025–2026
Strengthen students' graduate-level academic writing and research skills through APA Publication Manual readings, Writing Center referrals, and librarian guest lectures.	APA Publication Manual readings were incorporated as required coursework in COUN 5100 and COUN 5810. COUN 5100 instructors also continued inviting UCM librarians to provide guest lectures on locating and using scholarly resources.
Provide additional support to students preparing for the Counselor Preparation Comprehensive Examination (CPCE), particularly students who need to retake the examination.	Faculty advisors worked individually with students to develop personalized CPCE preparation and study plans, including additional support for students preparing to retake the examination.
Continue monitoring students' professional dispositions and provide remediation when concerns are identified.	Faculty continued systematically monitoring students' professional dispositions throughout the program. When concerns were identified, students received early, developmental feedback and individualized remediation plans were developed when necessary.
Strengthen students' knowledge of research methods and program evaluation by examining opportunities to integrate these topics throughout the curriculum.	The Counseling Program revised its student learning outcomes to align with the 2024 CACREP Standards, including establishing research and program evaluation as a distinct foundational learning outcome. This revision provides a framework for systematically

	assessing students' knowledge of research methods and program evaluation.

During the 2025–2026 academic year, the Counseling Program continued addressing priorities identified in the previous year's program evaluation. These efforts included strengthening graduate-level academic writing and research preparation, providing individualized support for students preparing for the CPCE, monitoring and supporting students' development of professional dispositions, and revising student learning outcomes to strengthen the systematic assessment of research and program evaluation competencies. Several of these initiatives were further supported by improvements made during the CACREP reaccreditation process. Faculty will continue monitoring the effectiveness of these efforts through student learning outcome assessments, credentialing examination results, professional disposition evaluations, and future program evaluation activities.

Dissemination of Results

The Counseling Program Evaluation Report is reviewed annually by Counseling Program faculty as part of the program's ongoing evaluation and continuous improvement process. Faculty review the report to evaluate achievement of program objectives, examine academic quality indicators, identify trends across multiple years, and determine whether curricular, procedural, or programmatic changes are needed.

The current version of the Program Evaluation Report is posted on the Counseling Program website and made available to the general public, including current students, prospective students, fieldwork sites, site supervisors, alumni, advisory committee members, and other interested stakeholders. The report is also shared with students through the Counseling Program Brightspace site.

In addition, the Program Evaluation Report is shared with the Counseling Program Advisory Committees. Advisory committee members review program evaluation results and provide feedback regarding program strengths, areas for improvement, curriculum, fieldwork, student preparation, and emerging needs in the counseling profession and communities served by the program.

Information from the Program Evaluation Report is used to support ongoing program evaluation and improvement. Findings are used by faculty to inform curriculum review, assessment practices, advising, fieldwork procedures, student support, site supervisor communication, and other program initiatives. Program evaluation findings and advisory committee feedback are incorporated into continued planning efforts to strengthen the quality and effectiveness of the Counseling Program.