



Department of Educational Psychology

CACREP Accredited Counseling Programs  
Student Learning and  
Program Evaluation Results  
2024-2025 Academic Year



## Introduction

The Program Evaluation Report represents the NAU counseling program's systematic and empirical evaluation of program objectives, related CACREP standards, and key performance indicators (KPIs). In the report, we identify a) baseline criteria for each objective measured, related KPIs indicating a measurement of skills and/or knowledge, b) methods of data collection, c) findings, and d) how the data are used for curricular and program improvements. Documented outcomes are noted in bold in the Follow Up and Program Improvement section and reflect initiated program changes. This report follows the processes outlined in the 2024-2025 Program Evaluation Plan.

**Section I** of this report organizes evaluation activities by the 10 program **student-focused learning objective** (SLPOs) required by all students as the main heading with associated Core CACREP and KPI standards and objectives and reports on the data collected, the analysis and review of the data, and how the data informed program improvement.

If less than 80% of students do not meet the criteria established for a SLPO, PO, or KPI metric, the counseling program institutes a required review of the course, evaluation activity, and student performance to discuss and develop program and curricular changes. Items that show a trend of mixed student performance are discussed in the faculty meetings and recommendations for program or curricular changes may be instituted.

**Section II** of this plan organizes evaluation activities by the CACREP standards associated with the **clinical mental health and school counseling** specialty areas as the main heading with related KPI standards and objectives.

**Section II** of this report organizes evaluation activities by the 2 overall program-level objectives.

### Key:

KPI- Key Performance Indicator

PO- Programmatic Objective

SLPO- Student Learning Program Objective

CMHC – Clinical Mental Health Counseling

SC- School Counseling

## Student Learning Program Objectives Evaluated

1. Become familiar with the requirements for being a professional counselor, including the relevant research and literature pertinent to the discipline.
2. Become familiar with and knowledgeable about the nature and needs of individuals at all developmental levels.
3. Develop a thorough understanding of knowledge and competencies related to issues and trends in a multicultural and pluralistic society, and to effectively demonstrate multicultural counseling competencies.
4. Demonstrate effective counseling skills.
5. Become familiar with studies in group dynamics and to development and related life factors, and to demonstrate effective career counseling skills.
6. Understand major theories of career development and related life factors, and to demonstrate effective career counseling skills.
7. Develop an understanding of assessment processes, and to demonstrate skills in individual and group approaches to assessment and evaluation.
8. Become familiar with research, statistics, and program evaluation as they apply to the practice of counseling.
9. Develop a clear sense of professional identity in counseling, which includes professional ethics, legal responsibilities, professional preparation standards, participating in professional organizations, and obtaining necessary credentials.
10. Acquire knowledge about counseling supervision, and to experience peer, site supervisor and faculty supervision that allow students to integrate and apply the knowledge and skills that they have acquired to practice.
11. Experience continuous course-related and overall program-related feedback to enhance their professional development as they become professional counselors.
12. Acquire knowledge and skills related to the ways that counselors use a variety of technologies designed to assist students, clients, and the systems they work within.
13. Acquire knowledge related to the professional identity, roles, and functions of professional counselors.
14. Practice ongoing assessment of one's own skills, strengths, weaknesses, professional and personal development as related to counseling professional identity, counseling ethics, and the principles of ethics of client autonomy, non-maleficence, beneficence, justice, and fidelity

## Section I

# Evaluation of Student Learning Program Objectives and Key Performance Indicators

<p><b>Student Learning Program Objectives (SLPO) Evaluated:</b></p> <p>1- Become familiar with the requirements for being a professional counselor, including the relevant research and literature pertinent to the discipline.</p> <p>9 - Develop a clear sense of professional identity in counseling, which includes professional ethics, legal responsibilities, professional preparation standards, participating in professional organizations, and obtaining necessary credentials.</p> <p>13 - Acquire knowledge related to the professional identity, roles, and functions of professional counselors.</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.F.1.: Professional Counseling Orientation And Ethical Practice</p>		
<p><b>Key Performance Indicator (KPI) 1:</b> Students will demonstrate knowledge and skills applying ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1)</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>KPI 1 Data Point 1 (SLPO – 1,9 - Knowledge):</b> 80% of students will earn at least a score of 80% on the Case Scenario Assignment in EPS 670 <b>Method:</b> Faculty Assessed via Tevera Rubric</p>	<p><b>Criteria Met</b> 96.7% (58/2) passed the KPI with an 80% or higher.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor</li> </ul>
<p><b>KPI 1 Data Point 2 (SLPO - 1,9 - Knowledge):</b> 80% of students will at least a score of 2 out of 3 points on each of the two Case Conceptualization Papers in EPS 692 <b>Method:</b> Faculty Assessed via Canvas Rubric</p>	<p><b>Criteria Met</b> 100% (48/48) passed the KPI with at least a score of 2 out of 3</p>	<ul style="list-style-type: none"> <li>• Discussed at January 2025 meeting                             <ul style="list-style-type: none"> <li>○ The Case Presentation Assignment and accompanying rubric for EPS 692 were presented</li> </ul> </li> <li>• Continue to monitor.</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b> 2 - Become familiar with and knowledgeable about the nature and needs of individuals at all developmental levels.</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.F.3 Human Growth and Development</p>		
<p><b>Key Performance Indicator 5:</b> Students will demonstrate knowledge and skills applying theories of individual and family development across the lifespan.</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>KPI 3 Data Point 1 (Knowledge):</b> 80% of students will earn at least a score of 80% on the final examination in EPS 615</p> <p><b>Method:</b> Faculty Assessed via Canvas Examination and scored KPI assessment in Tevera</p>	<p><b>Criteria Met</b> 81% (22/5) earned at least 80% on the examination.</p>	<ul style="list-style-type: none"> <li>Faculty reviewed and updated test for content validity. Approval made to make changes clarify grammar on questions and include a question on lifespan development theory (test multiple choice). Effective Spring 2025.</li> <li>Continue to monitor</li> </ul>
<p><b>KPI 3 Data Point 2 (Skills):</b> 80% of students will earn at least a score of 2 out of 3 on the midterm and final case conceptualization papers applying human development and lifespan knowledge with practicum clients in EPS 692</p> <p><b>Method:</b> Faculty Assessed via Canvas Rubric and Tevera Rubric</p>	<p><b>Criteria Met</b> 100% (48/48) earned at least 2 out of 3 on the final case conceptualization papers.</p>	<ul style="list-style-type: none"> <li>Discussed in Faculty meeting</li> <li>Continue to monitor</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b> 3 - Develop a thorough understanding of knowledge and competencies related to issues and trends in a multicultural and pluralistic society, and to effectively demonstrate multicultural counseling competencies.</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.F.2: Social and Cultural Diversity</p>		
<p><b>Key Performance Indicator 2:</b> Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings and acculturative experiences on an individual's views of others (2.F.2.d), and students will demonstrate skills in applying multicultural competencies in practicum and internship (II-F.2.c).</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>KPI 2 Data Point 1 (2.F.2.d - Knowledge):</b> 80% of students will earn at least 80% on the Broaching Assignment in EPS 690</p> <p><b>Method:</b> Faculty Assessed via Tevera Rubric</p>	<p><b>Criteria Met</b> 96.2% (102/4) earned at least 80% on the broaching assignment</p>	<ul style="list-style-type: none"> <li>Continue to monitor</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b>                  3 - Develop a thorough understanding of knowledge and competencies related to issues and trends in a multicultural and pluralistic society, and to effectively demonstrate multicultural counseling competencies.</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.F.2: Social and Cultural Diversity</p>		
<p><b>Key Performance Indicator 2:</b> Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings and acculturative experiences on an individual's views of others (2.F.2.d), and students will demonstrate skills in applying multicultural competencies in practicum and internship (II-F.2.c).</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>KPI 2 Data Point 2 (2.F.2.d - Knowledge):</b>                  80% of students will earn at least 2 out of 3 points on the midpoint and final Case Conceptualization papers in EPS 692</p> <p><b>Method:</b> Faculty Assessed via Tevera Rubric</p>	<p><b>Criteria Met</b>                  100% (51/51) earned at least 2 out of 3 points on the midpoint and final Case Conceptualization papers</p>	<ul style="list-style-type: none"> <li>• Reviewed in January and February 2025 faculty meetings                         <ul style="list-style-type: none"> <li>○ Moving to 1 final case presentation in practicum to enhance discussion and focus throughout the year on classroom discussion and coaching.                                 <ul style="list-style-type: none"> <li>▪ <b>Faculty approved by unanimous vote</b></li> </ul> </li> </ul> </li> </ul> <p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>• See counseling program minutes</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b> 4 - Demonstrate effective counseling skills</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.F.5: Counseling and Helping Professions</p>		
<p><b>Key Performance Indicator 5:</b> Students will demonstrate knowledge of the counselor characteristics and behaviors that influence the counseling process (2.F.5.f), and application of essential interviewing, counseling, and case conceptualization skills (2.F.5.g).</p>		
<p><b>Assessment Criteria and Methods of Collection</b></p>	<p><b>Aggregate Findings</b></p>	<p><b>Follow-up and Curricular and Program Improvement</b></p>
<p><b>KPI 5 Data Point 1 (2.F.5.f- Knowledge):</b> 80% of students will earn at least a score of 80% on the Wampold quiz in EPS 592 (CMHC) and EPS 594 (SC)</p> <p><b>Method:</b> Faculty assessed via Canvas Examination and scored KPI evaluation in Tevera</p>	<p><b>Criteria Met</b> 94% (90/6) of students in EPS 592 and 100% (6/0) of students earned at least 80% on the examination.</p>	<ul style="list-style-type: none"> <li>• Fall 2025 Wampold Quiz updated to be more content valid and consistent with academic material.</li> <li>• Continue to monitor</li> </ul>
<p><b>KPI 5 Data Point 2 (2.F.5.f- Skills):</b> 80% of students will earn at least a score of meets expectations on the practicum supervisor evaluation of counseling skills in EPS 692</p> <p><b>Method:</b> Faculty Assessed via Survey in Tevera</p>	<p><b>Criteria Met</b> 98% (51/1) earned at least 80% on the quizzes.</p>	<ul style="list-style-type: none"> <li>• Reviewed in January and February 2025 faculty meetings</li> <li>• Continue to monitor</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b> 5 - Become familiar with studies in group dynamics and to demonstrate effective group counseling skills</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.F.6: Group Counseling and Group Work</p>		
<p><b>Key Performance Indicator 6:</b> Students will demonstrate skills related to characteristics and functions of effective group leaders (2.F.6.d)</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>KPI 6 Data Point 1 (Skills):</b> 80% of students will earn at least 2 of 3 points on the evaluation of students' application of group counseling skills in EPS 661.</p> <p><b>Method:</b> Faculty Assessed via Tevera Rubric</p>	<p><b>Criteria Met</b> 100% (53/53) earned at least 2 out of 3 points on the evaluation of students' application of counseling skills</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> </ul>
<p><b>KPI 6 Data Point 2 (Skills):</b> 80% of students will earn at least 2 of 3 points on the evaluation of students' application of group counseling skills via the practicum lab instructor's midterm and final surveys administered in EPS 692</p> <p><b>Method:</b> Practicum Clinic Instructor Survey through Tevera</p>	<p><b>Criteria Met</b> 100% (51/51) earned at least 2 out of 3 points on the evaluation of students' application of counseling skills via the practicum instructor's supervisor's midterm and final surveys administered in EPS 692</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b> 6 - Understand major theories of career development and related life factors, and to demonstrate effective career counseling skills</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.D.4: Career Development</p>		
<p><b>Key Performance Indicator 4:</b> Students will demonstrate strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (II-F.4.e)</p>		
<p><b>Assessment Criteria and Methods of Collection</b></p>	<p><b>Aggregate Findings</b></p>	<p><b>Follow-up and Curricular and Program Improvement</b></p>
<p><b>KPI 4 Data Point 1 (Knowledge):</b> 80% of students will earn at least 2 of 3 points on the evaluation of students' performance on the career guidance project (PCD-7)</p> <p><b>Method:</b> Faculty Assessed via Tevera Rubric</p>	<p><b>Criteria Met</b> 100% (37/37) earned at least 2 out of 3 points on the career guidance project (PCD-7)</p>	<ul style="list-style-type: none"> <li>• Continue to monitor</li> <li>• Updated KPI Assignment</li> </ul>
<p><b>KPI 4 Data Point 2 (Skills):</b> 80% of students will earn at least 2 of 3 points on the evaluation of students' application of career counseling skills via the practicum lab instructor's midterm and final surveys administered in EPS 692</p> <p><b>Method:</b> Practicum Clinic Instructor Tevera Survey</p>	<p><b>Criteria Met</b> 100% (48/48) earned at least 2 out of 3 points on the evaluation of students' application of career counseling skills via the practicum instructor's supervisor's midterm and final surveys administered in EPS 692</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b> 7 - Develop an understanding of assessment processes, and to demonstrate skills in individual and group approaches to assessment and evaluation</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.F.7: Assessment and Testing</p>		
<p><b>Key Performance Indicator 7:</b> Students will demonstrate skills related to methods of effectively preparing for and conducting initial assessment meetings initial assessment (II-F.7.b), and knowledge and skills in the use of symptom checklists, and use of personality and psychological testing (II-F.7.k)</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>KPI 7 Data Point 1 (II-F.7.b - Skills):</b> 80% of students will earn at least 2 of 3 points on the evaluation of students' application of intake and assessment skills on the summative skills rubric in EPS 688</p> <p><b>Method:</b> Faculty Assessed via Canvas</p>	<p><b>Criteria Met</b> 100% (42/42) earned at least 2 out of 3 points on the evaluation of students' application of intake and assessment counseling skills</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> </ul>
<p><b>KPI 7 Data Point 2 (II-F.7.b - Skills):</b> 80% of students will earn at least 2 of 3 points on the evaluation of students' application of intake and assessment skills via the practicum lab instructor's midterm and final surveys administered in EPS 692</p> <p><b>Method:</b> Practicum Clinic Instructor Tevera Survey</p>	<p><b>Criteria Met</b> 98% (48/1) earned at least 2 out of 3 points on the evaluation of students' application of intake and assessment skills</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b> 8 - Become familiar with research, statistics, and program evaluation as they apply to the practice of counseling.</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.F.8: Research and Program Evaluation</p>		
<p><b>Key Performance Indicators 8:</b> Students will demonstrate knowledge and skills in the identification of evidence-based counseling practices (II.F.8.b) and analysis and use of data in counseling (II.F.8.i)</p>		
<p><b>Assessment Criteria and Methods of Collection</b></p>	<p><b>Aggregate Findings</b></p>	<p><b>Follow-up and Curricular and Program Improvement</b></p>
<p><b>KPI 8 Data Point 1 (II.F.8.b - Knowledge):</b> 80% of CMHC students will earn at least 80% on the final examination or 3 quizzes in EPS 617</p> <p><b>Method:</b> Faculty Assessed via Canvas Examination</p>	<p><b>Criteria Met</b> 100% (23/23) passed the examination with an 80% or higher</p>	<ul style="list-style-type: none"> <li>• Reviewed in January and February 2025 faculty meetings</li> <li>• Faculty suggestions for program and curriculum modification:                             <ul style="list-style-type: none"> <li>○ Dr. Kolodinsky and Dr. Aurora will investigate: Dr. Aurora will conduct an item analysis of the quizzes, incorporate feedback from students, and create a pool of questions for a 50-question final exam.</li> <li>○ AY24-25 scores increased above 80% threshold</li> </ul> </li> </ul> <p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>• See counseling program minutes</li> </ul>
<p><b>KPI 8 Data Point 2 (II.F.8.b - Knowledge):</b> 80% of CMHC students will earn at least 2 of 3 points on the site supervisors' evaluation of students' use of data in counseling in EPS 694.</p> <p><b>Method:</b> Site Supervisor Assessed via Qualtrics Survey</p>	<p><b>Criteria Met</b> 94% (56/3) of CMHC students received at least a 2 of 3 in EPS 694 on the site supervisor evaluation.</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b>                  9 - Acquire knowledge about counseling supervision, and to experience peer, site supervisor and faculty supervision that allow students to integrate and apply the knowledge and skills that they have acquired to practice.</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 3.C: Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.</p>		
<p><b>Key Performance Indicator:</b> This program objective was not measured via the KPI process in 2024-2025.</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>SLPO 9 Data Point 1 (II.F.8.b - Knowledge):</b>                  Students report that practicum supervisors scored on average at least a 3 on a 5-point scale evaluating the following questions on the Student Evaluation of Internship Supervisors:</p> <ul style="list-style-type: none"> <li>• Provided useful feedback relative to my strengths and weaknesses.</li> <li>• Taught new professional approaches in working with clients.</li> </ul> <p><b>Method:</b> Tevera Survey Results</p>	<p><b>Criteria Met</b>                  58 students completed the evaluation during the fall 2024-summer 2025 semesters the results are as follows:</p> <p>Provided useful feedback relative to my strengths and weaknesses:                  Mean = 4.73</p> <p>Taught new professional approaches in working with clients.                  Mean = 4.80</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Faculty suggestions for program and curriculum modification:                         <ul style="list-style-type: none"> <li>○ <b>Outcome: Included a new question on the alumni survey specifically addressing this SLPO for 2022-2023.</b></li> </ul> </li> <li>• Spring/Summer 2024 began implementing Tevera using site supervisor profiles for easy access to evaluation</li> <li>• 2025 department is moving evaluation reporting systems to Canvas and Power BI and Qualtrics</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b>                  10 - Experience continuous course-related and overall program-related feedback to enhance their professional development as they become professional counselors.</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 3.C: Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of the student’s practicum and internship.</p>		
<p><b>Key Performance Indicator:</b> This program objective was not measured via the KPI process in 2024-2025.</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>SLPO Data Point 10 (II.F.8.b - Knowledge):</b>                  Students report that practicum supervisors scored on average at least a 3 on a 5 point scale evaluating the following questions on the Student Evaluation of Internship Supervisors:</p> <ul style="list-style-type: none"> <li>• Helped me to identify and achieve work goals.</li> <li>• Encouraged me to engage in professional behavior</li> </ul> <p><b>Method:</b> Tevera Survey</p>	<p><b>Criteria Met</b>                  58 students completed the evaluation during the fall 2024-summer 2025 semesters the results are as follows:</p> <p>Helped me to identify and achieve work goals.                  Mean = 4.6</p> <p>Encouraged me to engage in professional behavior                  Mean = 4.9</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> <li>• Spring/Summer 2024 began implementing Tevera for easy access to evaluation</li> <li>• August faculty meeting discussed moving toward Canvas and Power BI for assessment review and reporting.</li> </ul>

<p><b>Student Learning Program Objective Evaluated:</b>                  12 - Acquire knowledge and skills related to the ways that counselors use a variety of technologies designed to assist students, clients, and the systems they work within.</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 2.D.5.e: The impact of technology on the counseling process</p>		
<p><b>Key Performance Indicator (N/A):</b> This program objective was not measured via the KPI process in 2020-2021.</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>SLPO 12 Data Point 1 (Knowledge and Skills):</b>                  80% of students will earn at least 2 out of 3 points on this item in the final site supervisor evaluation administered in EPS 694  <b>Method:</b> Site supervisor assessed via Qualtrics survey</p>	<p><b>Criteria Met</b>                  100% (n=/27 SC, mean=2.3; 25/25 CMHC, mean = 2.4) site supervisor evaluations of students received at least a 2 on the annual professional disposition evaluation for this item</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> <li>• Spring/Summer 2024 began implementing Tevera using site supervisor profiles for easy access to evaluation</li> </ul>

## Section II

# Evaluation of Clinical Mental Health and School Counseling Specialty Areas Student Learning Objectives

<p><b>CACREP Standard(s) Evaluated:</b> CMHC 3.E.11 strategies for adapting and accommodating the counseling process to client culture, context, ability and preferences</p>		
<p><b>Key Performance Indicator 9 (CMHC):</b> Students will demonstrate knowledge and skills related to theories and models related to clinical mental health counseling</p>		
<p><b>Assessment Criteria and Methods of Collection</b></p>	<p><b>Aggregate Findings</b></p>	<p><b>Follow-up and Curricular and Program Improvement</b></p>
<p><b>CMHC-KPI 9 Data Point 1 (Knowledge):</b> 80% of students will earn at 80% on the final exam in EPS 681</p> <p><b>Method:</b> Final Items assessed by Faculty in Tevera</p>	<p><b>Criteria Met</b> 100% (47/47) passed the final at least 80%</p>	<ul style="list-style-type: none"> <li>• Faculty discussed updates to KPI in August 2024 Faculty meeting</li> <li>• EPS 681 January 2025 Meeting and reviewed to provide a clearer framework for the expectations regarding student counselors' participation in class activities. This review aimed to enhance participants' understanding of the assignment's criteria and foster more constructive engagement.                         <ul style="list-style-type: none"> <li>• Updated and Enhanced EPS 681 rubric in Spring 2025 in Fall 2025</li> <li>• Continue to monitor</li> </ul> </li> </ul>

<p><b>CACREP Standard(s) Evaluated: 5.H.6:</b> school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p>		
<p><b>Key Performance Indicator 10 (SC):</b> Students will demonstrate knowledge and skills related to school counselor roles as leaders, advocates, and systems change agents in P-12 schools</p>		
<p><b>Assessment Criteria and Methods of Collection</b></p>	<p><b>Aggregate Findings</b></p>	<p><b>Follow-up and Curricular and Program Improvement</b></p>
<p>SC KPI 10 Data Point 1 (Knowledge): 80% of students will earn at least 2 of 3 points on Project 1 – Interview with school personnel, parents, and other stakeholders</p> <p>Method: Faculty Assessed via Canvas Rubric</p>	<p>Assignment was not provided for the Fall 2024 semester</p>	<ul style="list-style-type: none"> <li>• New Assignment presented SP25 to change to a conceptualization paper focusing on school counselors as leaders, advocates, and system change agents in the P-12 setting.</li> <li>• Assignment put into effect for Fall 2025 semester.                             <ul style="list-style-type: none"> <li>• Proposed May 2025 Faculty meeting</li> <li>• Faculty approved and voted August 2025 meetings</li> </ul> </li> <li>• Continue to monitor</li> </ul>

## Section III

### Evaluation of Program-Level Objectives

## **Programmatic Objectives Evaluated**

1. Our Clinical Mental Health and School Counseling Programs regularly gather and “reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies.”
2. We seek to recruit and retain students who represent the diverse population of the Southwestern U.S.

<p><b>Programmatic Objective Evaluated:</b></p> <p>A. Our Clinical Mental Health and School Counseling Programs regularly gather and “reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies.”</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 4.B.1: Evaluations in the Program</p>		
<p><b>Programmatic Objective 1:</b> The program will obtain data follow-up studies of graduates, site supervisors, and employers of program graduates to make program and course adjustments based on this input.</p>		
Assessment Criteria and Methods of Collection	Aggregate Findings	Follow-up and Curricular and Program Improvement
<p><b>PO A.1: School Counseling</b> Average <i>site supervisor and employer</i> ratings on each of the domains on the <i>2024/2025 School Counseling Supervisors' Perceptions of Interns' Knowledge and Skills</i> will average 2 or higher</p> <p><b>Method:</b> Tevera Survey</p>	<p><b>Criteria Met</b> Each domain averaged 2 or higher on the school counselor version of the survey</p>	<ul style="list-style-type: none"> <li>• Reviewed in January 2025 faculty meetings</li> <li>• Continue to monitor</li> </ul>
<p><b>PO A.2: Clinical Mental Health Counseling</b> Average <i>site supervisor and employer</i> ratings on each of the domains on the <i>2024-2025 Clinical Mental Health Counseling Supervisors' Perceptions of Interns' Knowledge and Skills</i> will average 2 or higher</p> <p><b>Method:</b> Tevera Survey</p>	<p><b>Criteria Met</b></p> <p>a) Each of the items measured by the survey averaged 2 points or higher (“met” or “exceeded” expectations).</p>	<ul style="list-style-type: none"> <li>• Reviewed faculty meetings</li> <li>• Added these items to the agenda for the CMHC advisory board meeting held on 4/16/2025</li> <li>• Advisory board members recommend that students have more education surrounding Trauma (specifically, developmental trauma) and psychodynamic techniques.                             <ul style="list-style-type: none"> <li>○ Recommendations to be discussed during the August 2025 Committee Meeting</li> </ul> </li> <li>• Continue to monitor</li> </ul>

<p><b>Programmatic Objective Evaluated:</b></p> <p>A. Our Clinical Mental Health and School Counseling Programs regularly gather and “reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies.”</p>		
<p><b>CACREP Standard(s) Evaluated:</b> 4.B.1: Evaluations in the Program</p>		
<p><b>Programmatic Objective 1:</b> The program will obtain data follow-up studies of graduates, site supervisors, and employers of program graduates to make program and course adjustments based on this input.</p>		
<p><b>Assessment Criteria and Methods of Collection</b></p>	<p><b>Aggregate Findings</b></p>	<p><b>Follow-up and Curricular and Program Improvement</b></p>
<p><b>PO A.3</b> 80% of graduates and students in their last semester will report a rating of 3 out of 5 on the domains listed on the recent graduates survey</p> <p><b>Method:</b> Qualtrics Survey</p>	<p><b>Criteria Partially Met</b> Less than 80% of students report at a rating of 3 out of 5 on items scored less than on the survey:</p> <ul style="list-style-type: none"> <li>• Theories of Counseling and Counseling Assessment 28% Reported not being prepared for practice (n=5 out of 27 responses)</li> </ul> <p>Student Feedback listed cohort, internship and practicum experiences most beneficial in their program.</p>	<ul style="list-style-type: none"> <li>• Discuss in January 2026 retreat</li> <li>• Address methods to increase sample size</li> </ul>