



Counseling Program
Comprehensive Evaluation Plan
School of Education and Behavioral Sciences

2024

WSC Counseling Comprehensive Evaluation Plan

Mission Statements

Wayne State College

Wayne State inspires students through access to affordable, high quality academic programs, personalized support services, and a culture committed to diversity, sustainability, and creativity. Our college strengthens communities by engaging students in experiential learning and leadership opportunities. Wayne State serves the region through cultural opportunities, strategic partnerships, and innovative economic development programs.

Counseling Program

The mission of the Counseling Program is to facilitate the development of professional counselors who collaborate with others for the benefit of client, school, community, and the profession through counseling, social justice, and advocacy. This mission is accomplished through inquiry and reflection, counseling theories, counseling process, and ethics that have supported our profession and implementation of personal models of counseling and professional skills to facilitate effective relationships.

Program Evaluation

The program has developed a Comprehensive Evaluation Plan to systematically assess its objectives, as well as student learning, with the overarching goal of curriculum and program improvement. Data from multiple sources are collected and analyzed throughout the academic year. Thus, program modifications are data-driven and empirically-based through the use of objective information systematically collected from faculty, current and former students, and personnel in cooperating agencies (e.g. site supervisors, employers, advisory boards, etc.) at predetermined timepoints throughout the academic year. The culmination of the evaluation process is typically an annual report usually written at the end of the academic year, to reflect the prior calendar year (2024).

This report illustrates the degree to which the program met its three objectives in 2024. Findings from these assessments led to action items and program modifications to ensure that the program is meeting its standards and students are obtaining content knowledge and skills for working in professional counseling settings. Program evaluation is a continual agenda item on the faculty and staff meetings throughout the academic year. Assessment procedures, data collection strategies and tools, the comprehensive student database, and analytic methods are reviewed and discussed.

During each spring semester, the counseling faculty and staff examine student data gathered during annual reviews. Another review occurs during the spring semester, in collaboration with the Counseling Advisory Board (CAB) to determine action items and needed program modifications to be completed over the summer months in preparation for change submissions in the subsequent fall. The program's CACREP liaison is responsible for leading this effort and writing the annual report, which is subsequently disseminated electronically via the program's website and email to stakeholders.

Program Data Collection and Use for Ongoing Evaluation and Improvement

Table 1: Program Data Matrix

This table identifies the primary categories of data collected by the counseling program, the measures and tools used, and the procedures for collection, analysis, and application to curriculum and program improvement. Each row describes a specific data source along with when and how data are reviewed and how findings inform program changes.

Category	Measure	Data collected	Procedures for how and when data are collected	Method for how data will be reviewed or analyzed	Explanation for how data will be used for curriculum and program improvement
Aggregate student assessment data that address student knowledge, skills, and professional dispositions	Core Competency Measure	KPI Competence	Each annual review submission in Anthology by February 1 st .	Assessed by faculty group during annual review evaluation each March. Aggregate data reviewed at data retreat.	Faculty ensure there are no gaps in content knowledge or subject specific knowledge related to achievement of KPI competence. Curriculum content is adjusted as needed when low scores are observed across student location or subject areas.
Aggregate student assessment data that address student knowledge, skills, and professional dispositions	Core Competency Measure	KPI Competence	Assessed by site supervisor at mid- term and final of practicum and each internship placement.	Data reviewed by assigned faculty supervisor for practicum and/or internship courses to determine grade progress and areas of concern related to content knowledge. Aggregate data reviewed at data retreat.	Any scores posted at a 1 or 2 require additional remediation specific to student and discussion to determine gap in content knowledge resulting in noted score(s).
Aggregate student assessment data that address student knowledge, skills, and professional dispositions	CCS-R Parts 1 and 2	Basic Skills Competence (1) and Professional Dispositions (2)	Each annual review submission in Anthology by February 1 st .	Assessed by faculty group during annual review evaluation each March. Aggregate data reviewed at data retreat.	Faculty ensure there are no problematic areas of growth for students which require referral to CARE Committee prior to progressing forward in program.
Aggregate student assessment data that address student knowledge, skills, and professional dispositions	CCS-R Parts 1 and 2	Basic Skills Competence (1) and Professional Dispositions (2)	Assessed by site supervisor at mid- term and final of practicum and each internship placement.	Data reviewed by assigned faculty supervisor for practicum and/or internship courses to determine grade progress and areas of concern related to skills and professional dispositions. Aggregate data reviewed at data retreat.	Any scores posted at a 1 or 2 require additional remediation specific to student and discussion to determine rationale resulting in noted score(s).
Aggregate student assessment data that address student knowledge, skills, and professional dispositions	CPCE	CACREP Core Knowledge Competency	Data provided by CCE at the conclusion of national data review typically providing data to programs near the 15th of each month.	Data initially analyzed by Director of Counseling Services to determine a pass/fail for competence and notify students if their requirements have been met. Aggregate data reviewed at data retreat.	Data added to overall review to determine effective progress for student outcomes by location and subject area to evaluate for gaps.

Category	Measure	Data collected	Procedures for how and when data are collected	Method for how data will be reviewed or analyzed	Explanation for how data will be used for curriculum and program improvement
(2) demographic and other characteristics of applicants, students, and graduates	Application to the Institution	Demographic information endorsed for admission to WSC.	Data are collected with application online at the beginning of the student's application to the program.	Aggregate data from October snapshot report reviewed at data retreat.	Data are used to evaluate students accessing the program and to ensure no one is being denied consideration, progress, or graduation in the program due to demographic characteristics presented.
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Annual Review Form (current students)	Experiences with the program, coursework, content, and professional expectations. Feedback for program objectives.	Each annual review submission in Anthology by February 1st.	Aggregate data reviewed at data retreat.	Data are used to assess for areas that require immediate intervention of the program that must take place.
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Field Experience Survey (current students)	Experiences related to WSC counseling graduate field experience placement, supervision, and WSC as an institution. Information related to current populations served. Feedback for program objectives.	Graduates enrolled in field experience are administered this survey at the conclusion of each field experience placement to evaluate the supervisor and document activities at the site.	Aggregate data reviewed at data retreat.	Data are used to evaluate how graduates of the program perceive the field experience site, diversity of experiences, and supervisor and how that performance reflects on WSC.
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Student Exit Survey	Experiences with the program, coursework, content, and professional expectations. Information related to current populations served, professional exam progress, and employment. Feedback for program objectives.	Each student submits via Anthology at the end of their program before the end of their last internship.	Aggregate data reviewed at data retreat.	Data are used to assess student experience in the program and current employment expected upon graduation.
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Alumni Verification Survey	Notes the student's awareness to the time expiration of courses to be applied towards another specialty area if they choose to return. Gathers personal email	Each student submits via Anthology at the end of their program before the end of their last internship.	Aggregate data reviewed at data retreat.	Data are used to disclose limits of course expiration. Gather personal email addresses for future communications.

Category	Measure	Data collected	Procedures for how and when data are collected	Method for how data will be reviewed or analyzed	Explanation for how data will be used for curriculum and program improvement
		addresses for the future Alumni Survey.			
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Alumni Survey	Experiences with the program, coursework, content, and professional expectations. Information related to current populations served, professional exam progress, and employment. Feedback for program objectives.	At the end of each spring semester, students from the previous academic year are sent the alumni survey to complete 1 year following graduation.	Aggregate data of the previous year's alumni responses reviewed at data retreat.	Data are used to assess student experience in the program as it applies to current workforce expectations and current employment at time of survey.
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Employer Survey	Experiences related to WSC counseling graduate employee and WSC as an institution. Information related to current populations served. Feedback for program objectives.	Following the annual retrieval of the student exit and alumni surveys, employer's information is used to send the employer survey.	Aggregate data of the previous year's alumni responses reviewed at data retreat.	Data are used to evaluate how graduates of the program are perceived in the workplace and how that performance reflects on WSC.
(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates	Field Experience Supervisor Survey	Experiences related to WSC counseling graduate supervisee and WSC as an institution. Information related to current populations served. Feedback for program objectives.	Site supervisors administer this survey at the conclusion of each field experience placement with each student to evaluate the student and document activities at the site.	Aggregate data reviewed at data retreat.	Data are used to evaluate how graduates of the program are perceived in the workplace and how that performance reflects on WSC.

Program Objectives

In accordance with the Higher Learning Commission (HLC) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) Expectations for Graduate Students in Counseling Programs, students graduating from the counseling program will complete each of the following student learning outcomes (SLOs) with competence:

Student Learning Outcomes (SLOs)

SLO 1. Students will demonstrate knowledge of the eight core counseling areas designated by the program's national accreditation (CACREP).

- a. Evaluation of these competencies requires each student to complete:
 - i. Each core competency course with a grade of B- or better.
 1. Reviewed by faculty each annual review period via review of program of study and core competency measure.
 - ii. Pass the Counselor Preparation Comprehensive Examination (CPCE) in accordance with WSC program expectations.
 1. Reviewed by advisors and Director of Counseling Services upon receipt of official scores from the testing company.
 2. Completed no later than the last two active semesters of the program and prior to final internship completion.
 - iii. Demonstrate educational application of the core areas evaluated with the Core Competency Evaluation.
 1. Reviewed at each annual review, mid-term and final practicum evaluation, and mid-term and final internship evaluation.

SLO 2. Students will demonstrate knowledge of accreditation standards specific to their professional practice specialty created by the Nebraska Department of Education (NDE), the State of Nebraska, and CACREP specialty area(s) as applicable by program.

- a. Each standard for all applicable accrediting bodies are evaluated across each specialty area curriculum with specific written course learning objectives and assessments outlined for evaluation in each course.
- b. Each course requires a grade of B- or better to demonstrate competency in each applicable objective.
- c. National exams are reported to determine acceptable pass/fail rates for graduates of the program following completion to their specific subject area as applicable.
 - i. Clinical Mental Health Counseling and School Counseling students' aggregate scores on the National Counseling Exam (NCE) are reported.
 - ii. School Counseling students' aggregate scores are reported for the Praxis II as required for endorsement in the State of Nebraska.

SLO 3. Students will demonstrate competent skills and professional dispositions as an entry-level professional counselor in a supervised internship specific to their professional (i.e., either a clinical mental health, student affairs, or school) setting.

- a. Evaluation of these competencies occurs at mid-term and final evaluation of each internship experience with the implementation of the Counselor Competencies Scale-Revised (CCS-R) (Lambie, 2018).
 - i. Students complete a self-evaluation prior to internship.
 - ii. Students' site supervisor(s) complete a mid-term and final evaluation to indicate competency which is utilized to inform the student's overall grade in their field experience course in accordance with grade competency experiences.

Solicitation of Feedback and Data Review Related to Program Objectives

Table 2: Feedback collection tools and documentation of impact

This table summarizes how feedback is solicited, who administers it, when it is reviewed, and how impact is documented.

Solicitation of Feedback to	Tool	Administered By/When Administered	Department Data Reviewed	Documentation of Impact
Faculty	CAB	CSL Dept each fall and spring semester	Formally discussed and noted at CAB	Reported in evaluation report at the end of each academic year
Faculty	Department	Weekly	Formally discussed and noted in agenda	Reported in evaluation report at the end of each academic year
Current Students	Annual Review Survey	Administered via Anthology and Advisor; Due each February 1st	Annually in March and noted in agenda	Reported in evaluation report at the end of each academic year
Former Students	Student Exit Survey	Administered via Anthology and Advisor; Completed at the end of program in graduation semester	End of academic year	Reported in evaluation report at the end of each academic year
Former Students	Alumni Survey	Administered by CSL Director annually via Anthology at least one year following graduation	End of academic year	Reported in evaluation report at the end of each academic year
Personnel in Cooperating Agencies	CAB (each fall/spring)	CSL Dept each fall and spring semester	As needed and formally discussed at CAB	Reported in evaluation report at the end of each academic year
Personnel in Cooperating Agencies	Field Experience Survey	Administered by CSL Director at the end of each field experience placement via Anthology	End of academic year	Reported in evaluation report at the end of each academic year
Personnel in Cooperating Agencies	Employer Survey	Administered by CSL Director annually at end of year	End of academic year	Reported in evaluation report at the end of each academic year

To ensure the relevance and timeliness of the program objectives, we continue to maintain this topic as a permanent item of review for our Counseling Advisory Board (CAB) and our Counseling Department meetings.

Key Performance Indicators (KPIs)

As described in the 2016 CACREP Standards (Standard 4.F), KPIs need to be established for the assessment of students' knowledge and skills. Therefore, a total of 11 KPIs were identified and defined, eight corresponding to each core area and one for each program's specialty area (clinical mental health counseling, school counseling, and student affairs and college counseling). At the conclusion of this measure, the assessor has the option to add qualitative comments related to the submission for additional consideration. Scale used to assess each respective KPI to ensure consistency across CCS-R when possible.

KPI Competency Rating Scale

The following scale is used to assess each KPI consistently across all evaluators

0 – Unable to Assess

Insufficient evidence to evaluate.

1 – Harmful

The counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

2 – Below Expectations / Insufficient / Unacceptable

The counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s); ability to facilitate therapeutic conditions; and professional disposition(s) and behavior(s).

3 – Near Expectations / Developing Toward Competencies

The counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

4 – Meets Expectations / Demonstrates Competencies

The counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the "Demonstrates Competencies" level at the conclusion of their practicum and/or internship.

5 – Exceeds Expectations / Demonstrates Competencies

The counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Eight Core KPIs for all Counseling Students – SLO 1

Student effectively models:

1. Knowledge and demonstration of applicable ethical practice and professional counseling orientation including advocacy, consultation, self-care, feedback application, technologies impact, credentialing processes, professional associations, professional boundaries, history of the field.
2. Sensitivity to the multicultural context of relationships and diversity including an understanding of personal cultural characteristics, theories of multicultural counseling, identity development, and social justice.
3. Theories of human growth and development and transitions across the lifespan in relation to personality, bio-psycho-social-neuro concerns, behavior, trauma, and etiology of addictions.
4. Knowledge and application of career development theories and decision-making models including application to client's individual needs.
5. Counseling theories and helping relationships that provide the student with models to conceptualize client presentation, help the student select appropriate counseling interventions, and begin to develop a personal model of counseling with the application of essential interviewing and counseling skills.
6. Theoretical and experiential understanding of group counseling and group work, development, dynamics, theories, methods, and skills.
7. Knowledge of individual and group approaches to assessment and testing, including non-standardized and standardized tests and differential diagnosis.
8. Knowledge of research methods, statistical analysis, needs assessment, and program evaluation.

Subject-Specific KPIs for Each Program Specialty – SLO 2

Clinical Mental Health Counseling

Principles and practices related to growth models of counseling, including client centered interventions, as well as practices of diagnosis, treatment, referral, identifying clinical presentation of clients with mental and emotional impairments, and prevention of mental and emotional disorders.

Student Counseling

Principles and practices related to current school counseling roles, including integration of the most current ASCA model, applying student centered interventions, assessing for referral, identifying students with mental and emotional impairments, and preventing and managing of crisis concerns.

Student Affairs and College Counseling

Principles and practices related to current roles in post-secondary education, including integration of student equity practices, applying student centered interventions, assessing for referral, identifying students with mental and emotional impairments, and preventing and managing of crisis concerns.

Comprehensive KPI Assessment Plan

The following comprehensive KPI assessment plan began Fall 2024. Below is the table indicating each KPI, course where it is assessed, and two data points with minimum passing score.

Table 3: Comprehensive Counseling Program KPI Assessment Plan

KPI	KPI Description	Data Point	Course	Assessment	Min. Passing Score
KPI 1 – Professional Counseling Orientation and Ethical Practice	Graduates will demonstrate knowledge of professional counseling roles, ethical standards, and regulatory practices, applying them in diverse service delivery modalities.	1	CSL 580	Ethical Self-Reflection Autobiography	80%
KPI 1 – Professional Counseling Orientation and Ethical Practice	Graduates will demonstrate knowledge of professional counseling roles, ethical standards, and regulatory practices, applying them in diverse service delivery modalities.	2	CSL 697	Professional Counseling Orientation and Ethical Practice Journal Prompt	80%
KPI 2 – Social and Cultural Identities and Experiences	Graduates will exhibit the ability to apply theories of multicultural counseling, social justice, and advocacy, particularly in eliminating barriers to mental health services for marginalized populations.	1	CSL 547	Cultural Competencies Individual Presentation	80%
KPI 2 – Social and Cultural Identities and Experiences	Graduates will exhibit the ability to apply theories of multicultural counseling, social justice, and advocacy, particularly in eliminating barriers to mental health services for marginalized populations.	2	CSL 697	Social and Cultural Identities and Experiences Journal Prompt	80%
KPI 3 – Lifespan Development	Graduates will integrate theories of development and neurobiological factors to create individualized treatment plans that promote resilience and wellness across the lifespan.	1	CSL 630	Elder Interview: Developmental Biography	80%
KPI 3 – Lifespan Development	Graduates will integrate theories of development and neurobiological factors to create individualized treatment plans that promote resilience and wellness across the lifespan.	2	CSL 697	Lifespan Development Journal Prompt	80%
KPI 4 – Career Development	Graduates will demonstrate proficiency in using career assessment tools and strategies to guide individuals from diverse backgrounds toward meaningful educational and occupational opportunities.	1	CSL 615	Career Development Presentation	80%
KPI 4 – Career Development	Graduates will demonstrate proficiency in using career assessment tools and strategies to guide individuals from diverse backgrounds toward meaningful educational and occupational opportunities.	2	CSL 697	Career Development Journal Prompt	80%
KPI 5 – Counseling Practice and Relationships	Graduates will apply evidence-based counseling techniques and culturally responsive strategies to establish and maintain effective therapeutic relationships across diverse service delivery modalities.	1	CSL 660	Final Recording, Transcript, Reflection, and Counselor Competencies	80%
KPI 5 – Counseling Practice and Relationships	Graduates will apply evidence-based counseling techniques and culturally responsive strategies to establish and maintain effective therapeutic relationships across diverse service delivery modalities.	2	CSL 697	Counseling Practice and Relationships Journal Prompt	80%
KPI 6 – Group Counseling and Group Work	Graduates will demonstrate proficiency in facilitating group counseling sessions by applying theories of group dynamics, leadership, and culturally sustaining practices to promote therapeutic outcomes.	1	CSL 665	Group Counseling Manual and Session Outline	80%
KPI 6 – Group Counseling and Group Work	Graduates will demonstrate proficiency in facilitating group counseling sessions by applying theories of group dynamics, leadership, and culturally sustaining practices to promote therapeutic outcomes.	2	CSL 662	Group Counseling and Group Work Reflection	80%

KPI	KPI Description	Data Point	Course	Assessment	Min. Passing Score
KPI 7 – Assessment and Diagnostic Processes	Graduates will conduct comprehensive assessments and apply diagnostic tools, considering cultural and developmental factors, to create tailored intervention plans for mental health and behavioral disorders.	1	CSL 625	Clinical Assessment and Conceptualization Report	80%
KPI 7 – Assessment and Diagnostic Processes	Graduates will conduct comprehensive assessments and apply diagnostic tools, considering cultural and developmental factors, to create tailored intervention plans for mental health and behavioral disorders.	2	CSL 697	Assessment and Diagnostic Processes Journal Prompt	80%
KPI 8 – Research and Program Evaluation	Graduates will utilize appropriate research methods to evaluate counseling practices and programs, ensuring culturally sustaining and developmentally appropriate outcomes.	1	CSL 671 (SC)	School Counseling Program Assessment Plan	80%
KPI 8 – Research and Program Evaluation	Graduates will utilize appropriate research methods to evaluate counseling practices and programs, ensuring culturally sustaining and developmentally appropriate outcomes.	1	CSL 672 (MH)	Counseling Program Evaluation (CPE) for a Clinical Mental Health Agency	80%
KPI 8 – Research and Program Evaluation	Graduates will utilize appropriate research methods to evaluate counseling practices and programs, ensuring culturally sustaining and developmentally appropriate outcomes.	2	CSL 697	Research and Program Evaluation Journal Prompt	80%
KPI 9 – Clinical Mental Health Counseling	Graduates will demonstrate competency in diagnosing and treating mental and behavioral disorders using evidence-based strategies while advocating for clients within integrated healthcare settings.	1	CSL 675	Mock Clinical Mental Health Case File	80%
KPI 9 – Clinical Mental Health Counseling	Graduates will demonstrate competency in diagnosing and treating mental and behavioral disorders using evidence-based strategies while advocating for clients within integrated healthcare settings.	2	CSL 697	Final Case Review	80%
KPI 10 – School Counseling	Graduates will design and deliver comprehensive school counseling programs that incorporate trauma-informed approaches and promote academic, social-emotional, and career readiness in PK-12 students.	1	CSL 647	Comprehensive School Counseling Program Portfolio	80%
KPI 10 – School Counseling	Graduates will design and deliver comprehensive school counseling programs that incorporate trauma-informed approaches and promote academic, social-emotional, and career readiness in PK-12 students.	2	CSL 697	Final Case Review	80%

Professional Skills and Dispositions

Professional dispositions and skills were identified and defined per 2016 CACREP Standards (Standard 4.G) to identify SLO 3 of the program. A total of 12 skills (Part 1) and 11 professional dispositions (Part 2) were assessed in accordance with Lambie’s (2018) Counselor Competency Scale – Revised (CCS-R). This tool is used with permission from the author acquired in 2019. This assessment takes place at multiple points in the program, including application, annual review each spring, practicum mid-term and final, and internship mid-term and final. At the conclusion of this measure, the assessor has the option to add qualitative comments related to the submission for additional consideration.

Figure 1: Counseling Skills & Therapeutic Conditions Assessment Chart

Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
1. B		Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...”, “Hm”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
1. C		Questions	Use of Appropriate Open & Closed Questioning (<i>e.g., avoidance of double questions</i>)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
1. D		Reflecting_a Paraphrasing	Basic Reflection of Content – Paraphrasing (<i>With couples and families, paraphrasing the different clients’ multiple perspectives</i>)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
1. E		Reflecting_b Reflection of Feelings	Reflection of Feelings (<i>With couples and families, reflection of each clients’ feelings</i>)	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
1. F		Reflecting_c Summarizing	Summarizing content, feelings, behaviors, & future plans (<i>With couples and families, summarizing relational patterns of interaction</i>)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did <i>not</i> understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.

Figure 2: Counseling Skills & Therapeutic Conditions Assessment Chart (continued)

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. G		Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs <i>(taking counseling to a deeper level)</i>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.
1. H		Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
1. I		Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals <i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
1. J		Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., <i>purposeful counseling</i>)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
1. K		Facilitate Therapeutic Environment_a: Empathy & Caring	Expresses accurate empathy & care; Counselor is "present" and open to clients <i>(includes immediacy and concreteness)</i>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
1. L		Facilitate Therapeutic Environment_b: Respect & Compassion	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

Figure 3: Counseling Dispositions & Behaviors Assessment Chart

Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2. B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2. D		Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
2. E		Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

Figure 4: Counseling Dispositions & Behaviors Assessment Chart (continued)

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2. F		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
2. G		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.
2. H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2. I		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2. J		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
2. K		Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

Competence in Writing

Graduate competence in writing is assessed at entry and with the submission of a graduate research paper. This is then reviewed by each student's advisor upon submission and used as an assessment artifact in accordance with the non-thesis option for the Master of Science in Education (MSE) requirements.

Table 4. Graduate Research Paper Rubric for Writing Competence

This table provides a rubric outlining how graduate research papers are evaluated across three categories: *Ideas and Content*, *Organization*, and *Mechanics*. Each category includes performance descriptors for four achievement levels—Not Acceptable (1), Acceptable (2), Target (3), and Exemplary (4).

Assessment Item	Not Acceptable - 1	Acceptable - 2	Target - 3	Exemplary - 4
Ideas/Content	<ul style="list-style-type: none"> • Writer conveys little opinion or position about the topic. • Content has many digressions from the topic. • Reasoning is unclear. • Supporting examples or reasons are lacking. 	<ul style="list-style-type: none"> • Writer omits some information from the required questions. • Content has some digressions from the topic. • Reasoning is somewhat logical and convincing. • Supporting examples or reasons are adequate and acceptable. 	<ul style="list-style-type: none"> • Writer responds to all information the questions posed. • Content is generally focused on the topic. • Reasoning is usually logical and convincing. • Supporting examples or reasons are adequate, acceptable and relevant. 	<ul style="list-style-type: none"> • Writer conveys a clear opinion or position and responds to all of the questions. • Content is well-focused on the topic. • Reasoning is logical and compelling. • Supporting examples or reasons are numerous and relevant.
Organization	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is lacking. • Pacing is awkward. • Transitions are missing or connections are unclear. • Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is limited. • Pacing is somewhat inconsistent. • Transitions are repetitious or weak. • Paragraphing is irregular. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is functional. • Pacing is generally controlled. • Transitions are functional. • Paragraphing is generally successful. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is effective. • Pacing is well- controlled. • Transitions effectively show how ideas connect. • Paragraphing is sound.
Mechanics	<ul style="list-style-type: none"> • Sentences seldom vary in length or structure. • Phrasing sounds awkward and unnatural. • Fragments or run-ons confuse the reader. • Grammar, usage, punctuation, and spelling errors are numerous and distract the reader. • The most current version of APA formatting has not been applied or has been applied with moderate errors that are distracting to the reader. 	<ul style="list-style-type: none"> • Sentences occasionally vary in length or structure. • Phrasing occasionally sounds natural. • Fragments and run-ons, if present, do not confuse the reader. • Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader. • The most current version of APA formatting has been applied with moderate errors but are not distracting to the reader. 	<ul style="list-style-type: none"> • Sentences generally vary in length or structure. • Phrasing generally sounds natural. • Fragments and run-ons, if present, are intended for stylistic effect. • Document is free from any significant grammar, usage, punctuation, and/or spelling errors. • The most current version of APA formatting has been applied with minimal errors. 	<ul style="list-style-type: none"> • Sentences vary in length and structure throughout. • Phrasing consistently sounds natural and conveys meaning. • Fragments and run-ons, if present, are intended for stylistic effect and are appropriately used. • Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated. • The most current version of APA formatting has been applied with no errors.

Evaluation of Program Objectives

Each KPI is assessed at introductory and mastery levels with a specified assignment or assessment. Course instructors, faculty, and/or site supervisors provide these ratings using a rubrics-driven, 5-point Likert scale based on the CCS-R as noted above: 0-Unable to Assess, 1-Harmful, 2-Below Expectations, 3-Progressing, 4-Meets Expectations, and 5-Exceptional. The only other rubric used as a WSC-specific measure is the writing rubric established by the MSE program.

The program maintains a database for tracking student performance on program objectives and KPIs across courses and identifying areas where a student may need additional support or training. Faculty advisors meet with students after each semester to review their progress and provide advising support. Each spring semester, an assessment of student performance on the KPIs is completed at annual review with all full-time program faculty. The form used for these reviews mirrors the rubrics outlined above. A plan for remediation is made if a student performs “Below Expectations” on any KPI or objective, though remediation plans may be implemented prior to this formalized reviewed as needed.

KPIs are also analyzed in aggregate to determine the effectiveness of each assessment and/or assignment in helping students demonstrate the required knowledge and skills, as well as to identify KPIs in which students consistently underperform. Data collected throughout the year are presented to faculty at the annual review meeting in March. The analyzed data are consequently used to guide program improvement, which may include the modification of one or more areas (e.g., course assignments, course content, instruction mode and delivery, and course sequencing).

Table 5: Timeline for Assessment of Student Performance

The following timeline delineates when each of the following items are assessed and integrated into the program: baseline is developed (B), introductory content is provided (I), developmental progress is expected (P), mastery of content is expected (M), level assignments for the KPIs are assessed. In the event a student presents with insufficient progress in the program or underperformance on an assessment, the student is referred to the CARE (Counselor Assessment, Remediation, and Education) Committee for review of their concern and to develop a remediation plan promoting individualized student success.

Student Learning Outcome	KPI	Application and Interview to Program	Core Course Content	Subject Course Content	Annual Review Y1	Annual Review Y2	Annual Review Y3 & Beyond	Practicum Mid-Term	Practicum Final	Internship Mid-Term	Internship Final	Writing Artifact	CPCE	National Exams (NCE and/or Praxis II)
SLO 1	KPI 1	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
SLO 1	KPI 2	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
SLO 1	KPI 3	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
SLO 1	KPI 4	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
SLO 1	KPI 5	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
SLO 1	KPI 6	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
SLO 1	KPI 7	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
SLO 1	KPI 8	-	I	-	P	P	P	P	P/M	P/M	M	-	M	M
SLO 2	KPI 9	-	-	I	P	P	P	P	P/M	P/M	M	-	-	-
SLO 2	KPI 10	-	-	I	P	P	P	P	P/M	P/M	M	-	-	-
SLO 2	KPI 11	-	-	I	P	P	P	P	P/M	P/M	M	-	-	-
SLO 3	Skills	B	I	I	P	P	P	P	P/M	P/M	M	-	-	-
SLO 3	Dispositions	B	I	I	P	P	P	P	P/M	P/M	M	-	-	-
MSE Writing Competence	Submission(s)	B	-	-	-	-	-	-	-	-	-	M	-	-

4.D. (1) Findings of KPIs, Professional Dispositions, Demographics, Employment, and Licensure

Table 6: 2024 KPI Performance Metrics for all Counseling Students

The table below outlines the overall student performance on the KPIs at each level in the program based on the key data points identified above for 2024. All program-offered subject areas and delivery locations are included. Average scores are reported below and redacted to protect student identity if only one student was present in the sample. All totals rounded to the nearest whole number.

Student Learning Outcome	KPI	Application and Interview to Program (n=35)	Annual Review Y1 (n=24)	Annual Review Y2 (n=21)	Annual Review Y3 & Beyond (n=31)	Practicum Mid-Term (n=32)	Practicum Final (n=32)	Internship Mid-Term (n=41)	Internship Final (n=41)	Writing Artifact (n=34)	CPCE 2024* (n=32)	NCE 2024 (see Figures 5 and 6) (n=13)	Praxis II 2024* (n=13)
SLO 1	KPI 1	-	3	4	4	4	5	5	5	-	12	8	-
SLO 1	KPI 2	-	3	4	4	4	4	4	5	-	10	7	-
SLO 1	KPI 3	-	3	4	3	4	4	4	5	-	10	11	-
SLO 1	KPI 4	-	3	4	3	4	4	4	4	-	11	9	-
SLO 1	KPI 5	-	3	4	4	4	5	4	5	-	11	41	-
SLO 1	KPI 6	-	3	4	4	3	4	4	4	-	12	12	-
SLO 1	KPI 7	-	3	3	4	3	4	4	4	-	10	23	-
SLO 1	KPI 8	-	3	4	4	3	4	4	4	-	11	2	-
SLO 2	KPI 9	-	3	4	4	-	-	-	-	-	96.9% Pass (31 students)	92% Pass (12 students)	-
SLO 2	KPI 10	-	3	4	5	-	-	-	-	-	96.9% Pass (31 students)	-	76.92% Pass (10 students)
SLO 2	KPI 11	-	ND	4	ND	-	-	-	-	-	96.9% Pass (31 students)	-	-
SLO 3	Skills	3	3	4	4	4	4	4	5	-	-	31	-
SLO 3	Dispositions	3	3	4	4	4	5	5	5	-	-	10	-
MSE Writing Competence	Submission(s)	2	-	-	-	-	-	-	-	4	-	-	-

Notes:

- "ND" indicates no data for the year selected.
- *Testing data includes retests that superseded previous attempts within the calendar year.

All Clinical Mental Health Counseling Students

Table 7: Performance metrics for students in the Clinical Mental Health Counseling program

The table below outlines the overall Clinical Mental Health student performance on the KPIs at each level in the program based on the key data points identified above for 2024. Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program (n=25)	Annual Review Y1 (n=15)	Annual Review Y2 (n=13)	Annual Review Y3 & Beyond (n=17)	Practicum Mid-Term (n=22)	Practicum Final (n=22)	Internship Mid-Term (n=28)	Internship Final (n=28)	Writing Artifact (n=23)	CPCE 2024* (n=26)
SLO 1	KPI 1	-	3	4	4	4	5	4	5	-	12
SLO 1	KPI 2	-	3	4	4	4	4	4	5	-	10
SLO 1	KPI 3	-	3	4	3	4	5	4	5	-	11
SLO 1	KPI 4	-	3	4	3	4	4	4	4	-	11
SLO 1	KPI 5	-	3	4	4	4	5	4	5	-	11
SLO 1	KPI 6	-	3	4	3	4	4	4	4	-	12
SLO 1	KPI 7	-	3	4	3	4	3	4	4	-	10
SLO 1	KPI 8	-	3	4	3	3	3	4	4	-	11
SLO 2	KPI 9	-	3 (n=14)**	4 (n=12)**	4 (n=14)**	4	4	4	5	-	100% Pass
SLO 2	KPI 10	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	100% Pass
SLO 2	KPI 11	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	100% Pass
SLO 3	Skills	3	3	4	4	4	4	4	5	-	-
SLO 3	Dispositions	3	3	4	4	4	5	5	5	-	-
MSE Writing Competence	Submission(s)	2	-	-	-	-	-	-	-	3	-

Notes:

- *Testing data includes retests that superseded previous attempts within the calendar year.
- **Different number of students reported for KPIs 9-11 due to mid-year Annual Review form change.

Clinical Mental Health Location-Specific

Table 8: Performance metrics for students in the Clinical Mental Health Counseling program at Wayne

This table presents 2024 assessment results for Clinical Mental Health Counseling students enrolled at the Wayne campus. Data reflect average performance on each Key Performance Indicator (KPI) by program level, using the assessment measures identified in the Comprehensive KPI Assessment Plan. Student location identification is revealed via their self-reports. Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program (All students n=25)	Annual Review Y1 (n=3)	Annual Review Y2 (n=3)	Annual Review Y3 & Beyond (n=5)	Practicum Mid-Term (n=6)	Practicum Final (n=6)	Internship Mid-Term (n=8)	Internship Final (n=8)	Writing Artifact (n=10)	CPCE 2024* (n=9)
SLO 1	KPI 1	-	3	4	4	5	5	5	5	-	12
SLO 1	KPI 2	-	3	4	4	4	3	4	5	-	10
SLO 1	KPI 3	-	3	4	4	4	4	4	5	-	10
SLO 1	KPI 4	-	3	4	4	4	4	3	4	-	11
SLO 1	KPI 5	-	3	4	4	4	5	4	4	-	11
SLO 1	KPI 6	-	3	4	3	4	5	3	3	-	12
SLO 1	KPI 7	-	3	4	3	4	4	4	4	-	11
SLO 1	KPI 8	-	3	3	3	4	3	4	3	-	11
SLO 2	KPI 9	-	3 (n=3)**	4 (n=3)**	4 (n=4)**	4	4	4	5	-	100% Pass
SLO 2	KPI 10	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	100% Pass
SLO 2	KPI 11	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	100% Pass
SLO 3	Skills	3	3	4	4	4	4	4	5	-	-
SLO 3	Dispositions	3	3	4	4	4	4	5	5	-	-
MSE Writing Competence	Submission(s)	2	-	-	-	-	-	-	-	3	-

Table 9: Location-specific performance metrics for students in the Clinical Mental Health Counseling program at South Sioux City

This table presents 2024 assessment results for Clinical Mental Health Counseling students enrolled at the South Sioux City campus. Data reflect average KPI performance by program level, based on the same key assessment measures used for the Wayne location. These results allow comparison across delivery sites to ensure consistent learning outcomes and benchmark achievement. Student location identification is revealed via their self-reports. Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program (All students n=25)	Annual Review Y1 (n=12)	Annual Review Y2 (n=10)	Annual Review Y3 & Beyond (n=12)	Practicum Mid-Term (n=16)	Practicum Final (n=16)	Internship Mid-Term (n=20)	Internship Final (n=20)	Writing Artifact (n=13)	CPCE 2024* (n=17)
SLO 1	KPI 1	-	3	4	4	4	5	5	5	-	12
SLO 1	KPI 2	-	3	3	3	4	4	5	5	-	10
SLO 1	KPI 3	-	3	4	3	4	5	4	5	-	11
SLO 1	KPI 4	-	3	4	3	4	4	4	5	-	11
SLO 1	KPI 5	-	3	4	4	4	5	4	5	-	12
SLO 1	KPI 6	-	3	4	3	4	4	4	5	-	11
SLO 1	KPI 7	-	3	3	3	3	3	4	5	-	10
SLO 1	KPI 8	-	3	4	3	3	3	4	4	-	11

Student Learning Outcome	KPI	Application and Interview to Program (All students n=25)	Annual Review Y1 (n=12)	Annual Review Y2 (n=10)	Annual Review Y3 & Beyond (n=12)	Practicum Mid-Term (n=16)	Practicum Final (n=16)	Internship Mid-Term (n=20)	Internship Final (n=20)	Writing Artifact (n=13)	CPCE 2024* (n=17)
SLO 2	KPI 9	-	3 (n=11)**	3 (n=9)**	4 (n=10)**	4	5	4	5	-	100% Pass
SLO 2	KPI 10	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	100% Pass
SLO 2	KPI 11	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	100% Pass
SLO 3	Skills	3	3	4	4	4	4	5	5	-	-
SLO 3	Dispositions	3	3	4	4	5	5	5	5	-	-
MSE Writing Competence	Submission(s)	2	-	-	-	-	-	-	-	3	-

Notes:

- Application data includes all applicants for a program start in summer 2024, fall 2024, or spring 2025 and were after the program location change.
- NCE data are provided in aggregate from only from CCE; Subject and location-specific data are not available to report.
- *Testing data includes retests that superseded previous attempts within the calendar year.
- **Different number of students reported for KPIs 9-11 due to mid-year Annual Review form change.

All School Counseling Students

Table 10: Performance metrics for students in the School Counseling program

The table below outlines the overall School Counseling student performance on the KPIs at each level in the program based on the key data points identified above for 2024.

Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program (All students n=9)	Annual Review Y1 (n=9)	Annual Review Y2 (n=6)	Annual Review Y3 & Beyond (n=13)	Practicum Mid-Term (n=9)	Practicum Final (n=9)	Internship Mid-Term (n=13)	Internship Final (n=13)	Writing Artifact (n=11)	CPCE 2024* (n=6)	Praxis II 2024* (n=13)
SLO 1	KPI 1	-	3	4	4	4	4	5	5	-	12	-
SLO 1	KPI 2	-	3	4	4	4	5	4	5	-	9	-
SLO 1	KPI 3	-	3	4	4	4	4	5	5	-	10	-
SLO 1	KPI 4	-	3	4	4	3	4	4	5	-	12	-
SLO 1	KPI 5	-	3	4	4	4	5	5	5	-	10	-
SLO 1	KPI 6	-	3	4	4	3	4	4	4	-	13	-
SLO 1	KPI 7	-	3	3	4	3	4	4	4	-	9	-
SLO 1	KPI 8	-	3	4	4	3	4	4	5	-	10	-
SLO 2	KPI 9	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	83.33% Pass	-
SLO 2	KPI 10	-	3 (n=6)**	4	5 (n=9)**	3	4	4	5	-	83.33% Pass	76.92% Pass
SLO 2	KPI 11	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	83.33% Pass	-
SLO 3	Skills	3	4	3	4	4	4	5	5	-	-	-
SLO 3	Dispositions	4	4	4	4	4	4	5	5	-	-	-
MSE Writing Competence	Submission(s)	2	-	-	-	-	-	-	-	4	-	-

Notes:

- *Testing data includes retests that superseded previous attempts within the calendar year.
- **Different number of students reported for KPIs 9-11 due to mid-year Annual Review form change.

School Counseling Location-Specific

Table 11: Performance metrics for students in the School Counseling program at Wayne

This table presents 2024 assessment results for School Counseling students enrolled at the Wayne campus. Data reflect average performance on each Key Performance Indicator (KPI) by program level, using the assessment measures identified in the Comprehensive KPI Assessment Plan. Student location identification is revealed via their self-reports. Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program (All students n=9)	Annual Review Y1 (n=6)	Annual Review Y2 (n=2)	Annual Review Y3 & Beyond (n=7)	Practicum Mid-Term (n=3)	Practicum Final (n=3)	Internship Mid-Term (n=6)	Internship Final (n=6)	Writing Artifact (n=7)	CPCE 2024* (n=3)	Praxis II 2024* (n=7)
SLO 1	KPI 1	-	3	4	4	4	4	5	5	-	11	-
SLO 1	KPI 2	-	3	4	4	4	4	4	5	-	8	-
SLO 1	KPI 3	-	3	4	4	4	4	5	5	-	10	-
SLO 1	KPI 4	-	3	4	4	4	4	4	5	-	9	-
SLO 1	KPI 5	-	3	4	4	4	4	5	5	-	9	-
SLO 1	KPI 6	-	3	4	4	1	4	4	5	-	12	-
SLO 1	KPI 7	-	3	4	4	1	4	4	5	-	8	-
SLO 1	KPI 8	-	3	4	4	1	4	4	5	-	7	-
SLO 2	KPI 9	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	66.67% Pass	-
SLO 2	KPI 10	-	3 (n=5)	4	5 (n=6)**	4	4	5	5	-	66.67% Pass	71.43% Pass
SLO 2	KPI 11	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	66.67% Pass	-
SLO 3	Skills	3	2	4	4	4	4	5	5	-	-	-
SLO 3	Dispositions	4	3	4	4	4	4	5	5	-	-	-
MSE Writing Competence	Submission(s)	2	-	-	-	-	-	-	-	4	-	-

Table 12: Performance metrics for students in the School Counseling program at South Sioux City

This table presents 2024 assessment results for School Counseling students enrolled at the South Sioux City campus. Data reflect average KPI performance by program level, based on the same key assessment measures used for the Wayne location. These results allow comparison across delivery sites to ensure consistent learning outcomes and benchmark achievement. Student location identification is revealed via their self-reports. Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program (All students n=9)	Annual Review Y1 (n=3)	Annual Review Y2 (n=4)	Annual Review Y3 & Beyond (n=6)	Practicum Mid-Term (n=6)	Practicum Final (n=6)	Internship Mid-Term (n=7)	Internship Final (n=7)	Writing Artifact (n=4)	CPCE 2024* (n=3)	Praxis II 2024* (n=6)
SLO 1	KPI 1	-	3	4	4	4	3	5	5	-	13	-
SLO 1	KPI 2	-	3	4	4	4	5	5	5	-	10	-
SLO 1	KPI 3	-	3	4	4	3	4	5	5	-	10	-
SLO 1	KPI 4	-	3	4	4	3	4	4	5	-	14	-
SLO 1	KPI 5	-	3	4	4	4	5	5	5	-	10	-
SLO 1	KPI 6	-	3	4	4	3	4	4	4	-	13	-
SLO 1	KPI 7	-	3	3	4	3	4	4	4	-	10	-
SLO 1	KPI 8	-	3	4	4	3	4	4	5	-	12	-

Student Learning Outcome	KPI	Application and Interview to Program (All students n=9)	Annual Review Y1 (n=3)	Annual Review Y2 (n=4)	Annual Review Y3 & Beyond (n=6)	Practicum Mid-Term (n=6)	Practicum Final (n=6)	Internship Mid-Term (n=7)	Internship Final (n=7)	Writing Artifact (n=4)	CPCE 2024* (n=3)	Praxis II 2024* (n=6)
SLO 2	KPI 9	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	100% Pass	-
SLO 2	KPI 10	-	(n=1) ***	4	4 (n=3)**	3	4	4	5	-	100% Pass	83.33% Pass
SLO 2	KPI 11	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	100% Pass	-
SLO 3	Skills	3	3	4	4	4	4	4	5	-	-	-
SLO 3	Dispositions	4	3	4	4	4	5	5	5	-	-	-
MSE Writing Competence	Submission(s)	2	-	-	-	-	-	-	-	4 / 4	-	-

Notes:

- Application data includes all applicants for a program start in summer 2024, fall 2024, or spring 2025 and were after the program location change.
- *Testing data includes retests that superseded previous attempts within the calendar year.
- **Different number of students reported for KPIs 9-11 due to mid-year Annual Review form change.
- ***Data not reported to protect individual student scores.

Demographic Information

Table 13: Fall 2024 Ethnic and Gender Background of Students (Oct. 15 Snapshot)

This table provides demographic information for students enrolled in the Counseling program.

Ethnicity	Clinical Mental Health Counseling (MSE)	Student Affairs and College Counseling (MSE)	School Counseling PK-12 (MSE)	Grand Total Counseling	Grand Total All WSC Students
American Indian (Female)	-	-	1	1	17
American Indian (Male)	1	-	-	1	19
Asian (Female)	-	-	-	-	31
Asian (Male)	-	-	-	-	17
Black (Female)	-	-	-	-	60
Black (Male)	-	-	1	1	74
Hawaiian/Pacific Islander (Female)	-	-	-	-	2
Hawaiian/Pacific Islander (Male)	-	-	-	-	2
Hispanic (Female)	2	-	2	4	367
Hispanic (Male)	-	-	1	1	188
Hispanic (Non-Binary)	-	-	-	-	1
Two or More Races (Female)	-	-	-	-	66
Two or More Races (Male)	1	-	2	3	57
Unknown (Female)	-	-	-	-	20
Unknown (Male)	1	1	-	2	10
White (Female)	24	-	19	43	2,312
White (Male)	10	-	5	15	1,412
White (Non-Binary)	-	-	-	-	1
International (Female)	-	-	-	-	60
International (Male)	-	-	-	-	91
Grand Total - Counseling	39	1	31	71	4,807

*The NB (non-binary) column is displayed only for ethnicities that reported this gender identity, as no data was available for other groups.

Student Status Data

Table 14: Fall 2024 Full-time/Part-Time Status by Program (Oct. 15 Snapshot)

This table compares full-time and part-time headcounts and FTE totals.

Program	Full-time Headcount	Part-time Headcount	Total Headcount	FTE
Clinical Mental Health Counseling – MSE	33	6	39	29
Student Affairs & College Counseling – MSE	1	0	1	1
School Counseling PK-6 & 7-12 – MSE	14	17	31	17
Grand Total – Counseling	58	23	71	47
Grand Total – All WSC Students	2,968	1,698	4,666	3,388

New Student Data

Table 15: New counseling majors by program (admitted and enrolled) 2019-20 through 2023-24

This table tracks new student admissions across five consecutive reporting years and includes five-year totals and averages by program.

Program	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Year Total – By Program	5-Year Average
Clinical Mental Health Counseling – MSE	17	13	23	22	23	98	19.6
Counseling – MSE	-	1	-	-	-	1	0.2
Student Affairs & College Counseling – MSE	5	2	2	2	1	12	2.4
School Counseling 7-12 – MSE	6	5	2	-	-	13	2.6
School Counseling PK-6 – MSE	4	6	-	-	1	11	2.2
School Counseling PK-6 & 7-12 – MSE	14	9	8	6	11	48	9.6
Grand Total – Counseling	46	36	35	30	36	183	36.6

New Student Qualitative Data

Reasons students chose Wayne State College, based on application responses:

- Affordability
- Program delivery format (low-residency)
- Location
- WSC undergraduate alum
- Quality of program/courses/faculty
- Recommendation from a friend/colleague/family member

Known reasons for withdrawal (based on email communication from applicants):

- Chose to enroll at another institution (e.g., alma mater, closer location)
- No longer interested/determined career was not a good professional fit
- Visa/international student requirement barriers
- Time commitment/family responsibilities
- General life timing – expressed interest in pursuing future degree

Table 16: Performance summary of applicants who voluntarily withdrew from the program in 2024*

This table summarizes performance data for students who voluntarily withdrew, showing results for counseling skills, dispositions, and writing competence at admission.

Student Learning Outcome	KPI	Application and Interview to Program (n=8)
SLO 3	Skills	3
SLO 3	Dispositions	3
MSE Writing Competence	Submission(s)	2

*All applicants on the reported rounds (Summer 2024, Fall 2024, Spring 2025) entered after the program location change.

Residency Feedback Data

Post-Residency Student Survey Ratings

After each residency, students were tasked with rating the items below on a 5-point scale (1 = Not Good to 5 = Excellent or 1 = Too Much/Too Fast to 5 = Too Little/Too Slow). They also rated content quantity and pace against an ideal score of 3. This information drives faculty and staff approaches to future residency programming, processes, activities, and instruction.

Table 17: Post-Residency Student Survey Results for 2024

This table presents student feedback on the Counseling Program residency experience for 2024. It summarizes ratings and written comments regarding the structure, content, and overall value of the residency.

Residency Month (2024)	Courses Administered	# Students Surveyed	Overall Experience	Room / Venue	Faculty Helpfulness	Collective Average Experience	Quantity of content (3 = ideal)	Content pace (3 = ideal)	Collective Average Content Suitability (points from ideal)
January*	<ul style="list-style-type: none"> CSL 625 Theory and Practice of Appraisal CSL 665 Group Counseling 	40	3.83	3.98	4.43	4.08	2.78	2.8	-0.21
March**	<ul style="list-style-type: none"> CSL 547 Multicultural Counseling and Advocacy CSL 688 Crisis and Trauma Intervention 	44	4.3	4.5	4.43	4.41	2.91	2.73	-0.18
August	<ul style="list-style-type: none"> CSL 647 Comprehensive School Counseling CSL 660 Professional Foundations and Counseling Skills CSL 661 Counseling Techniques and Strategies 	44	4.57	4.43	4.89	4.63	2.75	2.89	-0.18
October	<ul style="list-style-type: none"> CSL 580 Professional Ethical and Legal Standards of Practice CSL 671 Academic Organization / Administration of Counseling Services CSL 675 Diagnosis and Treatment Planning 	45	4.51	4.47	4.73	4.57	3.09	3.09	+0.09
Overall		173	4.30	4.35	4.62	4.42	2.88	2.88	-0.12

Notes:

- *Held virtually via Zoom due to weather
- **First Residency held on Wayne campus; adapted due to flooding damage at South Sioux City College Center facility

Written Post-Residency Student Survey Feedback

Students provided written feedback on what they found most and least helpful about their experience. Two comments per residency month were selected for each prompt and included in this report for context and implications. Some comments include the course referenced by the student to help inform implications for future residency structure and teaching methods.

Table 18: Representative student comments from post-residency written surveys, 2024

This table summarizes written feedback from Counseling Program students following the 2024 residency. It includes representative comments describing what students found most and least helpful about their residency experience

Residency Month (2024)	What did you find MOST helpful from this weekend's residency?	What did you find LEAST helpful from this weekend's residency?
January	"The faculty did a great job of keeping it interactive even with zoom."	"Math was hard to understand went to fast. This topic is maybe challenging in a virtual setting. But the staff did great at rolling with it!" (CSL 625 Theory and Practice of Appraisal)
	"Breaking into school counselor and clinical mental health because then we were able to discuss more about school counselors and how they would assess." (CSL 625 Theory and Practice of Appraisal)	"We did some practice that I felt was unnecessary. When we made fake clients to practice in therapy notes I felt we should have done that with our groups. Doing a bunch of other practice without our groups made things more confusing and tedious." (CSL 625 Theory and Practice of Appraisal)
March*	"Being on the campus was awesome, loved using the mock clinical session rooms." (CSL 547 Multicultural Counseling)	"No large group discussion time. So much lecturing about "what if" scenarios, not being able to debrief & get feedback." (CSL 688 Crisis and Trauma Intervention)
	"The support from the staff and being able to have difficult conversations in a safe space" (CSL 688 Crisis and Trauma Intervention)	"More than 2 role play practice sessions was possibly over kill, when we really needed more time to process big themes and messages that came along with the presentations" (CSL 688 Crisis and Trauma Intervention)
August	"The demonstrations from the professors was so monumental in giving me the confidence to take the skills we are learning and apply them to a role play scenario" (CSL 660 Professional Foundations and Counseling Skills)	"Over 20 minutes of PowerPoint heavy lecture, straight into role playing and on to next topic with no break. I usually hate taking breaks but lectures have always been difficult for me to keep my attention focused." CSL 660 Professional Foundations and Counseling Skills)
	"I really enjoyed the group case staffing. It really opened and allowed us to view our classmates minds and the amazing things they brought to the table." (CSL 661 Counseling Techniques and Strategies)	"The boundaries and lecture topics could have been a video and/or discussion post to allow for more skill demonstration and practice time." (CSL 661 Counseling Techniques and Strategies)
October	"A mixture of hands on, group, and lecture activities was great and helpful for all styles of learning. Instructors taking our feedback." (CSL 580 Ethics)	"I wish that we had more time to be able to go over things since there were so many questions. There were times it did feel rushed." (CSL 580 Ethics)
	"Real-life experience and demonstrations with our partner while also working on the notes, documentation, and diagnosis and goals with our client." (CSL 675 Diagnosis and Treatment Planning)	"More time to work on documentation would be nice but I would not take away from live practice. (Perhaps a live zoom class option after residency some time?)" (CSL 675 Diagnosis and Treatment Planning)

Student Data

Annual Review Enrollment Data

Table 19: Counseling student enrollment by program and academic year at Annual Review

Table shows counseling program enrollment by student year and concentration at annual review.

Student year	Mental Health Counseling	School Counseling	Student Affairs and College Counseling	Total Students by Year
First-Year Students	20	10	*	30
Second-Year Students	14	3	*	17
Third-Year Students	7	9	*	16
Fourth-Year Students	5	0	*	5
Fifth-Year (Other) Students	0	1	*	1
Total Students by Program	46	23	1	70

*Data not reported to protect individual student identity

Annual Review Key Findings

Most Valuable Courses:

- Courses that focused on foundational skills, theories, ethics, multicultural competence, and psychopharmacology were respectively cited as most valuable.

Least Valuable Courses:

- While some respondents did not specify any courses as least valuable, a few mentioned courses that they felt were less relevant or did not meet their expectations.
- Examples include courses in educational research, career development, assessment, and theories. diagnosis and treatment planning, and those that were not tailored towards school counseling for those in school counseling programs.

Ethical Dispositions:

- Since their most recent evaluation, 100% of the students reported no concerns with criminal charges, legal actions, grievances, employment termination, or probation or removal from a graduate program our course.

“Do you feel the counseling program has adequately addressed CACREP competencies to this point in your program?”

- Yes = 68 (97%), No = 1 (1%), Other = 1 (1%)
 - Student qualitative responses
 - “I am too early in my program to know for sure, but early signs are positive.”
 - “So far I have only taken 3 courses and those are the ones that I am in right now. So far I think all three of my courses show a lot of value. Those three are CSL 630-Lifespan and CSL 575-Client Adaptation, CSL 600-Theories of Counseling.”

“Upon graduation, do you intend work as a counselor in a high need/high demand/rural/underserved/diverse community?”

- Yes = 43 (61%), No = 3 (4%), Possibly = 24 (34%)
- Courses such as Theories, Multicultural Counseling, Professional Foundations, Ethics, Lifespan Development, Crisis Counseling, Diverse Families, and “all of

them” were mentioned as inspiring motivation to work with these populations.

Intentions Upon Graduation:

- Several respondents expressed intentions to work in high need/demand areas, rural communities, or with underserved populations upon graduation due to lack of and need for available counselors in those areas.
- Some students mentioned they already work in high needs/rural communities and plan to continue to work in those areas after graduation.
- Specific locations mentioned for future work included rural areas, specific schools, private practices, and non-profit agencies.
- Some student feedback states that students grew up in a high needs/demand rural area and want to help in those communities.
- Other students mention they are unsure at this point but would be willing to go wherever the need or job takes them.
- Overall, the feedback suggests a strong commitment among students to apply their counseling skills and knowledge to address the needs of diverse and underserved populations, particularly in rural and high demand areas. Many students are motivated to make a positive impact in their communities and provide accessible mental health services to those in need.

Feedback About the Counseling Program Objectives:

- “The objectives prepare students for the future.”
- “They are well met by courses I have taken so far.”
- “I believe the objectives are sufficient.”
- “The counseling program objectives are appropriate.”
- “From the program I have learned competent skills.”
- “I think some of the courses move a little fast”
- “I feel very prepared to become a school counselor.”
- “I’m excited that I get to learn these competencies”

Clinical Mental Health Program:

- **Value of Foundational Courses:** Many first-year students in the clinical mental health program highlighted the value of foundational courses such as Counseling Skills, Theories of Counseling, and Professional Foundations. These courses provided them with essential knowledge and skills to build upon.
- **Challenges with Specific Courses:** Several students expressed challenges or difficulties unique to their background and experiences. Several students indicating that EDU 603 Introduction to Research and Design was not as beneficial, and included the comment “It just seemed redundant of information I learned in high school and in undergraduate”.
- **Interest in Rural and Underserved Communities:** Many students in the clinical mental health program expressed a desire to work in rural or underserved communities upon graduation. Their motivations ranged from personal experiences to a recognition of the great need for mental health services in such areas.

School Counseling Program:

- **Practical Experiences:** Students in the school counseling program often highlighted the value of practical experiences such as practicum and internship placements and courses specifically designed for the school counseling content and practice. These experiences provided them with real-world exposure to the role of a school counselor.
- **Interest in Serving Diverse Student Populations:** Many school counseling students expressed a desire to work with diverse student populations, including underserved and high-need communities. Courses focusing on lifespan development, crisis counseling and multicultural counseling and diversity were particularly valued.
- **Challenges with Program Focus:** Some students in the school counseling program felt that the program was more geared towards clinical mental health, and they expressed a desire for more specific content related to school counseling.

Varied Experiences by Year Across All Subjects:

- **First Year Students:** First-year students across both programs often highlighted foundational courses as most valuable. They were still exploring career paths and expressing interest in serving diverse and underserved populations.
- **Second Year Students:** Second-year students often focused on practical experiences and specialized courses relevant to their chosen career paths.
- **Third Year and Beyond:** Students in their third year and beyond were often preparing for graduation and reflecting on their future careers. Many expressed plans to work in specific settings or communities, often motivated by field experience placements, specialized coursework, and personal experiences.

Overall, while there were common themes across both programs and years, each student's journey and priorities were unique, shaped by their experiences, aspirations, and challenges encountered during their program.

Field Experience Student Data

For the reporting period of January 1, 2024, to December 31, 2024, a total of 63 field experience student surveys were completed (1 student affairs, 18 school counseling, and 44 clinical mental health counseling placements). Participation in the field experience student survey provides feedback of our WSC field experience sites and supervisors at the practicum and internship levels. This survey is completed by field experience students following each field experience placement.

Table 20: Average Rated Responses by Program

This table summarizes 2024 Counseling Program field experience survey results completed by practicum and internship students. Data reflect average ratings of student satisfaction and training experiences by program. Ratings were based on a five-point scale (1 = Not at All to 5 = Very Much).

Program	Degree to which your expectations were met for this field?	Degree of opportunity and participation in decisions that affected you?	Degree to which your training needs were met?	Degree to which you were satisfied with your field experiences?
Clinical Mental Health	4.64	4.34	4.45	4.66
School Counseling	4.72	4.67	4.94	4.94
Student Affairs	*	*	*	*
All	4.67	4.44	4.6	4.75

*Data not reported to protect individual student scores

Select types of supervision provided onsite

- 71% of all students indicated their site had clear crisis procedures
- 71% of all students indicated their supervisor made time for questions and concerns
- 89% of all students indicated their supervisor made time to discuss case reviews
- 78% of school counseling students and 55% of clinical mental health students indicated they received support from other site professionals
- 33% of school counseling students and 73% of clinical mental health students indicated they received feedback regarding record-keeping

Table 21: Overall Experience Description (Coded)

This table presents coded summaries of Counseling Program students' overall field experience feedback for 2024. Responses were categorized as positive, neutral, or negative based on written comments.

Program	Positive	Neutral**	Negative
Clinical Mental Health	41 (93%)	3 (7%)	0 (0%)
School Counseling	18 (100%)	0 (0%)	0 (0%)
Student Affairs	*	*	*

*Data not reported to protect individual student scores

**Neutral includes positive overall sentiment but with noted qualifications.

Table 22: Site Recommendation by Students

This table summarizes Counseling Program students' responses to whether they would recommend their 2024 field experience sites to other students. Results are reported by program and coded as "Yes," "No," or "Other."

Program	Yes	No	Other**
Clinical Mental Health	39 (89%)	1 (2%)	4 (9%)
School Counseling	18 (100%)	0 (0%)	0 (0%)
Student Affairs	*	*	*

*Data not reported to protect individual student scores

** Other includes notes such as recommending a different supervisor, reservations about student fit, and pros vs. cons.

Table 23: Counseling Opportunities Available at Sites

This table summarizes the range of counseling experiences reported by students during 2024 field placements. Data show the percentage of students in each program who engaged in various professional counseling opportunities, including individual and group counseling, work with racially and culturally diverse clients, IEP reviews, billing, insurance, and program administration.

Counseling Opportunity	Clinical Mental Health	School Counseling	Student Affairs	All
Group Counseling	40 (91%)	15 (83%)	*	55 (89%)
Individual Counseling	35 (80%)	14 (78%)	*	49 (79%)
Racially Diverse Clients	35 (80%)	12 (67%)	*	47 (76%)
Culturally Diverse Clients	37 (84%)	10 (56%)	*	47 (76%)
IEP Reviews	5 (11%)	9 (50%)	*	14 (23%)
Billing Procedures/processes	12 (27%)	0 (0%)	*	12 (19%)
Insurance Credential processes	9 (21%)	0 (0%)	*	9 (15%)
Program Administration	2 (5%)	3 (17%)	*	5 (8%)

*Data not reported to protect individual student scores

Table 24: Student Perceptions of Site Supervisor Support

This table summarizes Counseling Program students' perceptions of site supervisor support during 2024 field experiences. Results are reported by program and indicate whether students felt supported ("Yes"), not supported ("No"), or expressed mixed experiences ("Other").

Program	Yes	No	Other**
Clinical Mental Health	42 (96%)	1 (2%)	1 (2%)
School Counseling	18 (100%)	0 (0%)	0 (0%)
Student Affairs	*	*	*

*Data not reported to protect individual student scores

**Other includes a statement about not feeling supported at first but eventually.

Table 25: Ethical Observations

This table summarizes Counseling Program students' reports of ethical concerns observed during 2024 field experiences. Data are shown by program and indicate whether students encountered any ethical issues at their sites.

Program	Yes	No
Clinical Mental Health	1 (2%)	43 (98%)
School Counseling	0 (0%)	18 (100%)
Student Affairs	*	*

*Data not reported to protect individual student scores

Table 26: Student Reporting that Required Hours Were Easily Met

This table shows Counseling Program students' responses regarding the ease of meeting required field experience hours during 2024. Results, reported by program, indicate whether students were able to complete their required practicum and internship hours within the assigned term.

Program	Yes	No
Clinical Mental Health	39 (89%)	5 (11%)
School Counseling	18 (100%)	0 (0%)
Student Affairs	*	*

*Data not reported to protect individual student scores

Additional comments shared from Clinical Mental Health students about their sites and placement experience (all identifying information has been removed for privacy):

- Being at an elementary school was a unique experience, but very appreciated as this is what I want to do. [Supervisor] was amazing to work with and I look forward to completing internship there.
- It has been the best experience :)
- I hope others have the chance to work with [Supervisor]!
- Supervisors are awesome!
- [Supervisor] was available to address my concerns.
- I enjoyed the diversity and variety at [Site].
- [Site] has been great in working with me. In the summer they allowed me to do some shadowing work so I could decide if I wanted to continue this degree, and I learned so much from them. It really helped me solidify my decision to continue down this path.
- My supervisor is not a strong supervisor
- I believe it is an issue of supervision, bandwidth and organization. Not a bad place and believe they are trying to do the right thing. Her other supervisees are moving to other supervisors as well which I think it a positive for both [Supervisor] and her supervisees. Feedback on form: I might suggest not limiting the characters in the boxes, it limits feedback.

Additional comments shared from School Counseling students about their sites and placement experience (all identifying information has been removed for privacy):

- Very grateful for my site supervisor!
- Great staff and felt very welcomed, [Supervisor] is great
- Great staff; can't say enough good things about [School]
- [Supervisor] was and will continue to be a valuable Supervisor]
- she was easy to work with and informative
- We worked well together.
- Great experience!
- My supervisor and site experience were great.

Field Experience Supervisor Data

For the reporting period of January 1, 2024, to December 31, 2024, a total of 55 field experience site supervisor surveys were completed (4 student affairs [all completed for the same student, so data is being excluded], 17 school counseling, and 34 clinical mental health counseling) which provides feedback of our WSC field experience at the practicum and internship levels. This survey is sent to field experience supervisors following each field experience placement.

**Other information was reported as follows:

- their field experience students were typically able to meet their required hours easily during their placement
- a variety of supervision experiences (e.g., direct observation, support from other site professions, group supervision, etc.) and client demographics/experiences were available to their supervisee
- their needs as a site supervisor for WSC were adequately met
- they were able to adequately support their supervisee

Table 27: Average Rated Responses by Site Supervisor (Scale: 1 = Not at All, 5 = Very Much)

This table presents average ratings from site supervisors who completed the 2024 Counseling Program field experience survey. Ratings reflect supervisors' perceptions of their supervisees and of program support, including satisfaction with student preparedness, opportunities for collaboration, responsiveness from WSC.

Program	Degree to which your expectations were met for this supervisee	Degree of opportunity and participation in decisions that affected the supervisee	Degree to which your needs were met as a supervisor from WSC	Degree to which you were satisfied with your supervisee
Clinical Mental Health	4.76	4.76	4.79	4.79
School Counseling	4.53	4.00	4.71	4.88
Student Affairs	*	*	*	*
All	4.69	4.49	4.75	4.84

*Data not reported to protect individual student scores

Table 28: Coded Descriptions of Supervisor's Overall Experience

This table summarizes coded qualitative feedback from site supervisors who completed the 2024 field experience survey. Responses were categorized as positive, neutral, or negative to reflect overall impressions of supervising WSC counseling students.

Program	Positive	Neutral**	Negative
Clinical Mental Health	32 (94%)	1 (3%)	1 (3%)
School Counseling	17 (100%)	0 (0%)	0 (0%)
Student Affairs	*	*	*

*Data not reported to protect individual student scores

** "Neutral" includes positive responses with minor reservations or suggestions.

Table 29: Supervisor Recommendations of Students for Future Placement

This table summarizes 2024 field experience site supervisors' responses regarding whether they would recommend their counseling supervisees for future placement. Results are reported by program and categorized as "Yes," "No," or "Other."

Program	Yes	No	Other**
Clinical Mental Health	32 (94%)	1 (3%)	1 (3%)
School Counseling	18 (100%)	0 (0%)	0 (0%)
Student Affairs	*	*	*

*Data not reported to protect individual student scores

Table 30: Counseling Opportunities Available at Site (most and least frequent responses only)

This table highlights the most and least frequently reported counseling opportunities available to students during 2024 field experiences. Data show the percentage of students in each program who engaged in specific activities.

Counseling Opportunity	Clinical Mental Health	School Counseling	Student Affairs	All
Adolescents	28 (82%)	11 (65%)	*	39 (77%)
Culturally Diverse Clients	29 (85%)	9 (53%)	*	38 (75%)
Children	27 (79%)	9 (53%)	*	36 (71%)
Individual Counseling	27 (79%)	6 (35%)	*	33 (65%)
Telehealth Family Sessions	12 (35%)	0 (0%)	*	12 (24%)
Program Administration	10 (29%)	2 (12%)	*	12 (24%)
Insurance Credential Processes	10 (29%)	0 (0%)	*	10 (20%)
IEP Reviews	1 (3%)	7 (41%)	*	8 (16%)

*Data not reported to protect individual student scores

Table 31: Supervisor Perceptions of Student Support

This table presents 2024 field experience site supervisors' responses regarding the level of support they received from the Counseling Program while supervising students. Results are reported by program and indicate whether supervisors felt adequately supported ("Yes"), not supported ("No"), or provided qualified responses ("Other").

Program	Yes	No	Other**
Clinical Mental Health	34 (100%)	0 (0%)	0 (0%)
School Counseling	18 (100%)	0 (0%)	0 (0%)
Student Affairs	*	*	*

*Data not reported to protect individual student scores

Table 32: Ethical Observations

This table summarizes 2024 field experience site supervisors' reports of ethical concerns observed during student placements. Results, shown by program, indicate whether supervisors identified any ethical issues while overseeing counseling students.

Program	Yes	No
Clinical Mental Health	1 (3%)	33 (97%)
School Counseling	0 (0%)	17 (100%)
Student Affairs	*	*

*Data not reported to protect individual student scores

Table 33: Supervisor Reporting that Required Hours Were Easily Met

This table presents 2024 field experience site supervisors' responses regarding whether students were able to meet required practicum and internship hours at their sites. Results are reported by program and indicate whether supervisors agreed that required hours were easily met.

Program	Yes	No
Clinical Mental Health	31 (91%)	3 (9%)
School Counseling	16 (94%)	1 (6%)
Student Affairs	*	*

*Data not reported to protect individual student scores

Additional comments shared from Clinical Mental Health site supervisors (all identifying information has been removed for privacy):

- [Student] has been doing a wonderful job overall. She is eager to learn and is very receptive to feedback. I see her confidence growing as a clinician. One area for growth is to increase her confidence and knowledge in an individual setting with clients. I enjoyed the process.
- I appreciate the opportunity to supervise such great students so far that have come through WSC. [Student] has shown a lot of interest in learning, self-awareness and asks questions for her own clarity. She is not afraid to jump in and get going on different tasks. She has been active on the intake process, assessment process, treatment planning process, direct individual therapy with clients assigned to her and wants to ensure she is doing it right by the client.
- There was a steep learning curve at first but things leveled out as we figured things out and settled in. Great experience with [Student]. She will be a great asset to this community as she grows and develops her skills. Glad to be able to walk beside her during this process.
- I appreciate the support from WSC.
- Thank you so much for being such a great partner with [Agency]! We are so grateful for the work that WSC does to bring qualified and capable beginning counseling professionals into the field!
- We are thrilled with our supervisee. We have hired him and are very excited to see his development in the future. He has progressed wonderfully and has become an asset to the team.

Responses to “Please share any feedback you have related to the counseling program objectives”:

- Met objectives
- Acceptable and appropriate
- All objectives are adequate

Additional comments shared from School Counseling site supervisors (all identifying information has been removed for privacy):

- The counseling program is doing a great job!
- [Student] was amazing and will be an amazing counselor next year!!
- Thank you for the experience!
- When supervising someone in school counseling, it is very different than mental health counseling so many times in filling out forms, we do not do some of the things that are mentioned in forms or even in the class that school counseling supervisors must take in order to be a supervisor. Not a lot in that course refers to school counseling.
- I have really enjoyed being a supervisor and sharing my knowledge and experience. I have learned that WSC prepares students well for individual and small group counseling sessions, however, WSC does not prepare students for K-12 school counseling. A K-12 school counselor has a variety of tasks depending on the school and school district, and I feel WSC's program is more focused on clinical counseling. I have enjoyed this experience and I would enjoy doing it again in the future.
- Telehealth is not used in the school setting. Group counseling was limited, but we did some small group activities. The student did communicate with me very well. It was hard to get the hours scheduled in with the supervisee's limited schedule. They don't get to see every situation based on time when they are available. The supervisor class expectation and telehealth needs to be revamped. It is long, repetitive, and gets into topics that school counselors do not deal with. I felt like I was an undergrad again.

Responses to “Please share any feedback you have related to the counseling program objectives”:

- Some of the objectives are more geared towards cli [cut off]
- They are very thorough and appropriate

National Testing Data*

These tables report Wayne State College counseling students' performance on the CPCE (Counselor Preparation Comprehensive Examination) and the Praxis II exam for school counseling licensure.

Counselor Preparation Comprehensive Examination (CPCE)

Table 34: Counselor Preparation Comprehensive Examination (CPCE) Results, 2024

This table summarizes 2024 Counseling Program student performance on the Counselor Preparation Comprehensive Examination (CPCE). Results are presented by program location and concentration, including Wayne and South Sioux City cohorts for Clinical Mental Health Counseling and School Counseling. Scores are reported by Key Performance Indicator (KPI), total score average, and pass rate.

Key Performance Indicator	Wayne Clinical Mental Health (n = 9)	South Sioux Clinical Mental Health (n = 17)	All Clinical Mental Health (n = 26)	Wayne School Counseling (n = 3)	South Sioux School Counseling (n = 3)	All School Counseling (n = 6)	All Students (n = 32)
KPI 1	12	12	12	11	13	12	12
KPI 2	10	10	10	8	10	9	10
KPI 3	10	11	11	10	10	10	10
KPI 4	11	11	11	9	14	12	11
KPI 5	11	12	11	9	10	10	11
KPI 6	12	11	12	12	13	13	12
KPI 7	12	10	10	8	10	9	10
KPI 8	11	11	11	7	12	10	11
Total Score Average	86	89	88	75	93	84	87
Pass Rate	100%	100%	100%	66.67%	100%	83.33%	96.88%

Praxis II School Counseling Examination Results

Table 35: Praxis II School Counseling Exam Performance Trends, 2018-2024

This table presents Wayne State College School Counseling students' Praxis II exam results from 2018 through 2024. Data include the number of test takers, test version, average score, and pass rate for each year.

Year	Test Takers (n)	Test Version	Average Score	Pass Rate
2018	3	5421	166.33	100%
2019	11	5421	169.55	100%
2020	16	5421	171.56	100%
2021	15	5421	171.47	100%
2022	15	5421	170.07	100%
2023	12	5422	165	83%
2024	13	5422	164.9	76.92%

Table 36: Praxis II Components

This table presents 2024 School Counseling student performance by component area on the Praxis II School Counseling Exam (Test Code 5422). Average percentages correct are shown for the four core content areas—Define, Deliver, Manage, and Assess.

Component Area	Average Percent Correct Across all 2024 Administrations (5422)
Define	71%
Deliver	73%
Manage	71%
Assess	71%

*Testing data includes retests that superseded previous attempts within the calendar year

National Counselor Examination (NCE)

Figure 5: National Counselor Examination (NCE) results for Wayne State College Clinical Mental Health Counseling students, Spring 2024.

This report summarizes WSC student performance compared to national test-takers across key work behavior domains and CACREP core content areas. All four WSC students passed the exam, achieving a 100% pass rate compared to the 92% national rate.



Descriptive Statistics for Wayne State College

Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2024		
Number Tested Nationally:	3960	Number Tested in Program:	4
Number Passed Nationally:	3662	Number Passed in Program:	4
National Pass Rate:	92%	Program Pass Rate:	100%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	13.2	1.0	12.0	3.2
Intake, Assessment and Diagnosis	19	15.5	2.4	13.8	2.7
Areas of Clinical Focus	47	39.5	1.0	33.9	5.4
Treatment Planning	14	10.2	1.0	10.2	2.0
Counseling Skills and Interventions	48	32.8	3.3	32.5	5.9
Core Counseling Attributes	13	11.2	0.5	9.7	2.0
Score	160	122.5	4.1	112.5	17.1

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	8.2	1.0	8.5	2.1
Social and Cultural Diversity	7.2	2.2	6.7	1.9
Human Growth and Development	12.8	1.7	10.6	2.6
Career Development	9.8	2.8	8.0	2.7
Counseling and Helping Relationships	44.0	4.7	40.4	7.5
Group Counseling and Group Work	12.5	3.1	13.2	3.1
Assessment and Testing	24.8	2.1	22.3	4.4
Research and Program Evaluation	3.2	1.3	2.5	1.2
Score	122.5	4.1	112.5	17.1

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Figure 6: National Counselor Examination (NCE) results for Wayne State College Clinical Mental Health Counseling students, Fall 2024.

This figure summarizes WSC student performance compared to national test-takers across key work behavior domains and CACREP core content areas. Nine students completed the exam, with an 89% program pass rate compared to the 84% national pass rate. WSC students' average scores were comparable to national results across most domains, demonstrating consistent competence in counseling knowledge and skills aligned with CACREP standards.



Descriptive Statistics for Wayne State College

Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Fall 2024		
Number Tested Nationally:	3656	Number Tested in Program:	9
Number Passed Nationally:	3089	Number Passed in Program:	8
National Pass Rate:	84%	Program Pass Rate:	89%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	10.7	2.7	11.5	3.1
Intake, Assessment and Diagnosis	19	13.2	1.6	13.3	2.8
Areas of Clinical Focus	47	34.2	3.7	33.3	5.4
Treatment Planning	14	8.7	1.6	10.1	2.0
Counseling Skills and Interventions	48	29.2	4.8	30.8	5.9
Core Counseling Attributes	13	9.4	2.2	9.4	2.1
Score	160	105.4	12.2	108.4	17.2

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	8.4	2.2	7.3	1.9
Social and Cultural Diversity	6.0	1.2	6.5	1.9
Human Growth and Development	10.0	2.2	10.4	2.5
Career Development	8.0	3.0	7.3	2.8
Counseling and Helping Relationships	38.6	6.3	40.3	7.7
Group Counseling and Group Work	12.2	3.4	12.4	3.1
Assessment and Testing	20.8	2.2	21.8	4.4
Research and Program Evaluation	1.4	0.9	2.3	1.2
Score	105.4	12.2	108.4	17.2

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Degree Completer Data

Table 37: Four-Year Completion Rates for the 2020-21 Counseling Cohort

This table reports the number of counseling degree completers by program for the 2023–2024 academic year. Data include graduates from the Clinical Mental Health Counseling, School Counseling, and Student Affairs and College Counseling concentrations.

Program	2020 - 2021 Cohort	# Graduated in 4 Years in any Counseling Program	Completion Rate in any Counseling Program	# Graduated in 4 Years in Original Counseling Program	Completion Rate in Original Counseling Program	# Graduated in 4 Years - NOT in Counseling	Still Enrolled in Counseling	Still Enrolled NOT in Counseling	No Longer Enrolled
Clinical Mental Health Counseling (MSE)	13	9	69%	9	69%	1	-	-	3
Counseling (MSE)	1	1	100%	-	0%	-	-	-	-
Student Affairs & College Counseling (MSE)	2	1	50%	-	0%	-	1	-	-
School Counseling 7-12 (MSE)	5	2	40%	2	40%	-	1	-	2
School Counseling PK-6 (MSE)	6	3	50%	1	17%	-	1	-	2
School Counseling PK-6 & 7-12 (MSE)	9	6	67%	4	44%	1	2	-	-
Grand Total	36	22	61%	16	44%	2	5	0	7

Table 38: Degree Completers by Year and Program (2019-20 through 2023-24)

This table summarizes the number of counseling program graduates by concentration for academic years 2019–2020 through 2023–2024. Data include annual totals, five-year cumulative totals, and five-year averages for each program.

Program	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Year Total by Program	5-Year Average
Clinical Mental Health Counseling (MSE)	10	14	14	13	20	71	14.2
Counseling (MSE)	-	2	2	1	-	5	1
Student Affairs & College Counseling (MSE)	2	5	5	4	3	19	3.8
School Counseling 7-12 (MSE)	4	1	1	5	2	13	2.6
School Counseling PK-6 (MSE)	15	4	4	1	4	28	5.6
School Counseling PK-6 & 7-12 (MSE)	31	26	26	24	29	136	27.2
Grand Total	10	14	14	13	20	71	14.2

Table 39: Degree Completers by Location (2023-24)

This table presents the number of Counseling Program degree completers by location for the 2023–2024 academic year. Data include graduates from the Clinical Mental Health and School Counseling programs at both the South Sioux City and Wayne sites.

Program	South Sioux	Wayne	Total
Clinical Mental Health	14	6	20
School Counseling	4	5	9
Student Affairs	0	0	0
Grand Total	18	11	29

Note: In the New Counseling Majors and Degree Completers tables, students completing their degrees and students in the new cohorts may be mutually exclusive.

Student Exit Data

A total of 27 students participated in the exit survey, representing both Clinical Mental Health Counseling (n=23) and School Counseling (n=4). Respondents ranged in age from 23 to 51, with nearly half identifying as first-generation graduate students. In addition to demographic insights, the survey captures student perspectives on program quality, faculty effectiveness, campus resources, and overall preparation for professional counseling roles. The following table highlights student ratings across key domains, providing a snapshot of how well the program supported learning, professional growth, and readiness for practice.

Demographic Information

- **Respondents:** 27; 23 CMH and 4 School Counseling
- **Age Range:** The ages range from 23 to 51 years, (2 did not respond)
- **First Generation Graduate Student:** 15 yes, 12 no
- **Race and Ethnicity:** Predominantly White/Caucasian, 1 black, 1 Hispanic, and 1 Native American participant, and 4 non-responses
- **Gender Identity:** 22 female, 1 male, 1 non-binary, and 3 non-responses

Table 40: Student Exit Survey Results by Program and Location

This table summarizes 2023–2024 Counseling Program exit data, including the number of graduates, employment outcomes, and post-graduation status by program concentration.

Survey Domain	Survey Category	Wayne Clinical Mental Health (n=11)	South Sioux Clinical Mental Health (n=12)	All Clinical Mental Health (n=23)	Wayne School Counseling (n=3)	South Sioux School Counseling (n=1*)	All School Counseling (n=4)	All Students (n=27)
Program Preparation	Professional Workforce	4.45	4.50	4.48	4.67	*	4.50	4.48
Program Preparation	Professional Dispositions	4.45	4.33	4.39	4.67	*	4.75	4.44
Program Preparation	Skills and Evaluation	4.64	4.58	4.61	4.00	*	4.00	4.52
Program Preparation	Content Knowledge	4.73	4.33	4.52	4.33	*	4.25	4.48
Program Preparation	Writing Skills	4.64	4.17	4.39	4.00	*	4.00	4.33
Program Faculty	Meaningful Preparation	4.73	4.33	4.52	4.67	*	4.75	4.56
Program Faculty	Flexibility to Life	4.73	4.00	4.35	4.33	*	4.25	4.33
Program Faculty	Professional Modeling	4.73	4.33	4.52	4.33	*	4.25	4.48
Program Faculty	Effective Feedback	4.73	4.42	4.57	4.67	*	4.50	4.56
Campus and Resources	Tech Services	4.91	4.33	4.61	5.00	*	4.75	4.63
Campus and Resources	Library/Research Services	4.91	4.42	4.65	5.00	*	5.00	4.70
Campus and Resources	Online Learning Platforms	4.91	4.33	4.61	5.00	*	5.00	4.67
Campus and Resources	Safe and Inclusive	4.91	4.50	4.70	5.00	*	5.00	4.74
All Responses	Overall Experience	4.73	4.35	4.53	4.54	*	4.54	4.53

*Data not reported to protect individual student scores

Table 41: Courses Reported as Most Valuable by Students

This table lists the Counseling Program courses identified by students as most valuable to their learning and professional development during 2024.

Course	Mentions*
CSL 580 Professional Ethical and Legal Standards of Practice	7
CSL 547 Multicultural Counseling and Advocacy	6
CSL 660 Professional Foundations and Counseling Skills	6
CSL 661 Counseling Techniques and Strategies	6
CSL 697 Internship in Counseling	5
CSL 662 Supervised Practicum	4
CSL 688 Crisis and Trauma Intervention	4
CSL 605 Clinical Psychopharmacology	3
CSL 641 Counseling Children	3
CSL 665 Group Counseling	3

*Only courses with 3 or more mentions are reported.

Table 42: Courses Reported as Least Valuable by Students

This table lists the Counseling Program courses identified by students as least valuable to their learning during 2024.

Course	Mentions*
CSL 625 Theory and Practice of Appraisal	4
EDU 603 Introduction to Educational Research and Design	3
CSL 615 Career Development and Life Planning	2
CSL 547 Multicultural Counseling and Advocacy	1
CSL 605 Clinical Psychopharmacology	1

Table 43: Graduate Students Currently Employed in a Counseling Role

This table summarizes 2024 Counseling Program exit survey data regarding students' current employment status in counseling-related roles.

Employment Status	Percent	Number of Responses
Employed in a counseling role	59.3	16
Not employed in a counseling role	25.9	7
Other / Pending licensure	14.8%	4

Exit survey is completed during final term of student enrollment; therefore, responses could include field experience employment, pending post-graduate positions, or may not be eligible for counseling roles prior to graduation and licensure/certification.

Table 44: Behavioral Health Regions Served by Graduating Counseling Students

This table identifies the behavioral health regions served by 2024 Counseling Program graduates based on exit survey responses.

Region	Number of Responses*
Nebraska Region 1	2
Nebraska Region 2	1
Nebraska Region 3	2
Nebraska Region 4	17
Nebraska Region 5	4
Nebraska Region 6	7
Iowa	8
South Dakota	2

*Individual may serve more than one region.

Table 45: Additional Coursework Completed During Program

This table summarizes 2024 Counseling Program graduates' completion of additional coursework or certifications during their degree program.

Additional Coursework	Percent of Students	Number of Responses
Addictions Counseling Graduate Certificate	25.9	7
CSL 610 Supervision Foundations in Counseling	33.3	9
None	48.1	13

Qualitative Insights from Student Exit Survey

CACREP Competencies:

- All but one respondent indicated that the counseling program has adequately addressed CACREP competencies.

Feedback on Program Objectives:

- General satisfaction with program content and faculty support, with specific comments including: “Very thoughtfully designed and pertinent”, “Great program!”, and “This program did great in preparing me”.
- Two students provided constructive feedback to “focus more on core areas tested for on exams” and “focus a lot more of school counseling”.

Feedback on Program Experience:

- Positive feedback included support from faculty who have diverse backgrounds and experiences, real-world application of knowledge, and appreciation of small class sizes and in-person instruction during residencies. Select comments included:
 - “I feel so lucky to have had in-person classes with almost all of the professors, and to have learned so much for them. The hands-on learning and personable conversations with professors has made all the difference and was so beneficial. While I was terrified in the beginning (imposter syndrome!) the staff as a whole guided me on this beautiful journey. I thank all of you for trusting me and teaching me along the way, I will never forget all you've done. I truly thank you all from the bottom of my heart. [Student name redacted]]”
 - “I had a really great time in this program, learned a lot, and helped me grow as a person and professionally. I am super excited to apply all these knowledge into my daily life and in my professional career. This program helped me develop my counseling abilities, set clear goals, self-care skills, be authentic, and self-aware. All of the professors have done an amazing job since day one and made me feel at home. I will cherish the memories.”
 - “Although I was a part of the first group going to the 8-week format, it went as smoothly as it could. I was grateful the professors took the time to allow us to give our feedback on how the 8-week format was going and made changes when we collectively were feeling overwhelmed. I am grateful to the professors for believing in me in my abilities even if it was doubting myself.”
- Specific feedback on areas to improve withing the program experience included more connection to real life experiences, consistent grading practices between faculty, and preparation for taking national/professional exams. Two students responded:
 - “More training would be helpful on the progression of treatment and how to move from the first session to termination with a rhyme and reason versus utilizing random techniques we learned through the program.”
 - “The classes tended to be graded very differently depending on who the professor was. I wish there was a class on how to become a professional in the field like walking us through getting an NPI number, applying for licensure, or even how to study for the CPCE or NCE.”

Additional Certifications:

- Several respondents completed additional educational opportunities such as the Addictions Counseling Certificate and Counseling Supervision Training Course.

Current Employment:

- Most respondents are currently working in counseling or a related field, with several respondents specifying locations in Nebraska, Iowa, and South Dakota.

Comparisons Between School Counseling and Clinical Mental Health Counseling Students

Course Preferences:

- All students reported appreciating a wide variety of classes such as Ethics, Crisis Counseling, Practicum, Internship, and many others. Several students also included comments indicating all of the courses were valuable.
- School counseling participants emphasized courses related to school settings in general.
- Clinical counseling participants valued courses like Ethics, Group Counseling, Crisis Counseling, and practicum and internship.

Work Motivation:

- 85% of all respondents reported being motivated to work in high need/high demand/rural/underserved/diverse population/settings. Both groups were motivated by similar courses such as Crisis Counseling, Multicultural, Lifespan Development.

Current Employment Settings:

- School counseling participants are more likely to be working in educational settings (e.g., schools).
- Clinical counseling participants are working in a variety of settings including substance use facilities and diverse communities.

Additional Focus Area Feedback:

- School counseling participants expressed learning a lot from their program and specified that the school counseling instructors, Dr. Scott and Professor Hecht Weber, were very helpful.
- Clinical counseling participants provided positive feedback on their experiences while also offering some suggestions for future learning around topics such as legality in counseling and counseling children.

2023 Alumni Data

This survey is sent to May, August, and December graduates of the prior year before the annual data retreat. Graduates from May, August, and December 2023 were sent surveys for this reporting period, and a total of one alum participated in the survey.

Table 46: 2024 Counseling Alumni Survey Summary

This table summarizes responses from the 2024 Counseling Alumni Survey, distributed to May, August, and December 2023 graduates. The data reflect one alum’s responses regarding employment status, completion of supplemental coursework, participation in residency, and confidence in program coverage of CACREP competencies.

Program	Number Surveyed	HRSA-BHWET Participant / Hired by Site	Do you feel the counseling program adequately addressed CACREP competencies related to your program?	Did you complete any supplemental certificates/courses through WSC?	Were you part of a residency or cohort program? (yes/no)	Are you currently working in counseling or related field? (yes/no)	Which regions in Nebraska do you serve?	Other regions served outside of NE?	First-Gen Grad Student (yes/no)
Clinical Mental Health Counseling – MSE	1	Yes	Yes	Yes	Yes	Yes	Region 4	None	Yes
Student Affairs & College Counseling – MSE	0	N/A	-	-	-	-	-	-	-
School Counseling PK-6 and 7-12 – MSE	0	N/A	-	-	-	-	-	-	-
Grand Total – Counseling	1	1	1	1	1	1	Region 4	0	1

Table 47: 2023 Counseling Alumni Ratings of Program Preparation.

This table summarizes 2023 Counseling Program alumni ratings of their overall preparation for professional practice. Alumni evaluated their readiness in five areas—professional workforce preparation, professional dispositions, application of skills and evaluation processes, critical application of knowledge, and professional writing. Ratings were based on a five-point scale (1 = Strongly Disagree to 5 = Strongly Agree).

Program	Prepared for professional workforce in my content area	Prepared for expected professional dispositions	Able to apply professional skills and evaluation processes effectively	Able to critically apply content knowledge acquired in program	Able to demonstrate applicable writing skills required in profession
Clinical Mental Health (n = 1)	5	5	5	5	5
School Counseling (n = 0)	-	-	-	-	-
Student Affairs (n = 0)	-	-	-	-	-
All	5	5	5	5	5

Table 48: 2023 Alumni Ratings of Graduate Counseling Faculty

This table presents 2023 Counseling Program alumni ratings of graduate faculty effectiveness. Alumni evaluated faculty across four key areas: meaningful instruction, flexibility and accommodation, professional transparency and congruence, and quality of feedback and structure. Ratings were based on a five-point scale (1 = Strongly Disagree to 5 = Strongly Agree).

Program	Prepared me in a way that was meaningful to the content explored	Demonstrated appropriate flexibility related to my specific life situations and needs including any necessary accommodations	Modeled transparency and congruence as professionals in the field	Provided me with effective feedback and structure to develop into an ethical professional
Clinical Mental Health (n = 1)	5	5	5	5
School Counseling (n = 0)	-	-	-	-
Student Affairs (n = 0)	-	-	-	-
All	5	5	5	5

Table 49: 2023 Alumni Ratings of Wayne State College Campus Services

This table presents 2023 Counseling Program alumni ratings of Wayne State College campus services that supported their academic experience. Alumni evaluated access to technology and library resources, quality of online learning platforms, and the inclusivity and safety of the learning environment. Ratings were based on a five-point scale (1 = Strongly Disagree to 5 = Strongly Agree).

Program	Provided appropriate access to technology services	Provided appropriate access to library and research services	Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)	Provided a safe, accommodating, and inclusive environment
Clinical Mental Health (n = 1)	5	5	5	5
School Counseling (n = 0)	-	-	-	-
Student Affairs (n = 0)	-	-	-	-
All	5	5	5	5

Qualitative Responses to the 2023 Alumni Survey

(Note: Only one alumnus responded for this reporting period. Responses reflect the Clinical Mental Health Counseling program.)

Q1. Please share courses you found most valuable in your program.

"I have been able to utilize parts of all the classes I took during this program in my professional career today. I found the classes that aligned with substance use, ethics, and professional skill development the most important for my growth."

Q2. Please share courses you found least valuable to this point in your program.

"I was able to take knowledge from all the classes that I took. There was not one that I didn't find valuable within this program."

Q3. Did the content of your courses inspire or motivate you to consider practicing in a high-need, high-demand, rural, underserved, or diverse population/setting?

Yes.

Q4. If yes, please list any courses that inspired or motivated you to work in those settings.

"Courses that taught me about substance abuse and group counseling settings helped me within the career I have today. The skills I developed from gaining insight and knowledge on how to run groups effectively and understand the impacts of substance use helped me tremendously."

Q5. Please share any feedback related to the counseling program objectives.

"I found the counseling program objectives have bee...[cut off]."

Q6. Upon graduation, did you intend to work as a counselor in a high-need, high-demand, rural, underserved, or diverse community?

Yes.

Q7. Please provide any additional feedback related to your graduate program experiences at WSC.

"This was a great program, and I would recommend this college, program, and professors always."

Employer Data

This survey is sent to employers prior to the annual data retreat. For the reporting period of January 1, 2024, to December 31, 2024, a total of one clinical mental health employer of graduated counseling students participated in the employer survey of WSC Counseling Program graduates. The employer indicated serving the Nebraska Region 4 service area. The employer indicated hiring a total of 5 WSC Counseling graduates over the past 5 years. **Employers were tasked with scaling the statements below on a rating scale of (1) Strongly Disagree to (5) Strongly Agree.**

Table 50: Employer Ratings of Graduate Preparation.

This table presents 2024 employer survey results evaluating the preparation of Wayne State College Counseling Program graduates. Ratings were based on a five-point scale (1 = Strongly Disagree to 5 = Strongly Agree).

Number Surveyed	for the professional workforce associated with their program content area	for expected professional dispositions	to apply professional skills and evaluation processes effectively	to critically apply content knowledge acquired in their program	to demonstrate applicable writing skills required in their profession
1	5	5	5	5	5
Average Score	5	5	5	5	5

Table 51: Employer Ratings of Graduate Counseling Faculty.

This table presents 2024 employer survey results evaluating Wayne State College graduate counseling faculty. Ratings were based on a five-point scale (1 = Strongly Disagree to 5 = Strongly Agree).

Number Surveyed	Prepared my employee(s) in a way that was meaningful to the content explored	Demonstrated appropriate flexibility related to specific life situations and needs of my employee(s)	Modeled transparency and congruence as professionals in the field	Provided my employee(s) with effective feedback and structure to develop into an ethical professional
1	5	5	5	5
Average Score	5	5	5	5

Table 52: Employer Ratings of Wayne State College Campus Resources.

This table presents 2024 employer feedback on Wayne State College campus resources supporting the Counseling Program. The participating employer rated institutional technology, library and research access, online learning platforms, and the safety and inclusivity of the learning environment. Ratings were based on a five-point scale (1 = Strongly Disagree to 5 = Strongly Agree).

Number Surveyed	Provided appropriate access to technology services	Provided appropriate access to library and research services	Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)	Provided a safe, accommodating, and inclusive environment
1	5	5	5	5
Average Score	5	5	5	5

Additional Comment Shared by Employer (all identifying information has been removed for privacy):

“The interns we have had through Wayne have consistently been quality individuals and professionals who demonstrate a competency to begin their professional paths in counseling.”

4.D. (2) Key Findings and Program Modifications

The counseling program at Wayne State College demonstrates consistent student growth across KPIs, licensure exams, field experiences, and exit measures, with results indicating strong preparation for professional practice in both clinical mental health and school counseling. Ongoing evaluation processes and stakeholder feedback guide program improvements, with recent adjustments to curriculum, assessment methods, residency format, and field experience expectations. While faculty recruitment and assessment refinements remain areas of focus, the program continues to make data-driven modifications that strengthen student learning outcomes and align with CACREP standards.

KPI Data

- All students (n = 35 for Application, n = 26 for Annual Review Y1, n = 41 for Internship Final)
 - SLO 1 Core KPIs (1-8) generally show improvement from Annual Review Y1 (scores mostly 3s and 4s) to Internship Final (scores mostly 4s and 5s)
 - SLO 2 KPIs 9-10 generally improved from Annual Review Y1 (scores of 3) to Annual Review Y2 and Y3 and Beyond (scores mostly 4s and 5s)
 - SLO 3 Skills & Disposition: skills improve from 3 at application to 5 at Internship Final; Dispositions also improve from 3 at application to 5 at Internship Final
- KPIs are continually analyzed in aggregate to evaluate the effectiveness of assessments and assignments, and to identify areas where students consistently underperform. This data guides program improvement, including potential modifications to course assignments, content, instruction mode, delivery, and sequencing.

Demographic Data

Student demographic data are presented with institutional snapshot data reported each October. This information is gathered noting students currently enrolled and active in their respective program. Upon review of applicant data, all students were considered for the program interview regardless of presenting demographic information and no students were denied entry to the program due to their demographic information.

Annual Review Data

Student data and comments shared mirror expectations for progress across their subject area and time in the program. Some school counseling students continue to identify a desire for programming that highlights their specific professional identity beyond the school counseling specific content courses. Recognizing our program is now CACREP accredited for both our clinical mental health and school counseling students, we continue to assess the best means by which to cover core and specialty area standards throughout our core and content area courses. In addition, a vast majority of all students indicated that the counseling program is adequately addressing CACREP standards.

The Annual Review data reflects that many students found the following courses valuable: foundational counseling skills, theories of counseling, and multicultural counseling. First year students particularly find the foundational skills course and theories course beneficial as building blocks to the rest of their program.

CPCE Data

Scores have been consistent although we have had one student in the clinical program who did not pass. On five of the eight CPCE components, scores increased as compared to last year. We are also expecting more test-retest information to influence our overall numbers for students taking the test multiple times. Students have verbally shared excessive stress about this test. We decided to implement test questions and CPCE review into internship courses for all subject areas starting in the Fall 2024. Effective Fall 2025, the program's CPCE passing threshold will align with CCE's assessed performance levels, with *Satisfactory* established as the program minimum. Student results will also inform recommendations regarding readiness for national licensure examinations and demonstration of core competency mastery.

Praxis II Data

As compared to the last assessment year, we saw overall improvements in performance on the Praxis II test categories, despite a slight decrease in overall passing rate. There was a 4% increase in the Define category, 2% increase in the Deliver category, 2% increase in the Manage category, and a 2% decrease in the Assess category.

NCE Data

Though we do not have access to individual data specific to the NCE exam scores determining location or subject area, 12 of 13 students who completed the NCE in 2024 passed successfully. A passing score is required for Nebraska state licensure as an eventual Licensed Mental Health Practitioner (LMHP) or Licensed Independent Mental Health Practitioner (LIMHP) following post-graduate hours completed with an approved supervisor.

Field Experience Data

The information shared by site supervisors and students provides a promising outlook for the WSC Counseling Program processes, faculty, and student performance in practice overall. The data provided by our site supervisors is considered in context to our alumni, employer, and student data gathered as well. Both students and sites have overwhelming positive outcomes to report in the field experience process. We have identified a template for formal affiliation agreements for all external sites to support students in their field experiences. Though documentation is already infused in our regular processes, this will elevate the professional expectations for all participants. It is noted that students and field experience supervisors both indicate most opportunities at the sites align with direct counseling services (e.g., group counseling, individual counseling, working with culturally diverse clients). However, it could be beneficial for students to practice and engage in a wider range of opportunities such as learning about billing and insurance processes, programmatic administration, and documentation such as reviewing student IEPs. Such opportunities can increase student professional identity development in a variety of aspects.

The overall field experience data indicates that no students reported a negative experience and 100% of school counseling students reported a positive field experience. The counseling department continues to evaluate student questions navigating the field experience placement process. Each summer, the Field Experience Handbook is updated to clarify processes and policies regarding field experiences.

Student Exit Data

The Student Exit Survey is administered to each student via Anthology at the end of their program, before the completion of their last internship. The aggregate data from these surveys are reviewed by the program at a data retreat each summer. This data is crucial for assessing student experience in the program and their expected employment upon graduation. Both school counseling and clinical counseling participants note feeling adequately prepared by the program and appreciate the faculty's support. There are differences in course preferences (with very few courses noted as "least valuable") and current employment settings, which suggest the continued need for possibly tailoring certain aspects of the program to better fit the specific needs of each track. Additionally, feedback indicates students appreciate the faculty's real-world application of knowledge and the in-person instruction during residency.

In the Fall 2024, the counseling program moved from a Wayne in-person format and South Sioux City residency format to one low-residency program (two weekends each semester) all on the Wayne State College (WSC) Campus. Student exit data and residency feedback indicated that students preferred the WSC campus and the in-person instruction with faculty. Students felt strongly supported by faculty and benefited from engaging with peers in person and alongside faculty feedback during their learning and experiential practice.

Alumni and Employer Survey Data

While the response rate was extremely limited for both the alumni and employer surveys, positive feedback was received regarding the program and student preparedness for the counseling field. In the future, dissemination of the alumni and employer surveys will be evaluated along with encouragement for stakeholders to submit feedback that is integral to our program evaluation processes, to garner the best possible response rate.

Processes and Modifications

The Counseling Program at Wayne State College has a Comprehensive Evaluation Plan to systematically assess its objectives and student learning for curriculum and program improvement. Data is collected and analyzed from various sources throughout the academic year to make data-driven and empirically-based program modifications. Program evaluation is a continual agenda item at faculty and staff meetings, with assessment procedures, data collection strategies, and analytic methods regularly reviewed and discussed.

In 2024, the Counseling Department did not submit a substantial change report to CACREP. However, several program modifications and improvements have been implemented based on ongoing evaluations:

- **Locations:** This (2024) will be the final reporting period of student data by location (Wayne/South Sioux). Due to student feedback, interest, and a steady decline of Wayne on-campus students over the past several years, the counseling program was fully transitioned to a low-residency program by Fall 2024.
- **Clarification of KPI scoring:** Ratings from site supervisors on KPIs varied, indicating a need for clearer scoring expectations. The program has addressed this by providing instructions to raters on evaluation expectations.
- **Correction of subject-specific KPI data collection:** A gap was identified in 2023 annual review documents where subject-specific KPIs (9-11) were not noted on the faculty evaluation form. This error has since been corrected, and data will be available for the 2024 report.
- **Annual review form integration:** For future data analysis, the program plans to incorporate the CCS-R and Core Competency Forms with the Annual Review forms for both students and faculty evaluators. This change, scheduled for summer 2025, aims to consolidate data and reduce human error.
- **Streamlined application process:** Application data indicated that a significant number of prospective students begin the counseling program application, but fail to fully complete it. During the Summer 2025, counseling program application materials were edited, modified, and streamlined. Starting with the August 1st application opening, the department hopes these modifications result in an increase in students completing application materials.
- **Future goals:** Due to the upcoming expiration of the HRSA grant (extended to Summer 2026), a new public supervision course will be built in Microsoft Teams with the assistance of WSC technological services. This will allow our site supervisors, students, and other stakeholders the opportunity to continue to participate in free supervision training necessary for our field experience students and beneficial to their current and future career.

Our CACREP site visit response noted one standard partially met: Standard 1.Q. Faculty Diversity Efforts and one standard not met: Standard 4.F. Systematic Assessment of Individual Student Progress.

Ways our department addressed these standards:

- **1.Q. Advocacy efforts towards faculty retention:** In our region, access to CACREP Core faculty who hold the necessary qualifications to work in our program is limited. We have worked to develop creative processes related to our challenges as a rural institution by implementing a hybrid lecturer position into our program to teach 15 credits per fall and spring semester from their home location with travel to and from our in-person residency weekends. Due to recent faculty departures in 2025, faculty retention is a persistent challenge for our institution. While keeping the lecturer line and having another vacancy in a tenure track core faculty position, we were able to hire two new faculty members with unique work-related experience who bring a beneficial diverse perspective to our department that our students both appreciate and seek out. Our department was able to be fully staffed before the start of the Fall 2025 semester. Ongoing efforts to evaluate the hybrid functions within our department continue as we seek to meet the needs and expectations of the institution, department, and our students in the most effective ways.
- **4.F. Individual KPI assessments:** During our 2023 meeting with the CACREP representative following our initial addendum request from our self-study submission, we understood that our global measure, spanning multiple checkpoints, was sufficient. However, with the assistance of the site visit team, we recognized the need for additional assessment methods tied more directly to individual assignments for each Key Performance Indicators (KPIs) within our courses.

We have since identified these assessment assignments and rubric measures. These measures will provide a clearer and more precise evaluation of student learning over time by implementing the newly revised rubrics into course assignment content and student application. Though implementing this plan addresses a standard we did not meet in accordance with the 2016 CACREP standards. We requested approval to implement this updated assessment process, aligned with the 2024 CACREP standards as best as possible including updating our KPI language and ensuring our assessed standards are consistent with the most updated CACREP expectations outlined. We have since met with our counseling department faculty group and our Counseling Advisory Board (CAB) to ensure we have stakeholder input on any revisions we implement and began collecting data with the revised model Spring 2025, leading to our first comprehensive KPI cycle report in Summer 2026 with a full year of 2025 data available for reporting.

4.D. (3) Substantial Program Changes

The WSC Counseling Department did not submit a substantial change report to CACREP in 2024.