

Counseling Program
Comprehensive Evaluation Plan

School of Education and Behavioral Sciences

2025

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 an annual report usually written at the end of the academic year, to reflect the prior calendar year (2025).

This report illustrates the degree to which the program met its three objectives in 2025. 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 1st	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 1st	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 midterm 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, midterm and final practicum evaluation, and midterm 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 is 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 midterm 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 midterm 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 (Counseling Advisory Board) Agenda	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 Meeting Agenda	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 2024 CACREP Standards (Standard 2.C), KPIs need to be established for the assessment of students' knowledge, skills, and professional dispositions. 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 clients' 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.

School 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 2024 CACREP Standards (Standard 2.C) 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 midterm and final, and internship midterm 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 1: Counseling Skills & Therapeutic Conditions (12 – items)

#	Score	Primary Counsel -ing 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.** (*attuned to the emotional state and cultural norms of the clients*)	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...", "Hmm"**	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** (*e.g., avoidance of double questions*)	Demonstrates appropriate use of open & closed-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & closed-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: *Paraphrasing***	**Basic Reflection of Content – Paraphrasing** (*With couples and families, paraphrasing the different clients' multiple perspectives*)	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: *Reflection of Feelings***	**Reflection of Feelings** (*With couples and families, reflection of each clients' feelings*)	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 *not* matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflect feelings, such as being judgmental &/or dismissive.
1. F		**Reflecting: *Summarizing***	**Summarizing content, feelings, behaviors, & future plans** (*With couples and families, summarizing relational patterns of interaction*)	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 *not* understand client 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** (*taking counseling to a deeper level*)	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 not needed; therefore, appropriately not 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 clients' words &/or action 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** (*With couples and families, goal setting supports clients in establishing common therapeutic goals*)	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 goal, 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., *purposeful counseling*)	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: *Empathy & Caring***	**Expresses accurate empathy & care. Counselor is "present" and open to clients.** (*includes immediacy and concreteness*)	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: *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 (11 – items)

#	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.e., exploration & deliberation*) 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
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 *all* professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within *all* professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriately 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 *all* counseling site and course policies & procedures.**	Demonstrates consistent adherence to *all* 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 *all* weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).**	Completes *all* required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes *all* required record keeping, documentation, and tasks in a competent & timely fashion.	Completes *all* 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 therapeutic 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 therapeutic 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 therapeutic competencies.**	Demonstrates consistent and strong engagement in promoting professional and personal growth & development.	Demonstrates consistent engagement in promoting professional and personal growth & development.	Demonstrates inconsistent engagement in promoting professional and personal growth & development.	Demonstrates limited engagement in promoting professional and personal growth & development.	Demonstrates poor engagement in promoting 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 *not* implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does *not* implement suggested changes.	Demonstrates *no* 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.	Demonstrates an inconsistent ability to adapt & flex to clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to clients' diverse changing needs.	Demonstrates a poor ability to adapt to 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	• 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.	• 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.	• 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.	• 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	• Structural development of an introduction, body, and conclusion is lacking. • Pacing is awkward. • Transitions are missing or connections are unclear. • Paragraphing is in effective or missing.	• Structural development of an introduction, body, and conclusion is limited. • Pacing is somewhat inconsistent. • Transitions are repetitious or weak. • Paragraphing is irregular.	• Structural development of an introduction, body, and conclusion is functional. • Pacing is generally controlled. • Transitions are functional. • Paragraphing is generally successful.	• Structural development of an introduction, body, and conclusion is effective. • Pacing is well- controlled. • Transitions effectively show how ideas connect. • Paragraphing is sound.
Mechanics	• 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.	• 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.	• 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.	• 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 rubric-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-Exceeds Expectations. 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 review 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. (Note: KPI points of assessment were changed for practicum and internship, as they are already assessed at the first point during the core course content.)

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 Midterm	Practicum Final	Internship Midterm	Internship Final	Writing Artifact	CPCE	National Exams (NCE and/or Praxis II)
SLO 1	KPI 1	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 2	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 3	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 4	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 5	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 6	-	I	-	P	P	P	-	M	-	-	-	M	M
SLO 1	KPI 7	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 8	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 2	KPI 9	-	-	I	P	P	P	-	-	-	M	-	-	-
SLO 2	KPI 10	-	-	I	P	P	P	-	-	-	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	-	-

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 Midterm	Practicum Final	Internship Midterm	Internship Final	Writing Artifact	CPCE	National Exams (NCE and/or Praxis II)
SLO 1	KPI 1	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 2	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 3	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 4	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 5	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 6	-	I	-	P	P	P	-	M	-	-	-	M	M
SLO 1	KPI 7	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 1	KPI 8	-	I	-	P	P	P	-	-	-	M	-	M	M
SLO 2	KPI 9	-	-	I	P	P	P	-	-	-	M	-	-	-
SLO 2	KPI 10	-	-	I	P	P	P	-	-	-	M	-	-	-
SLO 2	KPI 11	-	-	I	P	P	P	-	-	-	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: 2025 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 2025. All program-offered subject areas are included. Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program *(n=39)*	Annual Review Y1 *(n=32)*	Annual Review Y2 *(n=26)*	Annual Review Y3 & Beyond *(n=18*)*	Practicum Midterm *(n=18)*	Practicum Final *(n=18)*	Internship Midterm *(n=35)*	Internship Final *(n=35)*	Writing Artifact *(n=23*)*	CPCE 2025** *(n=29, includes 3 NDS)*	NCE 2025 (see Figures 5 and 6) *(n=11)*	Praxis II 2025*** *(n=8)*
SLO 1	KPI 1	-	3.50	4.27	4.67	-	-	-	4.66	-	11.28		-
SLO 1	KPI 2	-	3.38	4.08	4.61	-	-	-	4.70	-	10.21		-
SLO 1	KPI 3	-	3.34	4.12	4.61	-	-	-	4.65	-	10.83		-
SLO 1	KPI 4	-	3.22	3.96	4.50	-	-	-	4.78	-	10.45		-
SLO 1	KPI 5	-	3.34	4.15	4.67	-	-	-	4.71	-	10.76		-
SLO 1	KPI 6	-	3.13	3.88	4.67	-	4.42	-	4.65	-	12.00		-
SLO 1	KPI 7	-	3.13	3.69	4.39	-	-	-	4.61	-	9.14		-
SLO 1	KPI 8	-	3.25	4.04	4.33	-	-	-	4.61	-	9.03		-
SLO 2	KPI 9	-	-	-	-	-	-	-	-	-	100% Pass *(n=15)*	100% Pass	-
SLO 2	KPI 10	-	-	-	-	-	-	-	-	-	90.10% Pass *(n=11)*	-	100% Pass
SLO 2	KPI 11	-	ND	ND	ND	-	-	-	-	-	ND	-	-
SLO 3	Skills	2.90	3.41	4.16	4.51	4.12	4.34	4.30	4.62	-	-		-
SLO 3	Dispositions	3.22	3.54	4.40	4.60	4.54	4.68	4.62	4.79	-	-		-
MSE Writing Competence	Submission(s)	2.47	-	-	-	-	-	-	-	3.77	-	-	-

Notes:

- *Application data includes all applicants for a program start in summer 2025, fall 2025, or spring 2026.*
- **Includes "Non-Degree Seeking (NDS)" students enrolled in counseling program courses (n=5).*
- ***Testing data includes retests that superseded previous attempts within the calendar year.*
- ****Due to the Nebraska Department of Education removing the Praxis II content exam requirement for school counseling certification, students who did not pass the Praxis II on subsequent attempts had this requirement in our graduate program waived. Scores are reported without the waived exam scores (numerical score average = 169.38). With waived exam scores, n=12, 66.7% pass (numerical score average = 163.00).*
- *"ND" indicates no data for the year selected.*

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 2025. Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program *(n=27)*	Annual Review Y1 *(n=22)*	Annual Review Y2 *(n=16)*	Annual Review Y3 & Beyond *(n=5)*	Practicum Midterm *(n=11)*	Practicum Final *(n=11)*	Internship Midterm *(n=19)*	Internship Final *(n=19)*	Writing Artifact *(n=12)*	CPCE 2025* *(n=15)*
SLO 1	KPI 1	-	3.50	4.25	4.40	-	-	-	4.50	-	12.27
SLO 1	KPI 2	-	3.36	4.13	4.20	-	-	-	4.58	-	10.07
SLO 1	KPI 3	-	3.27	4.06	4.00	-	-	-	4.59	-	11.67
SLO 1	KPI 4	-	3.18	3.94	4.00	-	-	-	4.76	-	11.27
SLO 1	KPI 5	-	3.32	4.19	4.60	-	-	-	4.97	-	11.13
SLO 1	KPI 6	-	3.09	3.94	4.60	-		-	4.42 *(n=6)*	-	12.60
SLO 1	KPI 7	-	3.09	3.88	4.20	-	-	-	4.79	-	9.93
SLO 1	KPI 8	-	3.23	4.06	4.40	-	-	-	4.63	-	9.73
SLO 2	KPI 9	-	3.32	3.94	4.20	-	-	-	4.77 *(n=16)*	-	100% Pass
SLO 2	KPI 10	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
SLO 2	KPI 11	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-
SLO 3	Skills	2.91	3.36	4.12	4.25	3.95	4.23	4.33	4.60	-	-
SLO 3	Dispositions	3.21	3.59	4.46	4.38	4.50	4.69	4.64	4.78	-	-
MSE Writing Competence	Submission(s)	2.44	-	-	-	-	-	-	-	3.67	-

Notes:

- *Application data includes all applicants for a program start in summer 2025, fall 2025, or spring 2026.*
- **Testing data includes retests that superseded previous attempts within the calendar year.*

All School Counseling Students

Table 8: 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 2025. Average scores are reported below:

Student Learning Outcome	KPI	Application and Interview to Program *(n=11)*	Annual Review Y1 *(n=8)*	Annual Review Y2 *(n=10)*	Annual Review Y3 & Beyond *(n=8)*	Practicum Midterm *(n=7)*	Practicum Final *(n=7)*	Internship Midterm *(n=20)*	Internship Final *(n=16)*	Writing Artifact *(n=9)*	CPCE 2025* *(n=11)*	Praxis II 2025** *(n=8)*
SLO 1	KPI 1	-	3.38	4.30	4.63	-	-	-	4.84	-	10.60	-
SLO 1	KPI 2	-	3.38	4.00	4.63	-	-	-	4.84	-	10.70	-
SLO 1	KPI 3	-	3.38	4.20	4.75	-	-	-	4.73 *(n=15)*	-	10.40	-
SLO 1	KPI 4	-	3.13	4.00	4.50	-	-	-	4.80 *(n=15)*	-	9.10	-
SLO 1	KPI 5	-	3.38	4.19	4.63	-	-	-	4.36 *(n=14)*	-	10.00	-
SLO 1	KPI 6	-	3.13	3.80	4.63	-		-	5.00 *(n=6)*	-	11.70	-
SLO 1	KPI 7	-	3.13	3.40	4.25	-	-	-	4.36 *(n=14)*	-	8.30	-
SLO 1	KPI 8	-	3.25	4.00	4.00	-	-	-	4.57 *(n=14)*	-	7.80	-
SLO 2	KPI 9	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-
SLO 2	KPI 10	-	3.25	4.30	4.38	-	-	-	4.90 *(n=15)*	-	90.10% Pass	100% Pass
SLO 2	KPI 11	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-
SLO 3	Skills	2.87	3.41	4.23	4.57	4.37	4.52	4.26	4.64	-	-	-
SLO 3	Dispositions	3.20	3.19	4.30	4.53	4.58	4.68	4.60	4.80	-	-	-
MSE Writing Competence	Submission(s)	2.50	-	-	-	-	-	-	-	3.85	-	-

Notes:

- **Testing data includes retests that superseded previous attempts within the calendar year.*
- ***Due to the Nebraska Department of Education removing the Praxis II content exam requirement for school counseling certification, students who did not pass the Praxis II on subsequent attempts had this requirement in our graduate program waived. Scores are reported without the waived exam scores (numerical score average = 169.38). With waived exam scores, n=12, 66.7% pass (numerical score average = 163.00).*

Demographic Information

Table 9: Fall 2025 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)	-	-	-	0	24
American Indian (Male)	1	-	-	1	14
Asian (Female)	1	-	-	1	13
Asian (Male)	-	-	-	0	17
Black (Female)	-	-	-	0	39
Black (Male)	1	-	-	1	69
Hawaiian/Pacific Islander (Female)	-	-	-	0	2
Hawaiian/Pacific Islander (Male)	-	-	-	0	1
Hispanic (Female)	4	-	-	4	412
Hispanic (Male)	-	-	1	1	206
Two or More Races (Female)	-	-	1	1	86
Two or More Races (Male)	1	-	-	1	62
Unknown (Female)	-	-	-	0	8
Unknown (Male)	-	-	-	0	9
White (Female)	29	-	11	40	2,134
White (Male)	9	-	7	16	1,347
International (Female)	-	-	-	0	67
International (Male)	1	-	-	1	113
Grand Total - Counseling	**47**	**0**	**20**	**67**	**4,623**

Student Status Data

Table 10: Fall 2025 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	40	7	**47**	34
Student Affairs & College Counseling – MSE	0	0	**0**	0
School Counseling PK-6 & 7-12 – MSE	14	6	**20**	13
Grand Total – Counseling	**54**	**13**	**67**	**47**
Grand Total – All WSC Students	**2,945**	**1,678**	**4,623**	**3,385**

New Student Data

Table 11: New counseling majors by program (admitted and enrolled) 2020-21 through 2024-25

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

Program	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	5-Year Total – By Program	5-Year Average
Clinical Mental Health Counseling – MSE	13	23	22	23	25	**106**	21.2
Counseling – MSE	1	-	-	-	-	**1**	0.2
Student Affairs & College Counseling – MSE	2	2	2	1	1	**8**	1.6
School Counseling 7-12 – MSE	5	2	-	-	-	**7**	1.4
School Counseling PK-6 – MSE	6	-	-	1	-	**7**	1.4
School Counseling PK-6 & 7-12 – MSE	9	8	6	11	10	**44**	8.8
Grand Total – Counseling	**36**	**35**	**30**	**36**	**36**	**173**	**34.6**

New Student Qualitative Data

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

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

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

- Chose to enroll at another institution (e.g., family/friends closer to another institution)
- Chose to enroll in their Alma Mater
- Visa/International barriers
- Time commitment/family responsibilities/Life timing (could be interest in the future)

Table 12: Performance summary of applicants who voluntarily withdrew from the program in 2025*

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	ND**
SLO 3	Dispositions	ND**
MSE Writing Competence	Submission(s)	1.54

**All applicants on the reported rounds (Summer 2025, Fall 2025, Spring 2026).*

***No data available (applicants withdrew before or did not attend the interview for further scoring.*

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 13: Post-Residency Student Survey Results for 2025

This table presents student feedback on the Counseling Program residency experience for 2025. It summarizes ratings and written comments regarding the structure, content, and overall value of the residency.

Residency Month (2025)	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	• CSL 547 Multicultural Counseling and Advocacy • CSL 688 Crisis and Trauma Intervention	45	4.32	4.50	4.75	**4.52**	2.98	2.81	**-0.27**
March	• CSL 625 Theory and Practice of Appraisal • CSL 665 Group Counseling	48	3.48	4.25	3.88	**3.87**	2.69	2.67	**-0.32**
August	• CSL 647 Comprehensive School Counseling • CSL 660 Professional Foundations and Counseling Skills • CSL 675 Diagnosis and Treatment Planning	56	4.73	4.68	4.91	**4.77**	2.91	2.86	**-0.12**
October	• CSL 580 Professional Ethical and Legal Standards of Practice • CSL 665 Group Counseling	45	4.40	4.22	4.78	**4.47**	2.90	2.90	**-.10**
Overall		**194**	**4.23**	**4.41**	**4.58**	**4.41**	**2.87**	**2.81**	**-0.20**

Qualitative 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 14: Representative student comments from post-residency written surveys, 2025

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 (2025)	What did you find MOST helpful from this weekend's residency?	What did you find LEAST helpful from this weekend's residency?
January	"Watching the professors demonstrate and getting to hear real life experiences from staff and students"	"Not enough time for in-depth consideration/discussion of many topics. For example, we did not really address poverty/socioeconomic status much at all."
	"I appreciated having guest speakers to give real-life advice to us. I also enjoyed getting to have guest clients to give us opportunities to work with tougher feedback and situations to help us grow."	"It was kind of weird to have a speaker say that not being aware of your surroundings will cause you to be a victim. i feel like there is more to it than that and the point of the speaker was lost on me but I'm sure that wasn't the intention of it."
March	"I appreciated being able to be in a smaller class size (when we broke apart) and getting to talk with our professors."	"It was a bit unorganized in regards to the assignments which made things confusing and stressful."
	"I found the help of Dr. T very helpful and he was able to answer questions for me and slow down the content a bit for us!"	"There was some disorganization which made this somewhat confusing. I also liked when we split into smaller groups so it wasn't one huge classroom."
August	"I enjoyed the content to activity ratio. I also liked being school counseling focused. I felt this weekend was very beneficial to my learning, and I feel I gained a lot of positive experiences."	"No fault of the program, but as a teacher, learning how to lesson plan/run a classroom was stuff I felt not as important for me."
	"I always love the ability to practice skills in real time with classmates."	"It was difficult trying to role play in the hallway when everyone was out there having their own conversations. It's also a lot of information in a short amount of time."
October	"My ability to collaborate with the other students and even find myself in a debate. Critical thinking skills were honed and I was able to think philosophically, morally, and logically."	"How fast the content was delivered and a lot of people asking a lot of questions and not being able to fully cover content"
	"I so appreciate finally having a residency weekend end where I don't feel like I've had so much information dumped on me that I leave feeling absolutely overwhelmed."	"Too much discussion. Would have liked to learn more material out of book."

Student Data

Annual Review Enrollment Data

Table 15: 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	22	8	*	**30**
Second-Year Students	16	10	*	**26**
Third-Year Students	5	7	*	**12**
Fourth-Year Students	0	1	*	**1**
Fifth-Year (Other) Students	0	*	*	**0**
Non-Degree Seeking**	NA	NA	NA	**6**
Total Students by Program	**43**	**25**	*	**75**

**Data not reported to protect individual student identity.*

***Non-Degree Seeking students are not designated by either Clinical Mental Health or School Counseling in this report. students indicated here are a combination of years 1, 3, and 4.*

Annual Review Key Findings

Clinical Mental Health Students *(n=46)*
School Counseling Students *(n=27)*
Non-Degree Seeking *(n=4)*

Most Valuable Courses:

- Courses that focused on foundational skills, theories, ethics, and multicultural competence. Several students noted that many classes have been 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, and assessment.
- Diagnosis and treatment planning was mentioned as not being as valuable by students in the school counseling program.

Ethical Dispositions:

- Since their most recent evaluation, 100% of the students reported no concerns with legal actions, grievances, employment termination, or removal from a graduate program or course. One student reported being on probation "from any graduate program or course" and one student reported "yes" to having experienced criminal charges.

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

- Yes = 77 (100%)
- Student qualitative responses:

- "Truly courses with Dr. Scott and Professor Hecht-Weber have been the most helpful because you're hearing and learning from past school counselors and they understand how things go. I also enjoyed the reflection group that we were required to be in CSL 664, that not only helped us as future school counselors but it was also nice to have that time to discuss things with classmates too."
- "CSL 600 Theories of counseling was really good and opens your eyes to all the different types of theories out there. CSL 660 Professional foundation of counselling skills really helps you learn about how to counsel people and you learn your strengths and weaknesses. CSL 580 Professional ethics and legal standards was a good class that makes you look at the counseling field in a different way to keep you and the client safe."

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

- Yes = 50 (65%), No = 4 (5%), Possibly = 23 (30%)
- Explanation to why students desire to work in a high need/high demand/rural/underserved/diverse community include the following qualitative comments:
  - "I am from a rural community where these services are not available for miles. I want to provide mental health services to the people of my community. I definitely expect to have fewer clients because fewer people are aware or want to access these services. This will be a challenge."
  - "I plan to work in this area because of the lack of availability for counselors in rural areas and the need for them in rural areas."
  - "I would like to work in the Fremont, Nebraska area. This is my hometown area and I would like to serve the community I grew up in."
  - "YES, I really want to practice with refugees/immigrants, in refugee camps abroad, in reservations with indigenous peoples, and with underserved and economically impacted BIPOC people."

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:

- "Great hybrid program setup so far, easy to work"
- "Very positive feedback so far"
- "Having knowledge of expectations is good"
- "The objectives prepare students for the future"
- "The objectives are clear and easy to understand"

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 "This could just be my bias, but I did not find the research class helpful. I feel undergrad really prepared me in how to write and research a topic".

- **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 and the desire to serve specific populations.

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, and specifically in areas with a high population of students who are Native American and in schools that are considered Title I. Courses such as theories, counseling skills, 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. Specifically, some students stated that the diagnosis and treatment class was the least helpful because, “as a school counselor, it is not within my scope of practice to diagnose”.

Varied Experiences by Year Across All Subjects:

- **First Year Students**: First-year students across both programs often highlighted foundational courses as most valuable, as 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, 2025, to December 31, 2025, a total of 35 field experience student surveys were completed (78 school counseling, and 18 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 16: Average Rated Responses by Program

This table summarizes 2025 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	4.78	4.78	4.61	4.61
School Counseling	4.88	4.76	4.88	4.88
Student Affairs	ND	ND	ND	ND
All	**4.83**	**4.77**	**4.74**	**4.74**

Select types of supervision provided onsite

- 69% of all students indicated their site had clear crisis procedures
- 86% of all students indicated their supervisor made time for questions and concerns
- 57% of all students indicated their supervisor made time to discuss case reviews
- 35% of school counseling students and 61% of clinical mental health students indicated they received support from other site professionals
- 29% of school counseling students and 50% of clinical mental health students indicated they received feedback regarding record-keeping

Table 17: Overall Experience Description (Coded)

This table presents coded summaries of Counseling Program students' overall field experience feedback for 2025. Responses were categorized as positive, neutral, or negative based on written comments.

Program	Positive	Neutral**	Negative
Clinical Mental Health	18 (100%)	0 (0%)	0 (0%)
School Counseling	17 (100%)	0 (0%)	0 (0%)
Student Affairs	ND	ND	ND

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

Table 18: Site Recommendation by Students

This table summarizes Counseling Program students' responses to whether they would recommend their 2025 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	17 (89%)	0 (0%)	1 (11%)
School Counseling	17 (100%)	0 (0%)	0 (0%)
Student Affairs	ND	ND	ND

**Data not reported to protect individual student scores.*

***"Other" includes notes include extenuating circumstances at a private practice.*

Table 19: Counseling Opportunities Available at Sites

This table summarizes the range of counseling experiences reported by students during 2025 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
Racially Diverse Clients	15 (83%)	11 (65%)	ND	26 (76%)
Group Counseling	11 (61%)	13 (77%)	ND	24 (89%)
Individual Counseling	12 (67%)	12 (71%)	ND	24 (79%)
Psycho/Educational Training	12 (68%)	9 (53%)	ND	22 (76%)
Case/Staff Conferencing/IEP Meetings	9 (50%)	11 (65%)	ND	20 (23%)
Billing Procedures/processes	8 (44%)	0 (0%)	ND	8 (19%)
Program Administration	1 (6%)	4 (24%)	ND	5 (8%)
Insurance Credential processes	4 (22%)	0 (0%)	ND	4 (15%)

Table 20: Ethical Observations

This table summarizes Counseling Program students' reports of ethical concerns observed during 2025 field experiences. Data are shown by program and indicate whether students encountered any ethical issues at their sites.

Program	Yes	No
Clinical Mental Health	0 (0%)	18 (100%)
School Counseling	0 (0%)	17 (100%)
Student Affairs	ND	ND

Table 21: Student Perceptions of Site Supervisor Support

This table summarizes Counseling Program students' perceptions of site supervisor support during 2025 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	18 (100%)	0 (0%)	0 (0%)
School Counseling	17 (100%)	0 (0%)	0 (0%)
Student Affairs	ND	ND	ND

Table 22: 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 2025. Results, reported by program, indicate whether students were able to complete their required practicum and internship hours within the assigned term.

Program	Yes	No	Other*
Clinical Mental Health	16 (88%)	1 (6%)	1 (6%)
School Counseling	16 (94%)	1 (6%)	0 (0%)
Student Affairs	ND	ND	ND

*Reasons noted for lacking hours included limited time with full-time job, few referrals, and the other noted the experience was still in progress.

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

- "I was able to jump in and learn a lot!""
- "Unique, very diverse, something new each day"
- "Growth in all areas to be honest- so much support"
- "I learned a lot of new techniques and intervention"
- "No concerns, send other interns here. Seriously, place them now :)"

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

- "Lots of high quality opportunities to grow"
- "Allowed me to put theory into practice"
- "[Supervisor] does a great job of building relationships"
- "Such a great site and great people to work with!""
- "Great hands on experience in all aspects"

Field Experience Supervisor Data

For the reporting period of January 1, 2025, to December 31, 2025, a total of 35 field experience site supervisor surveys were completed (24 clinical mental health counseling and 11 school 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.

Table 23: 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 2025 Counseling Program field experience survey*. Ratings reflect supervisors' perceptions of their supervisees and of program support, including satisfaction with student preparedness, opportunities for collaboration, and 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	4.79	4.42	4.788	4.88
School Counseling	4.82	4.64	4.55	4.82
Student Affairs	ND	ND	ND	ND
All	**4.80**	**4.53**	**4.71**	**4.85**

*Other information requested on the site supervisor survey but not included in this report:

- 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 24: Coded Descriptions of Supervisors' Overall Experience

This table summarizes coded qualitative feedback from site supervisors who completed the 2025 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	24 (100%)	0 (%)	0 (0%)
School Counseling	10 (91.7%)	1 (8.3%)	0 (0%)
Student Affairs	ND	ND	ND

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

Table 25: Supervisor Recommendations of Students for Future Placement

This table summarizes 2025 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	24 (100%)	0 (0%)	0 (0%)
School Counseling	11 (100%)	0 (0%)	0 (0%)
Student Affairs	ND	ND	ND

Table 26: 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 2025 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	19 (79.2%)	10 (90.9%)	ND	29 (82.9%)
Culturally Diverse Clients	16 (66.7%)	8 (72.7%)	ND	26 (74.3%)
Children	17 (70.8%)	9 (81.8%)	ND	26 (74.3%)
Case/Staff Conferencing/IEP Meetings	19 (79.2%)	7 (63.6%)	ND	26 (74.3%)
Telehealth Group Sessions	8 (33.3%)	0 (0%)	ND	8 (33.3%)
Billing Procedures/Processes	7 (29.2%)	1 (9.1%)	ND	8 (22.9%)
Insurance Credential Process	6 (25%)	0 (0%)	ND	6 (17.1%)
Program Administration	6 (25%)	0 (0%)	ND	6 (17.1%)

Table 27: Ethical Observations

This table summarizes 2025 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	0 (0%)	24 (100%)
School Counseling	0 (0%)	11 (100%)
Student Affairs	ND	ND

Table 28: Supervisor Perceptions of Student Support

This table presents 2025 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	24 (100%)	0 (0%)	0 (0%)
School Counseling	11 (100%)	0 (0%)	0 (0%)
Student Affairs	ND	ND	ND

Table 29: Supervisor Reporting that Required Hours Were Easily Met

This table presents 2025 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	Other
Clinical Mental Health	21 (87.5%)	1 (4.2%)	2 (8.3%)
School Counseling	10 (91.7%)	1 (8.3%)	0 (0%)
Student Affairs	ND	ND	ND

*Other includes comments about referral/caseload challenges and seeking certain services/populations.

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

- "[Student] has been amazing to work with during this time. I feel that she and I have built a supportive and transparent working relationship. She is always willing to learn, ask questions, and do whatever is asked of her in the work setting. I hope that she feels she was given the latitude to become her own therapist and learned what works for her. Again, she will be a great addition to any mental health team!! Congrats [Student]! You will shine."
- "It was great having a student join our team. The expectations and online process make things go smoothly. The school was responsive to questions. Overall, great experience."
- "Great skill, growing in identify development"
- "Lots of professional development needed"
- "Overall my experience with this student was very good. The only critique I would have is that it appears her initial internship site was extremely limited in experience and consumed much of her internship time. Leaving her a bit behind the 8 ball when it came to professional development and readiness for the workforce. I feel as though she gained a tremendous amount of experience and insight during her internship with me but is still very timid and unsure of her abilities as a provider. She will need lots of extra support in her first few years as a provisionally licensed provider."
- "Wayne State College has been outstanding"
- "It was easy to coordinate with WSC on Supervision"

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

- "I enjoyed working and supervising [Student]. She's a natural counselor with lots of empathy and is so kind, caring and respectful. She's professional and her students, staff and families are lucky to have her at [School]."
- "I believe WSC has a very solid counseling program"
- "I have enjoyed being a supervisor for WSC. Thank you for this opportunity"
- "I have been very satisfied with the WSC Program. I would be willing to serve as another Supervisor if someone doesn't have one."
- "It was an excellent relationship. Collaboration!"
- "[student] would benefit from additional experience"
- "More experiences will be needed"

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 30: Counselor Preparation Comprehensive Examination (CPCE) Results*, 2025

This table summarizes 2025 Counseling Program student performance on the Counselor Preparation Comprehensive Examination (CPCE). Results are presented by program concentration. Scores are reported by Key Performance Indicator (KPI), total score average, and pass rate.

Key Performance Indicator	All Clinical Mental Health *(n=15)*	All School Counseling *(n= 1)*	All Students *(n=26)*
KPI 1	12.27	10.60	11.44
KPI 2	10.07	10.70	10.39
KPI 3	11.67	10.40	11.04
KPI 4	11.27	9.10	10.19
KPI 5	11.13	10.00	10.57
KPI 6	12.60	11.70	12.15
KPI 7	9.93	8.30	9.12
KPI 8	9.73	7.80	8.77
Total Score Average	**88.67**	**78.60**	**83.64**
Pass Rate	**100%**	**90.1%**	**95.05%**

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

Praxis II School Counseling Examination Results

Table 31: Praxis II School Counseling Exam Performance Trends, 2019-2025

This table presents Wayne State College School Counseling students' Praxis II exam results from 2019 through 2025. 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
2019	3	5421	166.33	100%
2020	11	5421	169.55	100%
2021	16	5421	171.56	100%
2022	15	5421	171.47	100%
2023	15	5422	170.07	100%
2024	12	5422	165	83%
2025	8*	5422	169.38	100%

**Total number of students excludes students (n=4) who did not receive a passing score. These students were waived this requirement in anticipation of the counseling program no longer requiring the Praxis II due to changes in the Nebraska Department of Education requirements.

Table 32: Praxis II Components*

This table presents 2025 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. (See comments in the Key Findings section regarding the change in requirement of the Praxis II.)

Component Area	Average Percent Correct Across all 2025 Administrations (5422)
Define	76.49%
Deliver	77.59%
Manage	68.53%
Assess	77.23%

**Testing data includes retests that superseded previous attempts within the calendar year and excludes students (n=4) whose scores were waived by the counseling department.*

National Counselor Examination (NCE)

Figure 5: National Counselor Examination (NCE) results for Wayne State College Clinical Mental Health Counseling students, Spring 2025

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 87% national rate. NBCC only created the actual reports for programs that had more than five examinees; therefore, the following data was provided:

nbcc

Descriptive Statistics for Wayne State College

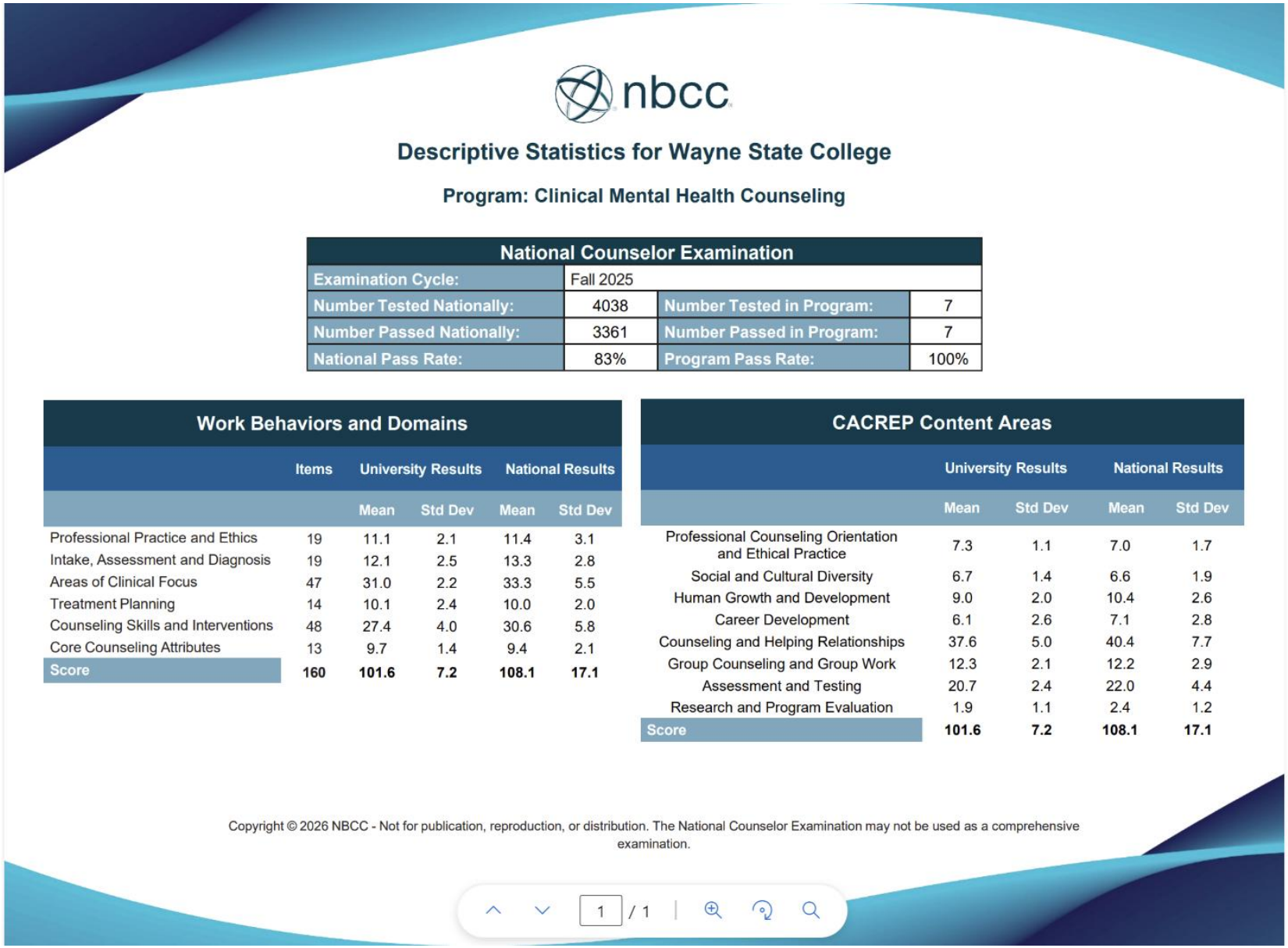
Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2025		
Number Tested	*	**Number Tested in**	4
Number Passed	*	**Number Passed in**	4
National Pass Rate:	87%	**Program Pass Rate:**	100%

Work Behaviors and Domains						CACREP Content Areas				
	Items	University Results		National Results			University Results		National Results	
		Mean	Std Dev	Mean	Std Dev		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	*	*	*	*	*	Professional Counseling Orientation	*	*	*	*
Intake, Assessment	*	*	*	*	*	Social and Cultural	*	*	*	*
Areas of Clinical	*	*	*	*	*	Human Growth and	*	*	*	*
Treatment	*	*	*	*	*	Career	*	*	*	*
Counseling Skills and	*	*	*	*	*	Counseling and Helping	*	*	*	*
Core Counseling	*	*	*	*	*	Group Counseling	*	*	*	*
Score	*	**122.3**	**10.8**	**110.8**	**16.9**	and Testing	*	*	*	*
						Research and Program	*	*	*	*
						Score	*	*	*	*

Figure 6: National Counselor Examination (NCE) results for Wayne State College Clinical Mental Health Counseling students, Fall 2025

This figure summarizes WSC student performance compared to national test-takers across key work behavior domains and CACREP core content areas. Seven students completed the exam, with a 100% program pass rate compared to the 83% 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.



nbcc

Descriptive Statistics for Wayne State College

Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Fall 2025		
Number Tested Nationally:	4038	Number Tested in Program:	7
Number Passed Nationally:	3361	Number Passed in Program:	7
National Pass Rate:	83%	Program Pass Rate:	100%

Work Behaviors and Domains

	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	11.1	2.1	11.4	3.1
Intake, Assessment and Diagnosis	19	12.1	2.5	13.3	2.8
Areas of Clinical Focus	47	31.0	2.2	33.3	5.5
Treatment Planning	14	10.1	2.4	10.0	2.0
Counseling Skills and Interventions	48	27.4	4.0	30.6	5.8
Core Counseling Attributes	13	9.7	1.4	9.4	2.1
Score	**160**	**101.6**	**7.2**	**108.1**	**17.1**

CACREP Content Areas

	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	7.3	1.1	7.0	1.7
Social and Cultural Diversity	6.7	1.4	6.6	1.9
Human Growth and Development	9.0	2.0	10.4	2.6
Career Development	6.1	2.6	7.1	2.8
Counseling and Helping Relationships	37.6	5.0	40.4	7.7
Group Counseling and Group Work	12.3	2.1	12.2	2.9
Assessment and Testing	20.7	2.4	22.0	4.4
Research and Program Evaluation	1.9	1.1	2.4	1.2
Score	**101.6**	**7.2**	**108.1**	**17.1**

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Degree Completer Data

Table 33: Four-Year Completion Rates for the 2021-22 Counseling Cohort

This table reports the number of counseling degree completers by program for the 2043–2025 academic year. Data include graduates from the Clinical Mental Health Counseling, School Counseling, and Student Affairs and College Counseling concentrations.

Program	2021 - 2022 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)	23	14	61%	13	57%	1	0	0	8
Counseling (MSE)	0	0	0%	0	0%	0	0	0	0
Student Affairs & College Counseling (MSE)	2	2	100%	0	0%	0	0	0	0
School Counseling 7-12 (MSE)	2	0	0%	0	0%	0	1	0	1
School Counseling PK-6 (MSE)	0	0	0%	0	0%	0	0	0	0
School Counseling PK-6 & 7-12 (MSE)	8	6	75%	6	75%	0	1	0	1
Grand Total	**35**	**22**	**63%**	**19**	**54%**	**1**	**2**	**0**	**10**

Table 34: Degree Completers by Year and Program (2020-21 through 2024-25)

This table summarizes the number of counseling program graduates by concentration for academic years 2020–2021 through 2024–2025. Data include annual totals, five-year cumulative totals, and five-year averages for each program.

Program	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	5-Year Total by Program	5-Year Average
Clinical Mental Health Counseling (MSE)	14	14	13	20	19	80	16.0
Counseling (MSE)	0	0	0	0	0	0	0.0
Student Affairs & College Counseling (MSE)	2	2	1	0	0	5	1.0
School Counseling 7-12 (MSE)	5	5	4	3	1	18	3.6
School Counseling PK-6 (MSE)	1	1	5	2	0	9	1.8
School Counseling PK-6 & 7-12 (MSE)	4	4	1	4	12	25	5.0
Grand Total	**26**	**26**	**24**	**29**	**32**	**137**	**27.4**

Student Exit Data

A total of 27 students participated in the exit survey, representing Clinical Mental Health Counseling *(n=15),* School Counseling *(n=8*), and Non-Degree Seeking students *(n=2).* Respondents ranged in age from 23 to 53, with over 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:** 25; 15 Clinical Mental Health, 4 School Counseling, 2 Non-Degree Seeking
- **Age Range:** The ages range from 23 to 51 years, (2 did not respond)
- **First Generation Graduate Student:** 16 yes, 9 no
- **Race and Ethnicity:** Predominantly White/Caucasian (25 responses), and 2 non-responses
- **Gender Identity:** 18 female, 5 male, 1 genderfluid, and 1 non-response

Table 35: Student Exit Survey Results by Program

This table summarizes 2025 Counseling Program exit data, including the number of graduates, employment outcomes, and post-graduation status by program. Ratings were based on a five-point scale (1 = Strongly Disagree to 5 = Strongly Agree).

Survey Domain	Survey Category	All Clinical Mental Health *(n=15)*	All School Counseling *(n=8)*	All Student Affairs *(n=0)*	All Non-Degree *(n=2)*	All Students *(n=25)*
Program Preparation	Professional Workforce	4.67	4.63	ND	5.00	**4.68**
Program Preparation	Professional Dispositions	4.47	4.25	ND	5.00	**4.44**
Program Preparation	Skills and Evaluation	4.80	4.50	ND	5.00	**4.72**
Program Preparation	Content Knowledge	4.80	4.63	ND	5.00	**4.76**
Program Preparation	Writing Skills	4.60	4.25	ND	5.00	**4.52**
Program Faculty	Meaningful Preparation	4.73	4.50	ND	4.50	**4.64**
Program Faculty	Flexibility to Life	4.73	4.13	ND	4.50	**4.52**
Program Faculty	Professional Modeling	4.67	4.00	ND	4.50	**4.44**
Program Faculty	Effective Feedback	4.80	4.38	ND	5.00	**4.68**
Campus and Resources	Tech Services	4.60	4.25	ND	5.00	**4.52**
Campus and Resources	Library/Research Services	4.67	4.50	ND	5.00	**4.64**
Campus and Resources	Online Learning Platforms	4.80	4.50	ND	5.00	**4.72**
Campus and Resources	Safe and Inclusive	4.60	4.50	ND	5.00	**4.60**
All Responses	**Overall Experience**	**4.69**	**4.38**	ND	**4.88**	**4.61**

Table 36: 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 2025.

Course	Mentions*
CSL 697 Internship in Counseling	9
CSL 547 Multicultural Counseling and Advocacy	5
CSL 675 Diagnosis and Treatment Planning	5
CSL 660 Professional Foundations and Counseling Skills	4
CSL 662 Supervised Practicum	4
CSL 688 Crisis and Trauma Intervention	4
CSL 580 Professional Ethical and Legal Standards of Practice	3
CSL 600 Theories of Counseling	3
CSL 661 Counseling Techniques and Strategies	3

**Only courses with 3 or more mentions are reported.*

Table 37: Courses Reported as Least Valuable by Students
This table lists the Counseling Program courses identified by students as least valuable to their learning during 2025.

Course	Mentions*
EDU 603 Introduction to Educational Research and Design	8
CSL 605 Clinical Psychopharmacology	2
CSL 615 Career Development and Life Planning	2
CSL 625 Theory and Practice of Appraisal	2
CSL 630 Human Development Across the Lifespan	2
CSL 541 Dual Diagnosis and Addiction Disorders	1
CSL 575 Psychopathology and Client Adaptations	1
CSL 672 Clinical Organization/Administration of Counseling Services	1

Table 38: Graduate Students Currently Employed in a Counseling Role This table summarizes 2025 Counseling Program exit survey data regarding students' current employment status in counseling-related roles.

Employment Status	Number of Responses	Percent
Employed in a counseling role	17	68%
Not employed in a counseling role	7	28%
Other / Pending licensure	1	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 39: Behavioral Health Regions Served by Graduating Counseling Students
This table identifies the behavioral health regions served by 2025 Counseling Program graduates based on exit survey responses.

Region	Number of Responses*
Nebraska Region 1	0
Nebraska Region 2	1
Nebraska Region 3	1
Nebraska Region 4	15
Nebraska Region 5	3
Nebraska Region 6	4
Arizona	1
Idaho	1

**Individual may serve more than one region.*

Table 40: Additional Coursework Completed During Program
This table summarizes 2025 Counseling Program graduates' completion of additional coursework or certifications during their degree program.

Additional Coursework	Number of Responses	Percent of Students
Addictions Counseling Graduate Certificate	5	20%
CSL 610 Supervision Foundations in Counseling	6	24%
None	18	72%

Qualitative Insights from Student Exit Survey

CACREP Competencies:

- All 25 respondents 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: “Outstanding program and delivery”, “I feel WSC's program meets all needs!”, and “They are well aligned and prepare us for success”.

Feedback on Program Experience:

- Positive feedback included support from faculty, real-world experience during residencies, preparation for the work force, and general appreciation for the program and classmates/learning environment. Select comments included:
    - “I appreciate all of the help always, and appreciate the time and dedication and care given from the professors.”
    - “Outstanding program with even better instructors. Please let me know how I can help.”
    - “Not only did residencies provide me with helpful and vital information, but it was also very beneficial being able to learn from classmates as well.”
    - “This program is incredible and I can't recommend it highly enough to anyone seeking a graduate degree in counseling.”
    - “With a sincere heart, thank you! [Student Name]”
    - “Thank you for keeping costs low and allowing me to make monthly payments. You helped make my educational goals a reality.”
- Specific feedback on areas to improve within the program experience were addressed. Some areas of improvement were also mixed with positive feedback. Select comments included:
    - “The only thing I was a little disappointed in was being in the in person, campus program and had to navigate doing residency once it switched, oftentimes not being able to make it. BUT the faculty made it to where I could catch up with meeting with them or watching lectures or videos regarding what was discussed. Also utilized zoom quite often.”
    - “I honestly think there were just a few textbooks that \"ruined\" certain courses like Human Development and Crisis. The professors were all amazing, and I will always take time to hype up this program!”
    - “I appreciate learning a lot about the clinical mental health side of counseling and will prepare me for when I get my next master’s degree. However, consider providing school counselors with a capstone project as a graduation requirement instead of the CPCE as it is very clinical-based. Thank you!”

Additional Certifications:

- Several respondents completed additional educational opportunities such as the Addictions Counseling Certificate and Counseling Supervision Training Course, though over half did not complete these additional opportunities.

Current Employment:

- Most respondents are currently working in counseling or a related field, with several respondents specifying locations in Nebraska and some out of state locations.

2024 Alumni Data

This survey is sent to May, August, and December graduates of the prior year before the annual data collection. Graduates from May, August, and December 2024 were sent surveys for this reporting period, and a total of one alum participated in the survey.

Table 41: 2025 Counseling Alumni Survey Summary

This table summarizes responses from the 2025 Counseling Alumni Survey, distributed to May, August, and December 2025 graduates. The data reflect on 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	ND	Yes	Region 4	Iowa	ND
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**	**ND**	**1**	**Region 4**	**0**	**ND**

Table 42: 2025 Counseling Alumni Ratings of Program Preparation.

This table summarizes May, August, and December 2024 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)*	2.00	4.00	2.00	3.00	4.00
School Counseling *(n=0)*	-	-	-	-	-
Student Affairs *(n=0)*	-	-	-	-	-
All	**2.00**	**4.00**	**2.00**	**3.00**	**4.00**

Table 43: 2025 Alumni Ratings of Graduate Counseling Faculty

This table presents May, August, and December 2024 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)*	4.00	3.00	3.00	4.00
School Counseling *(n=0)*	-	-	-	-
Student Affairs *(n=0)*	-	-	-	-
All	**4.00**	**3.00**	**3.00**	**4.00**

Table 44: 2025 Alumni Ratings of Wayne State College Campus Services

This table presents May, August, and December 2024 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)*	4.00	4.00	4.00	4.00
School Counseling *(n=0)*	-	-	-	-
Student Affairs *(n=0)*	-	-	-	-
All	4.00	4.00	4.00	4.00

Qualitative Responses to the 2025 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.

CSL 575 Psychopathology and Client Adaptations

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

EDU 603 Introduction to Educational Research and Design

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.

CSL 541 Dual Diagnosis and Addiction Disorders, "To help individuals in need and get student loans forgiven through government funding NHSC"

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

ND

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.

"I feel that this program could have went more in depth about the different modalities and applying them to practice"

Employer Data

This survey is sent to employers prior to the annual data retreat. For the reporting period of January 1, 2025, to December 31, 2025, 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 7 years**. Employers were tasked with scaling the statements below on a rating scale of (1) Strongly Disagree to (5) Strongly Agree.**

Table 45: Employer Ratings of Graduate Preparation

This table presents 2025 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 46: Employer Ratings of Graduate Counseling Faculty

This table presents 2025 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 47: Employer Ratings of Wayne State College Campus Resources

This table presents 2025 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 students we have had through practicum and internship have shown excellent skills and knowledge for a beginning professional."

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

The Wayne State College 2025 counseling program evaluation data demonstrate continued student growth across program while also identifying areas for ongoing improvement. Overall, students demonstrated progression in counseling knowledge, skills, and professional dispositions from early program assessment through practicum and internship. Student, site supervisor, graduate, and employer feedback also generally reflected positive perceptions of student preparation and faculty support. At the same time, the program identified areas requiring continued attention, including student and faculty retention, specialty-specific professional identity, field experience supervision, stakeholder survey participation, admission and assessment processes, and continued refinement of the low-residency model. The counseling program continues to make data-driven modifications that strengthen student learning outcomes and align with CACREP standards.

Student Learning Outcomes and KPI Data

Aggregate KPI data demonstrate developmental growth across the program. Core KPI scores generally increased from the first annual review through later annual reviews and internship, while counseling skills increased from an overall average of 2.90 at application to 4.62 at internship final, and professional dispositions increased from 3.22 to 4.79. These findings support the effectiveness of the curriculum and developmental sequencing of the program.

- SLO 1 Core KPIs (1-8): A 95% pass rate for the CPCE and 100% pass rate for the NCE demonstrate student competence in the Core KPIs
- SLO 2 KPIs 9-10 generally improved from Annual Review Y1 to Annual Review Y3 and demonstrated continued improvement through Internship.
    - Clinical mental health students improved from Y1 3.32 to Y3 4.20 and Internship 4.77
    - School counseling students improved from Y1 3.25 to Y3 4.38 and Internship 4.90
- SLO 3 Skills & Disposition: skills improve from 2.90 at application to 4.62 at Internship Final; Dispositions also improved from 3.22 at application to 4.79 at Internship Final

The program also completed its first full year of data collection using the revised individual KPI assessment process developed in response to CACREP Standard 4.F. Each KPI is now connected to identified course assignments and rubric-based assessment points, allowing faculty to evaluate student performance more directly and consistently. Rather than relying solely on global measures of student progress, faculty will continue to examine both individual and aggregate KPI results to identify areas in which curriculum, assignments, instructional approaches, or course sequencing may require adjustment.

Beginning with this reporting cycle, scores are reported to the hundredths when appropriate. This provides greater precision when examining incremental student growth and allows the program to more readily identify changes that may be obscured when scores are rounded to whole numbers.

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.

Admissions and Early Student Assessment

Application and admissions processes were revised beginning with the Spring 2026 application cycle. Previous application data indicated that some prospective students began but did not complete the application process. The revised process was designed to streamline application requirements while improving the quality of information available to faculty when making admission decisions.

The CCS-R skills and dispositions assessment is now completed through the full interview process rather than using selected measures gathered from the written application. This allows counseling skills and professional dispositions to be assessed more consistently within the interpersonal context of the interview and at the point of application.

The graduate writing rubric was also revised from three broad areas to six more specific assessment areas beginning with Spring 2026 applicants. This change allows faculty to more precisely identify strengths and concerns in applicants' written communication and incorporates content previously addressed through separate application questions. The program will evaluate subsequent applicant and first-year student data to determine whether these changes improve admission decision-making and early identification of students who may benefit from additional support.

Annual Review Data

Annual review and exit survey data indicate that students generally believe the program adequately addresses CACREP competencies and value foundational counseling skills, theories, ethics, multicultural counseling, practicum, and internship experiences. However, school counseling students continue to identify a desire for greater emphasis on their specific professional identity and application of core counseling content to PK–12 settings.

Faculty will continue evaluating how core courses can intentionally incorporate both clinical mental health and school counseling applications while maintaining appropriate specialty-specific courses and experiences. Residency programming provides an additional opportunity to differentiate activities by professional specialty when appropriate.

The Student Affairs and College Counseling emphasis is being discontinued/restructured and had no students enrolled beginning Spring 2026. Therefore, this will be the final evaluation cycle in which Student Affairs data are included as a separate counseling program area.

Residency and Instructional Delivery

Student feedback continues to support the low-residency model and the value of face-to-face experiential learning. Students particularly identified faculty demonstrations, real-world examples, opportunities to practice counseling skills, interaction with peers, and smaller-group activities as beneficial components of residency.

Residency feedback also demonstrated the value of responsive program evaluation. Feedback from the spring residency identified concerns regarding organization, pacing, workload, and the challenges associated with larger groups and multiple instructors. Faculty used this feedback to revise planning, coordination, instructional activities, and residency structure. Subsequent residency feedback showed improved ratings, particularly during the August and October residencies.

Faculty will continue reviewing residency data after each residency period to balance content coverage with experiential practice, ensure manageable pacing, increase opportunities for small-group skills practice, and improve coordination across faculty and courses. As enrollment grows, particular attention will be given to maintaining the relational and experiential qualities students consistently identify as strengths of the program.

CPCE Data

The program continued to demonstrate strong performance on the Counselor Preparation Comprehensive Examination (CPCE), with an overall 2025 pass rate of approximately 95%. Beginning in August 2025, the program changed its CPCE passing threshold from one standard deviation below the national mean for the testing month to the CCE-established performance level of *Satisfactory or above* for each examination form. This provides a more standardized measure of core counseling knowledge and aligns the program's expectations with the examination provider's established performance criteria.

CPCE results will continue to be reviewed by content area to identify patterns that may indicate opportunities for curricular reinforcement. Faculty will also continue incorporating CPCE preparation and review into internship coursework while monitoring whether this support contributes to student readiness and reduces unnecessary testing-related barriers.

Praxis II Data

The Nebraska Department of Education no longer requires the Praxis II School Counseling content examination for school counselor endorsement. Consequently, the Counseling Program will discontinue the Praxis II requirement beginning with the next reporting cycle and revise SLO 2.c.II accordingly. During the transition, four students who had not obtained a passing Praxis II score were waived from the program requirement and demonstrated specialty area competency through their KPI portfolio. Future evaluation of school counseling competency will therefore rely more directly on program-based KPI assessments and other applicable certification requirements rather than the Praxis II examination.

NCE Data

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. 2025 NCE results provide additional evidence of student readiness for entry-level professional practice and licensure. Clinical Mental Health Counseling students at Wayne State College participating in the Spring 2025 administration achieved a 100% pass rate (n=4), compared with an 87% national pass rate. Students participating in the Fall 2025 administration achieved a 100% pass rate (n=7), compared with an 83% national pass rate. Student performance was generally comparable to national results across the assessed work-behavior and CACREP core-content areas. These results, considered alongside CPCE, KPI, and internship data, support the program's overall findings regarding student development of core counseling knowledge and preparation for professional practice. The program will continue to monitor NCE results across reporting periods to identify any recurring content areas that may warrant additional curricular attention.

Field Experience Data

Field experience remains a significant program strength. Students reported high overall satisfaction with their practicum and internship experiences, and both Clinical Mental Health and School Counseling students reported positive overall field experiences. Site supervisors also generally described students as prepared, professional, and developing appropriately for entry-level practice. The overall field experience data indicates that no students reported a negative experience and out of the total 24 clinical mental health and 10 school counseling students, all but one school counseling student (who reported a neutral experience) 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.

However, supervision data identified an area requiring additional attention. While 86% of students indicated that supervisors made time for questions and concerns, only 57% indicated that supervisors made time to discuss case reviews. Feedback regarding record-keeping and opportunities to participate in broader professional activities was also less consistent across sites.

The program will continue strengthening expectations and training for site supervisors, including emphasizing regular case conceptualization and case review, documentation feedback, and exposure to the broader responsibilities of professional counselors. Field experience expectations will continue to encourage experiences beyond direct counseling when appropriate, including program administration, documentation, interdisciplinary collaboration, billing and insurance processes for clinical students, and IEP/student support processes for school counseling students.

With the conclusion of HRSA grant support, the program will also work to maintain accessible supervision training resources for site supervisors and other stakeholders. The Field Experience Handbook and affiliation processes will continue to be reviewed annually to clarify expectations and strengthen consistency across field experience sites.

Student Exit Data

Student Exit Survey data provide an important final measure of students' perceptions of their preparation, program experiences, and transition into professional practice. Overall, graduating Clinical Mental Health Counseling and School Counseling students reported feeling adequately prepared by the program and expressed appreciation for faculty support, real-world application of course content, and opportunities for in-person learning during residency.

Students identified internship, multicultural counseling, diagnosis and treatment planning, foundational counseling skills, practicum, crisis and trauma intervention, ethics, theories, and counseling techniques among the courses and experiences most valuable to their professional development. At the time of the exit survey, 68% of respondents reported already being employed in a counseling-related role, while others were still completing graduation, licensure/certification, or employment transitions.

Exit data also demonstrate the program's continued contribution to workforce needs. Graduating students reported employment or intended service across several Nebraska behavioral health regions, with the largest representation in Region 4. Student feedback also reflected continued interest in serving rural, underserved, high-need, and diverse communities.

Although overall feedback was positive, exit data continue to identify opportunities for program refinement. Differences in course preferences and professional needs across Clinical Mental Health Counseling and School Counseling students reinforce the importance of maintaining strong specialty area identity and ensuring that core course content is meaningfully connected to each professional setting. Student feedback also suggests continued value in increasing opportunities to apply counseling theories and modalities to practice.

The program will continue to review exit data annually and compare findings with Annual Review, field experience, alumni, employer, and assessment data. Particular attention will be given to graduate perceptions of preparation, specialty-specific professional identity, transition into employment, and the extent to which curriculum and residency experiences support readiness for entry-level professional practice.

Alumni and Employer Survey Data

Alumni and employer feedback received during this reporting period was positive regarding graduate preparation; however, response rates were insufficient to provide strong representative conclusions. Improving participation in these follow-up measures remains an important program evaluation priority.

The program will evaluate the timing, format, frequency, and method of distributing alumni and employer surveys and explore additional strategies for maintaining contact with graduates and employers. Increasing response rates will provide stronger longitudinal evidence regarding graduate preparedness, employment, licensure/certification, and workforce needs.

The 2025 evaluation report is the first year that data for our Non-Degree Seeking (NDS) students was included. Because many Non-Degree Seeking students are former graduates returning to complete coursework for an additional specialty area, clearly identifying this population may provide a more accurate representation of program enrollment and outcomes. The program will also continue to examine whether aggregate data should be disaggregated by Clinical Mental Health Counseling, School Counseling, and Non-Degree Seeking status when sample size allows and student confidentiality can be maintained,

Priorities for Continued Improvement

Faculty recruitment and retention remain significant priorities. Access to qualified CACREP core faculty is particularly challenging for a rural institution, and faculty departures during 2025 required the program to recruit and integrate new faculty while maintaining program continuity. The department successfully hired two new faculty members and was fully staffed prior to Fall 2025. However, beginning in Fall 2026, the program will operate with one fewer core faculty member and without a Director of Counseling, creating renewed concerns related to faculty capacity, workload, program administration, and continuity of student support.

Moving forward, the program will continue advocating for strategies that support both faculty recruitment and faculty retention. This includes evaluating faculty workload in relation to enrollment growth, residency responsibilities, advising, field experience supervision, gatekeeping, assessment requirements, and service expectations. Attention will also be given to mentoring and supporting newer faculty, maintaining opportunities for professional development and scholarship, encouraging collaborative curriculum and residency planning, and evaluating flexible faculty structures when they support program quality and continuity.

Faculty stability is directly connected to student experience, program continuity, mentoring relationships, professional growth for students and faculty/staff, and the ability to sustain CACREP expectations. Therefore, faculty retention will remain an ongoing program evaluation and advocacy priority rather than being viewed solely as a staffing concern.

Additional Counseling Program priorities based on the 2025 evaluation findings include:

- Student retention and persistence: Monitor cohort completion and attrition patterns, strengthen proactive advising and early intervention, and identify barriers to student persistence while maintaining appropriate academic and professional gatekeeping standards.
- KPI assessment: Continue evaluating the newly implemented individual KPI assessments and rubrics for reliability, consistency, and usefulness in informing curriculum and individual student progress.
- School counseling professional identity: Increase intentional opportunities for school counseling students to apply core counseling knowledge within PK–12 contexts and strengthen specialty-specific professional identity.
- Residency quality: Preserve the experiential and relational strengths of residency while continuing to improve pacing, organization, small-group opportunities, faculty coordination, and management of increasing enrollment.
- Field experience supervision: Strengthen supervisor expectations related to case review, documentation, feedback, and exposure to the full range of professional counseling responsibilities.
- Stakeholder engagement: Improve alumni and employer survey participation and continue using CAB, student, graduate, employer, and site supervisor feedback to guide program decisions.
- Admissions effectiveness: Evaluate whether the revised application, interview, CCS-R, and writing assessment processes improve application completion, admission decisions, and early identification of student support needs.
- Data quality and interpretation: Continue refining data collection and reporting practices, including appropriate disaggregation of Clinical Mental Health Counseling, School Counseling, and Non-Degree Seeking students and use of more precise scoring when helpful for interpreting student growth.
- Program sustainability: Continue monitoring enrollment growth in relation to faculty capacity, course size, residency structure, field placement availability, advising demands, gatekeeping responsibilities, and CACREP accreditation standards to ensure that program growth does not compromise educational quality or student support.

Overall, the 2025 findings indicate that the Counseling Program continues to prepare students effectively for entry-level professional counseling practice while using evaluation data to make responsive program changes. Future improvement efforts will focus not only on maintaining strong student outcomes, but also on sustaining the faculty, supervision, instructional structures, and student support systems necessary to maintain program quality as the program continues to evolve.

4.D. (3) Substantial Program Changes

The WSC Counseling Department did not submit a substantial change report to CACREP in 2025.