

Annual Program Evaluation Report Professional Counseling Programs

School Counseling (SC), Clinical Mental Health Counseling (CMHC), and Marriage, Couple and Family Counseling (MCFC)

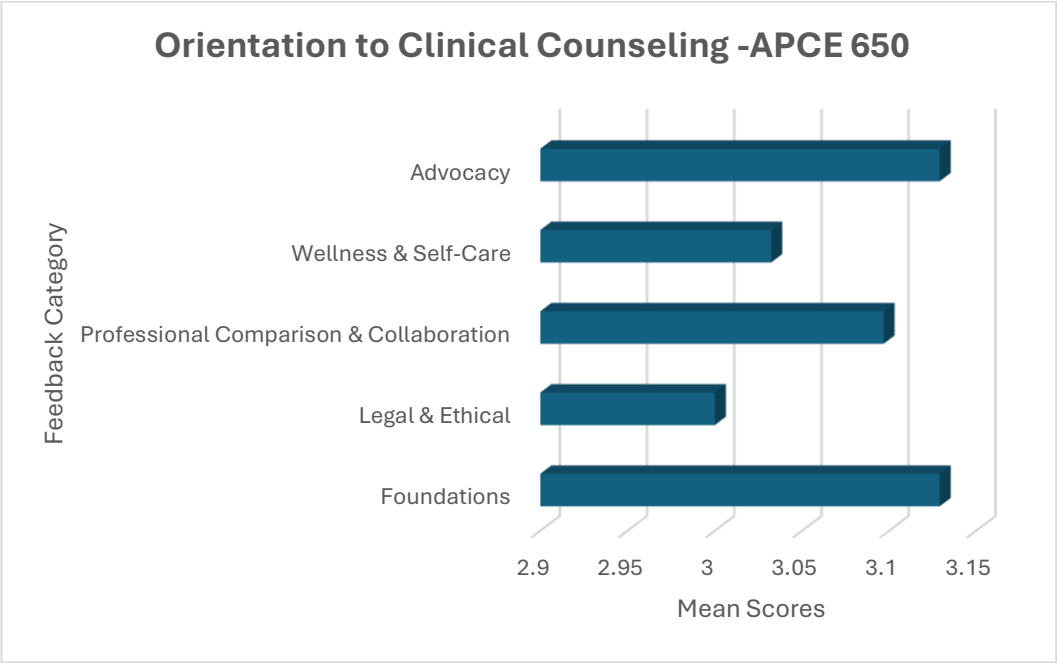
Summary of Program Evaluation Standards

The University of Northern Colorado's Department of Applied Psychology and Counselor Education uses a biannual assessment plan to outline specific data collection points for each academic year based on program objectives and key performance indicators. This summary of program evaluation standards highlights results of student success and department efforts that occurred during the 2024-2025 academic year. The information below contains a description of individual assessment methods administered and analyzed by the department, summary results and notable findings for these assessments over the past 2024-2025 academic year.

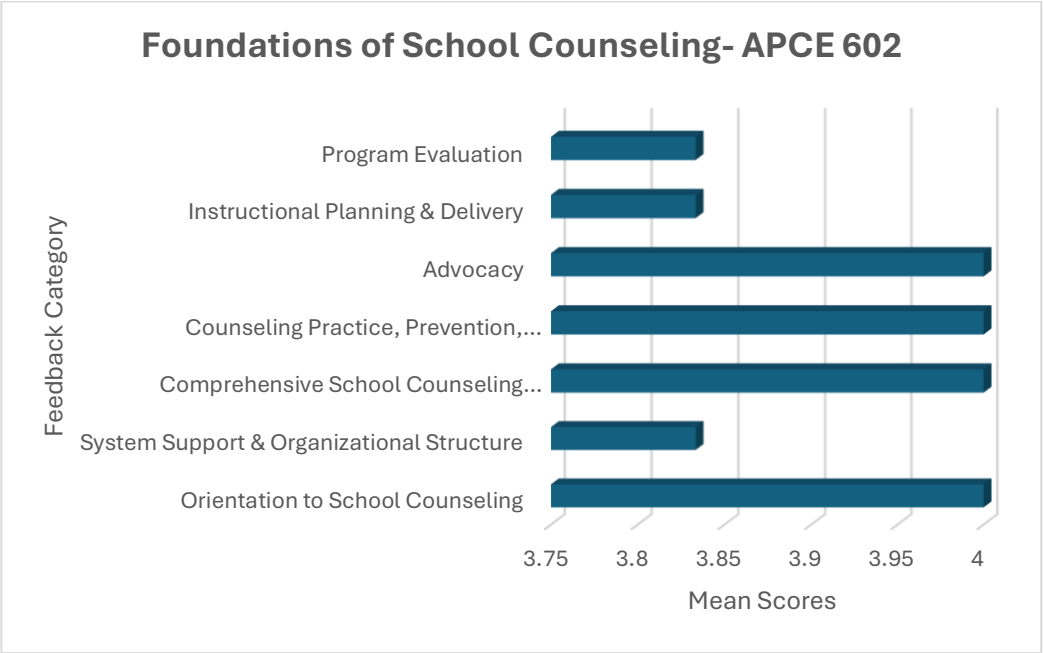
Student Assessment Data

All instructors are required to complete course evaluations for every student to assess student's knowledge, skills, and professional dispositions. This data, along with feedback from our annual stakeholders meeting, are considered and help inform course and program changes. Instructors use course rubrics tailored to the assessment of knowledge, skills, and professional dispositions needed for the particular course. The rubric uses a 4-point Likert scale: 4= Exemplary, 3 = Proficient, 2 = Partially Proficient, 1 = Beginning. Each student is evaluated with the rubric upon the completion of the course.

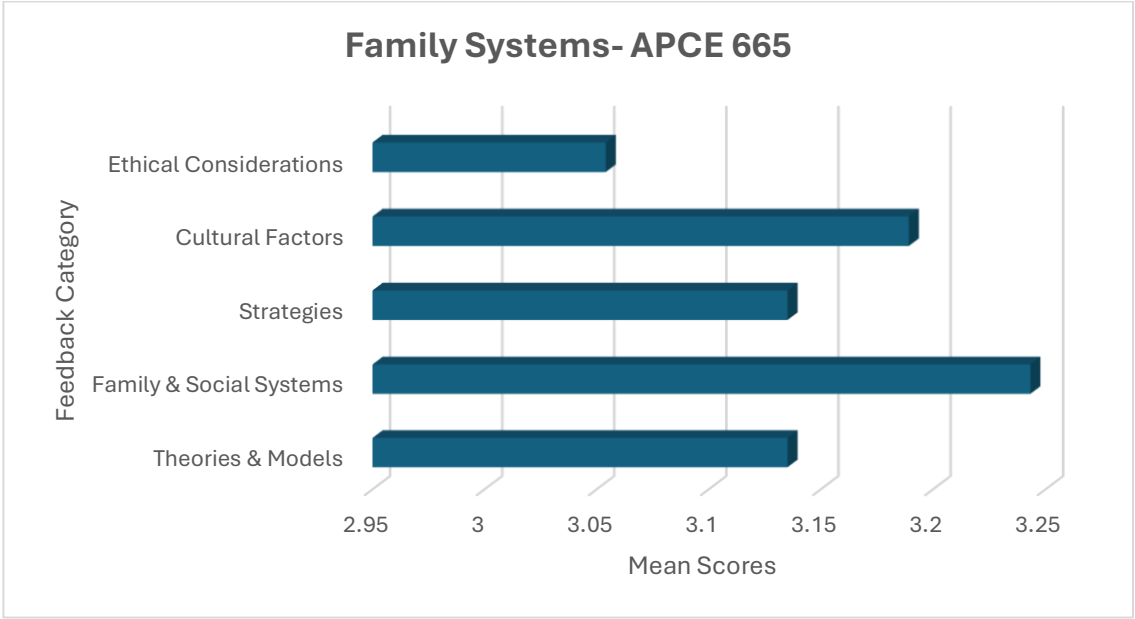
Below are selected sample data from KPI rubrics for the 2024-2025 academic year averaged across semesters. The standard being assessed is identified below along with how it is being assessed.



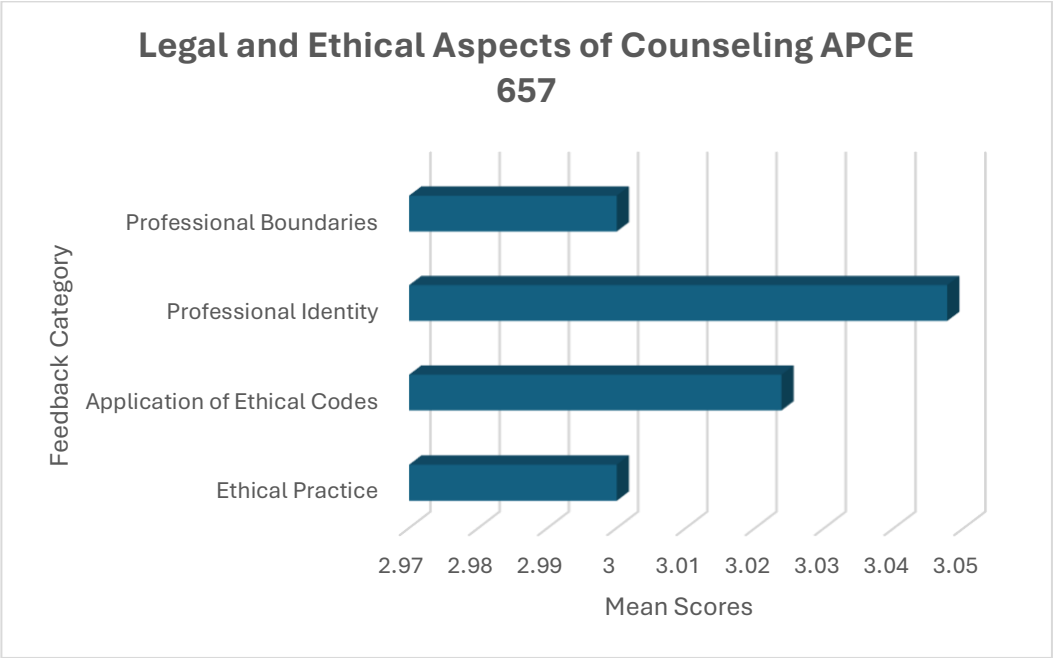
UNC’s Orientation to Clinical Counseling addresses several of our mental health counseling foundation standards. In this course, students demonstrate knowledge of the mental health counseling field, including the foundations of the profession, the role of counselor as advocate and collaborator, and the importance of personal wellness and self-care. As shown in the table above, a mean score was calculated for each area of the rubric. Students scored between 3-3.13 in each area, indicated that they met criteria in the proficient range, demonstrating basic knowledge in each area. Foundations and Advocacy were our highest averages, both scored at 3.13. The mean score for Advocacy increased from 3.02 to 3.13 since the last annual report. This improvement reflects student feedback in course evaluations requesting greater emphasis on advocacy throughout the semester. The instructor for the course incorporated this feedback and the higher scores demonstrate the impact of that change.



Our Foundations of School Counseling course addresses comprehensive school counseling standards. This includes foundations of school counseling, the K+12 educational process, evidence-based prevention and intervention programs that address career, social/emotional, and academic development, as well as the evaluation of program outcomes. Students scored between 3.83 – 4 in each area, indicating that they were proficient, or exemplary in each area. We are fortunate that both instructors of this course are dual licensed as professional counselors and school counselors, with direct experience working in school settings. Their lived experience enrich classroom discussions and enhance knowledge acquisition by allowing them to integrate real world case examples that support student learning.

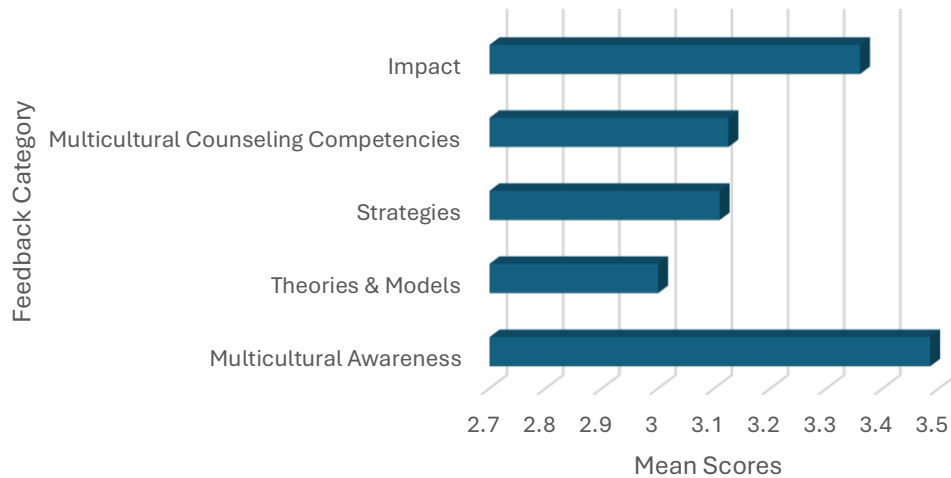


UNC’s Family Systems course addresses foundational knowledge and skills needed to effectively counsel couples and families and to understand the diverse systems in which they belong. These standards include theories and models of systems, family and social systems, cultural factors, ethical considerations and assessment and diagnostic strategies in counseling couples and families. Students scored between 3.05- 3.24 in each area, indicating they met criteria in the proficient range. Compared to data from our 2023-2024 annual report, means in all 5 areas increased in the last academic year.



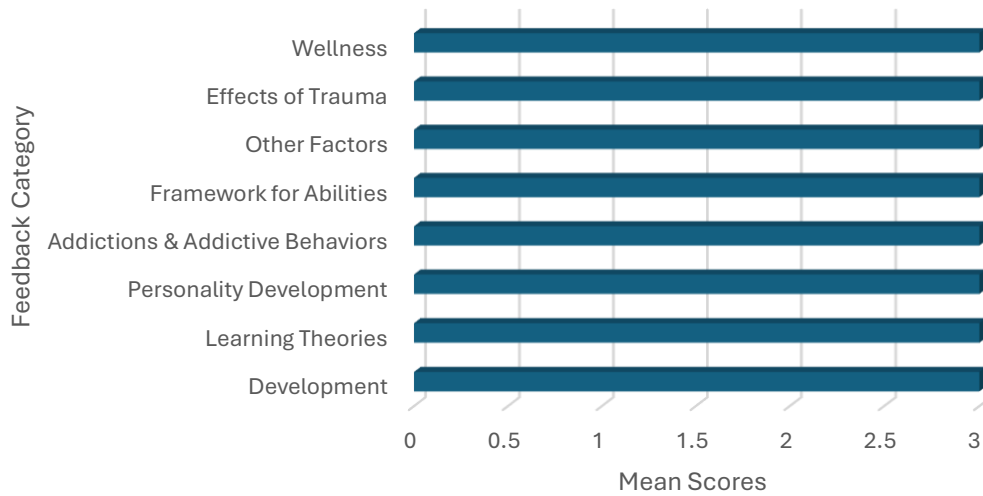
Legal and Ethical Aspects of Counseling addressed standards pertaining to professional identity and ethical practice. Students develop an identity as a professional counselor and understand and abide by counseling-related legal and ethical guidelines. Students are assessed on their knowledge and skills surrounding professional boundaries, professional identity, application of ethical codes and ethical practice. Students scored at least a 3.0 in each area, indicating they met criteria in the proficient range. Means decreased from our 2023-2024 annual report data in each area. After reviewing course evaluations, no outlying feedback was noticed that may help us better understand the slight decrease in scores. The faculty is proposing curriculum changes that will impact the legal and ethical course, which will be discussed later in this report.

Understanding and Counseling Diverse Populations- APCE 623



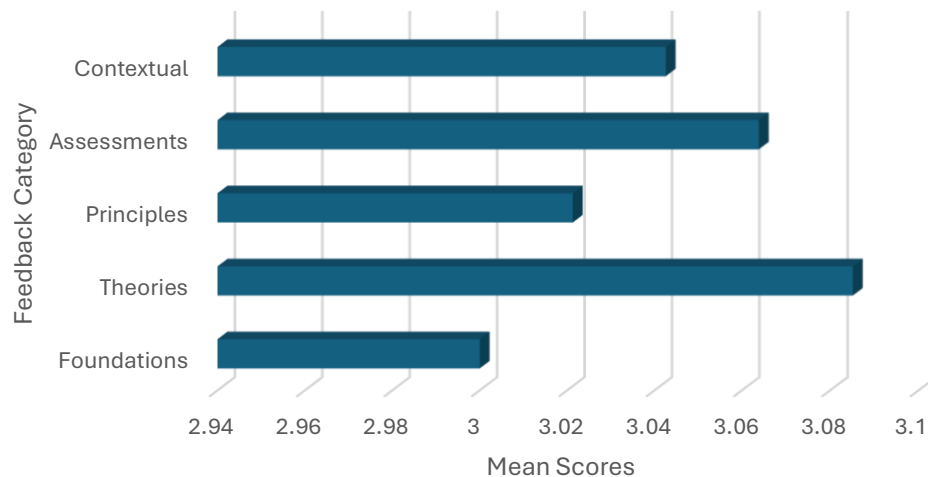
Many of the social and cultural diversity standards are addressed in our Understanding and Counseling Diverse Populations course. Students demonstrate knowledge and awareness of social and cultural diversity issues in counseling and demonstrate the ability to implement culturally sensitive counseling interventions. Mean scores ranged from 3-3.48 reflecting a significant increase compared to our 2023-2024 annual report data. Over the past year, faculty implemented suggestions from that report by inviting more guest speakers to emphasize impact and awareness and incorporating additional discussion-based activities to help students apply concepts from lectures and the textbook. Faculty are encouraged by these positive changes and hope to continue improving this important course moving forward.

Life Span Developmental Psychology- PSY 530

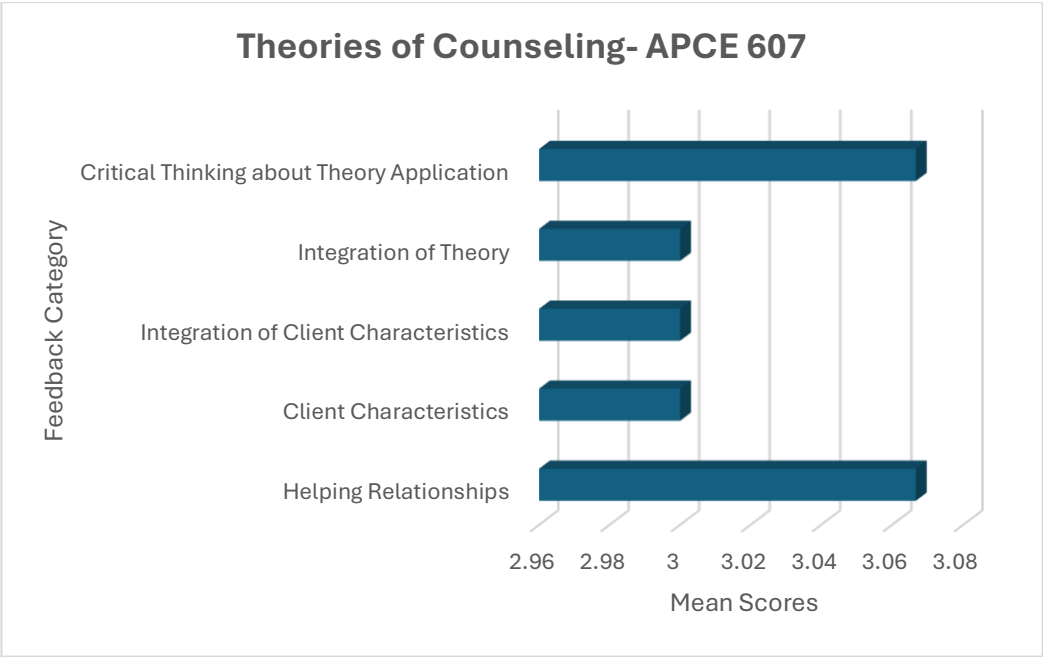


UNC's Life Span Developmental Psychology course focuses on human growth and development and address standards pertaining to aspects of human growth and appreciation for the nature of human development and its integration within the counseling process. Students scored 3.0 in each area indicating they met criteria within the proficient range.

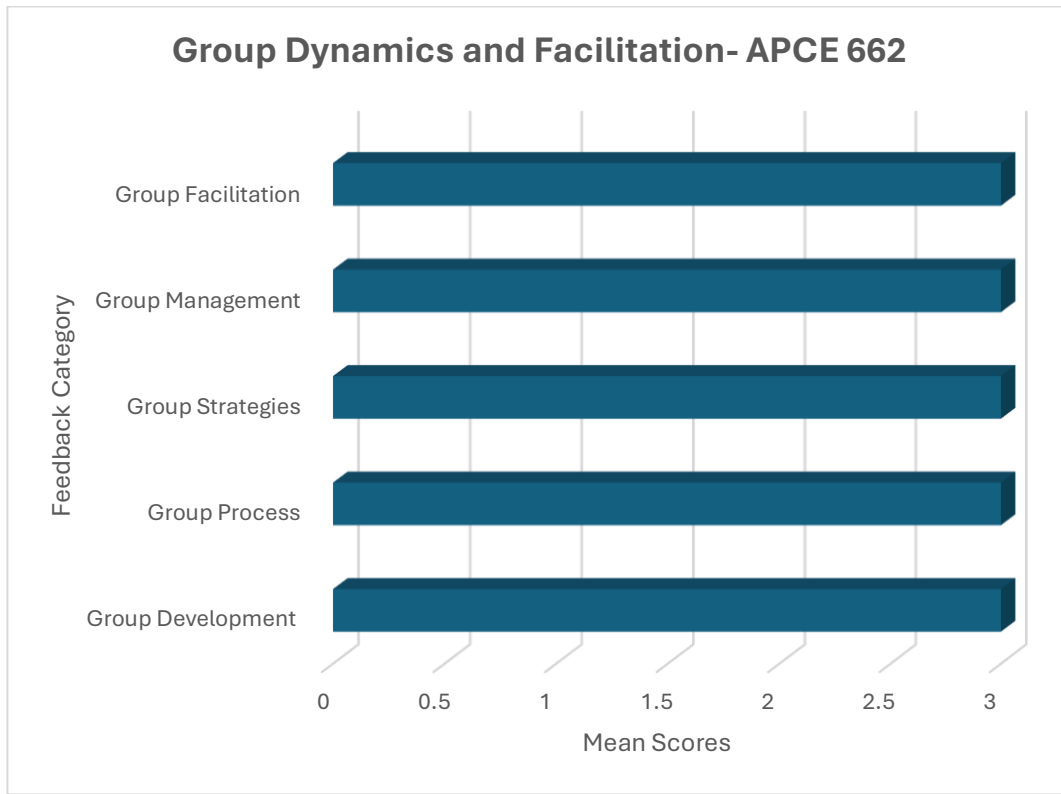
Career Theory, Counseling, and Assessment APCE 616



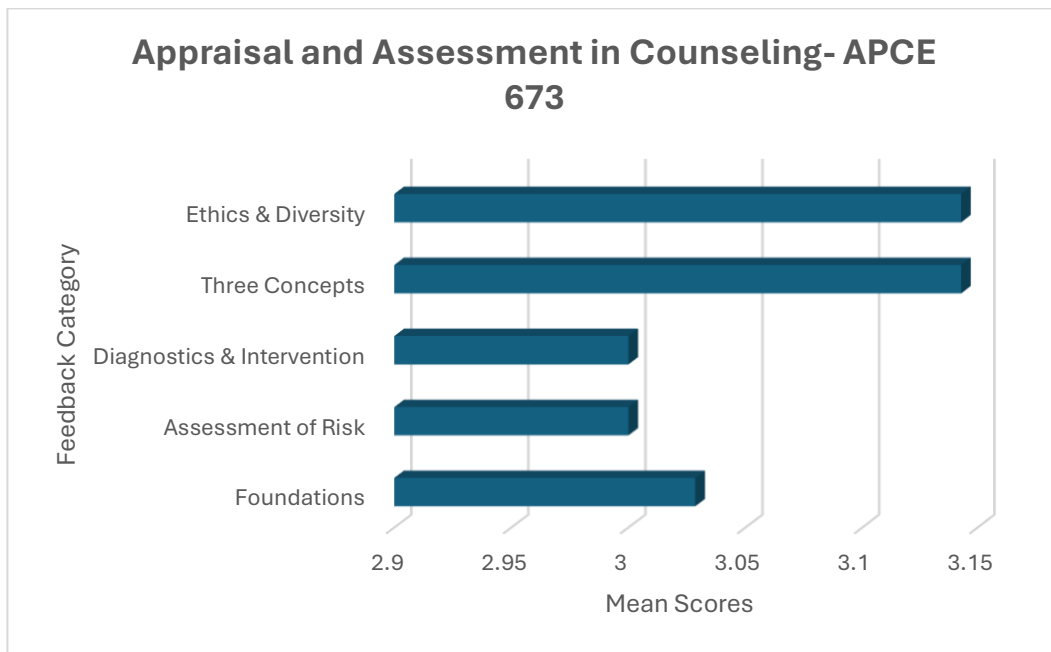
In our Career Theory, Counseling, and Assessment course students learn and apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients. Mean scores ranged from 3.0-3.08, indicating proficient understanding of each area.



In addition to several other classes which cover the counseling and helping relationships standards, our theories of counseling class focuses on developing student knowledge of major counseling theories and effectively applying theories to individual and group counseling contexts. Students scored between 3.0-3.07 in each area, with Helping relationships and Critical Thinking about Theory Application with the highest scores. The Theories of Counseling course is typically one of the first classes students take in their program, and it is noteworthy that instructors emphasize critical thinking skills from the very beginning.



UNC's Group Dynamics and Facilitation course focuses on knowledge and skills surrounding the group counseling process, including theories of group development, group dynamics, the application of group counseling theories, as well as group leadership and management skills. Student scores are reflective of being proficient in each area, demonstrating foundational knowledge of group counseling and group work.

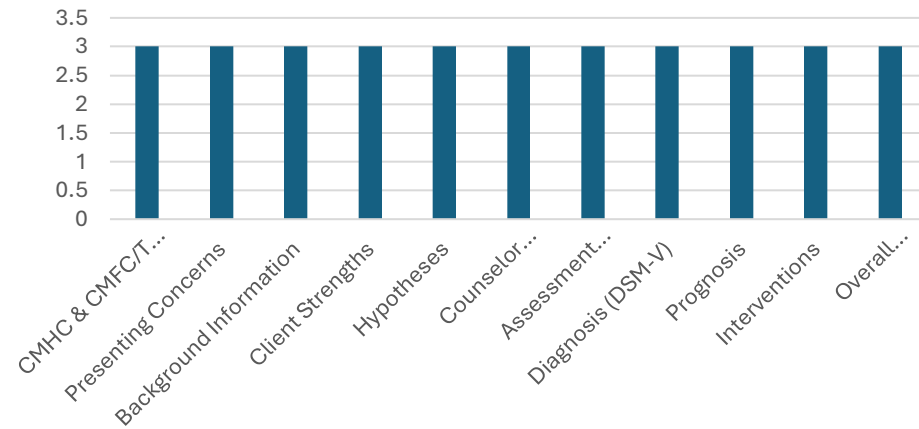


Our Appraisal and Assessment in Counseling course addresses several assessment, testing, and research and program evaluation standards. In this course, students demonstrate knowledge and skills in the application of assessment and evaluation techniques with diverse groups, across multiple settings. Students scored 3 or above in each area and scores increased in each area compared to scores from our 2023-2024 annual report. Faculty made a concerted effort after reviewing our 2023-2024 annual report to provide students additional support and resources to help them engage with the course material. This included time in UNC’s research lab and holding scheduled question and answer time at the end of class so students could ask clarifying questions.

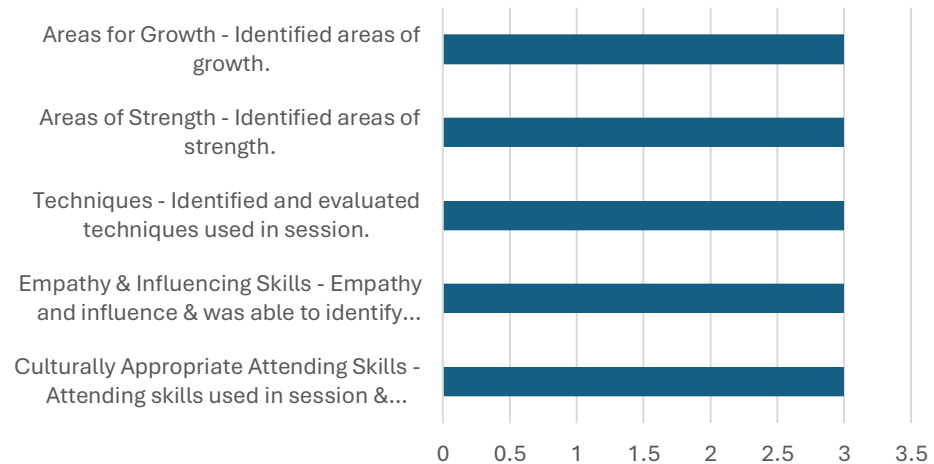
Practicum and Internship Evaluations

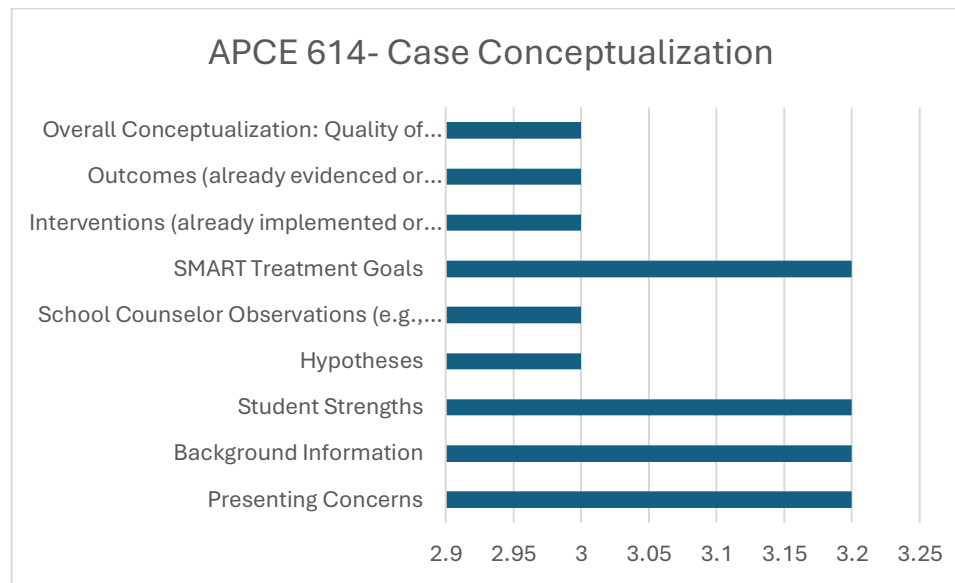
All instructors conduct clinical skills assessments as well as professional disposition assessments of students enrolled in practicum and internship courses. In addition to instructor evaluation, site supervisors complete midterm and final evaluations for students and instructors meet with both the site supervisor and student to go over midterm and final evaluations. Lastly, students are required to complete case conceptualizations and self supervision forms as a part of their practicum and internship requirements. Students are evaluated on the completion of case conceptualizations, as measured by the Case Conceptualization & Treatment Plan Scoring Rubric and on self-supervision skills as measured by the Faculty Assessment of Students’ Self-Supervision rubric.

APCE 692 & 691- Case Conceptualization Rubric



APCE 614, 692 & 691- Self Supervision Rubric





Data demonstrates that student's scores in the areas of case conceptualization and self supervision are above 3.0, with students performing well within the mastered basic skills range.

Regarding site supervisor evaluations, CMHC students are evaluated in the following areas, a) establishes good rapport with client; b) demonstrates control and direction of the interview; c) accepts and encourages client's emotions, feelings, and expressed thoughts; d) responds appropriately in view of what client was expressing; e) reflects and reacts to feelings; f) remains objective with their own values; g) uses interventions appropriately; h) develops relationship conducive to productive counseling; i) uses appropriate language level; j) language, tone of voice, and other behavior conveys interest in client; k) communicates his/her interests, feelings, and experiences to the client when appropriate; l) understands client's problem; m) reports client behavior accurately with supporting observations; n) interventions reflect clear understanding of client's problem; o) demonstrates knowledge of principles and processes of theoretical framework; p) treatment goals/plans reflective of good case conceptualization; q) termination initiated properly; r) follow- up or termination discussed; s) able to observe and discuss case objectively and insightfully; t) receptive to supervisor feedback; u) feedback reflected in future counseling sessions; and v) counselor able to understand their impact on counseling relationship. Students are rated on a 5-point Likert scale, 1 = low to 5 = high.

MCFC students are rated in the following areas, a) understands their influence on the

counseling relationship, b) receptive to feedback, c) discusses follow-up and/or termination, d) identifies relevant treatment goals, e) demonstrates systems thinking, f) interventions implemented reflect the issue/problem presented, g) demonstrates understanding of family's problem, h) demonstrates language, tone to convey interest, i) establishes a therapeutic relationship, j) remains objective with their own values, k) demonstrates appropriate responses to family, l) is accepting of family emotions, and m) develops rapport with family members. Students are rated on a 5-point Likert scale, 1 = low to 5 = high.

School Counseling students are rated in the following areas, a) demonstrates cultural diversity in classroom activities, provides developmentally appropriate classroom activities, c) engaged in effective classroom activities, d) demonstrates preparedness for classroom presentations, e) engages in program coordination activities, f) demonstrates knowledge of the ASCA National Model, g) understands cultural issues of stakeholders, h) demonstrates skills in consultation, i) engages in assessment in consultation, j) effectively consults with teachers, k) accurately engages in test administration and consultation, l) provides appropriate referrals, m) understands students' needs, n) engages in effective career development, o) demonstrates skills in individual counseling, p) uses professional materials in consulting, q) understands personal limits in counseling, r) understand and employs information from supervisors, s) seeks supervision, t) follows ethical guidelines, u) reviews recommended materials, v) awareness of school culture, w) completes assigned tasks in timely manner, and x) arrives on time

Faculty notice common themes when evaluating all professional counseling students including strengths in the areas of conceptualization and treatment planning, building a therapeutic relationship, and openness to feedback. Faculty also notice that students need additional support in diagnosis and working with billing and insurance. During faculty meetings, we have discussed ways in which to infuse more practice of diagnosis into courses across the curriculum. Additionally, we are planning on offering a special CSI sponsored workshop focusing on billing and insurance for our students to attend in this upcoming year.

Overall, site supervisor ratings indicate students are meeting learning objectives that are established during their internship training experience. Feedback from site supervisors align with faculty observations: students are skilled in building rapport with clients, are open to feedback in supervision, and have strong case conceptualization skills. Site supervisors have noted that a key area for program growth is strengthening student confidence in diagnosing and billing.

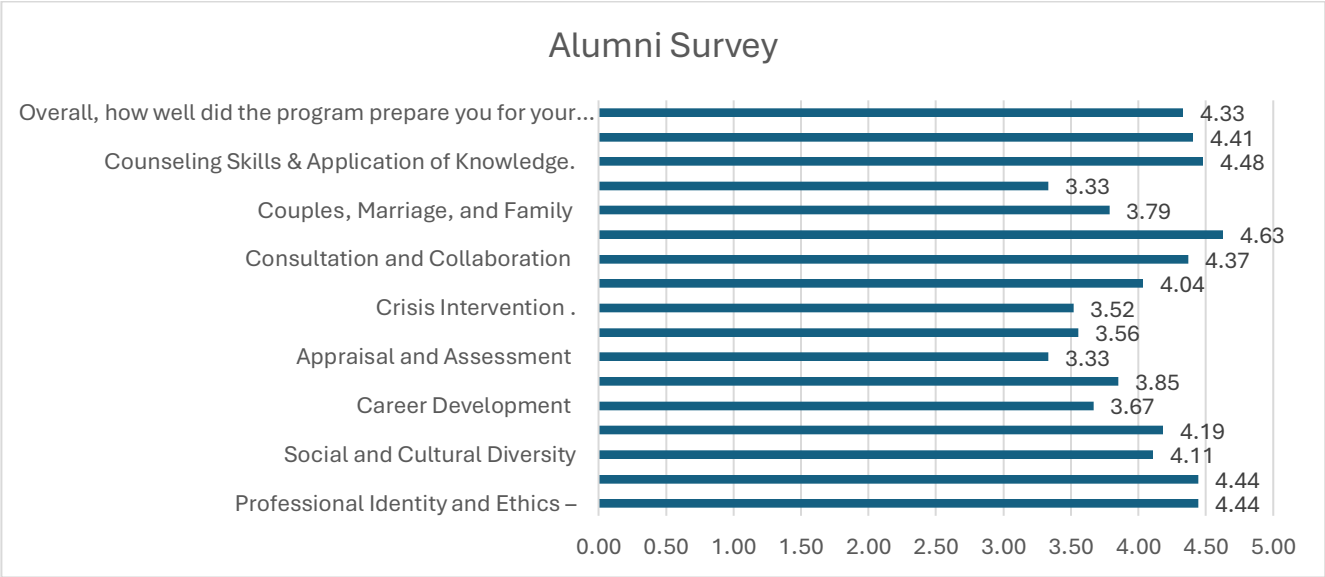
Demographic Data Summary

The University of Northern Colorado recently became a Hispanic Serving Institution and we are committed to promoting an inclusive environment for various student identities. Our Extended Campus is an excellent example of how we provide training and education to individuals who may be unable to attend a traditional counseling program with courses offered during the week. This format allows students to work full time while also pursuing a graduate degree.

Site-Program	Asian	Black or African American	Hispanic or Latinx	Multiracial	White	International Student	Unknown
CMHC	2%	5%	17%	4%	71%	1%	-
MCFC	-	2%	18%	9%	71%	-	-
SC	-	2%	41%	1%	56%	-	-

Alumni Survey

UNC distributes an alumni survey annually through the University Advancement’s alumni relations team. Using a 5 point Likert scale: 1= Not at all prepared, 2 = Slightly prepared, 3 = Somewhat prepared, 4= Moderately prepared and 5 = Extremely prepared, alumni are asked to review the following program objectives and rate how well the program prepared them to work as a professional counselor. 50 responses were recorded as of July 2025.



Mean scores range from 3.33-4.63 indicating students felt somewhat to moderately prepared in each area. The department has also developed an employer survey for our professional counseling programs which was sent out in May of 2025. Unfortunately, we have not yet received any responses. This is being addressed by the department in current time, and will be discussed in the program changes section below.

Overall Program Information for AY 2024-2025

Graduates across all campuses

Fall 2024- 31 Total Graduates- 27 CMHC, 3 MCFC, 1 SC

Spring 2025- 21 Total Graduates- 14 CMHC, 2 MCFC, 5 SC

Summer 2025- 10 Total Graduates- 7 CMHC, 3 MCFC

New Program Admits

Greeley Campus- 36 New Students (20 CMHC, 8 SC, 8 MCFC)

Extended Campus- Loveland-18 New Students

Extended Campus-Denver-50 New Students

Recent Program Changes

The Professional Counseling Faculty regularly seek feedback from key stakeholders including students, site supervisors, graduates, and university staff with the goal of making ongoing program improvements each academic year. Below is a summative list of implemented changes during this last academic year which are aimed at addressing potential areas of needs described by our stakeholders. Some of this information is also included in our student assessment data at the beginning of this report

- *Requiring APCE 623, Understanding and Counseling Diverse Populations as a prerequisite for APCE 612, Practicum in Individual Counseling.* Both students and faculty expressed a need for foundational knowledge of counseling diverse populations prior to enrolling in their first practicum experience. This change was necessary as it ensures that students entering practicum are more equipped to work with clients from a wide range of

social, cultural, and developmental backgrounds. By introducing this content earlier in the curriculum, students are able to approach all of their coursework, including practicum, with greater cultural awareness, sensitivity and competence.

- *Increased Guest Speakers and Community Engagement.* Across all areas of our curriculum, faculty responded to student, site supervisor, and graduate feedback requesting more community engagement, however form that may take. Stakeholders desired more practical application of coursework whether that be through a community engagement assignment, speakers from the community guest lecturing in class, or workshops led by community members. Assignments were adjusted in several courses including APCE 603 Understanding Children, Adolescents, and their Systems, APCE 623 Understanding and Counseling Diverse Populations, APCE 624 Assessment and Treatment of Substance Abuse, and several others. Additionally, we held a court testimony workshop open to all professional counseling, counselor education and supervision, and counseling psychology students. Community members from Northern Colorado, including a magistrate, lawyers, LPCs, and LMFTs led a discussion regarding the importance of developing collaborative relationships between the mental health community and legal community.
- *Future Consideration of creating a new Professional Orientation and Ethics course.* Students and faculty have consistently shared feedback that a semester long orientation and separate ethics course can feel redundant, and instructors often find it challenging to fill 15 weeks of material. In preparation for the 2024 standards, and after consulting with colleagues at other CACREP accredited programs in our region, we are exploring the possibility of combining our Orientation to Clinical counseling and Legal and Ethical Aspects of Counseling courses. Before making any changes, we plan to invite feedback from current students, site supervisors and program graduates
- *Group Advising with Current Students and Faculty.* The Professional Counseling program includes a unique, student led group called the Leadership Fellows. These student leaders are nominated by peers and faculty and play an active role in the program by attending the beginning of faculty meetings, creating opportunities for connection, and providing a student perspective for our current students. Over the last year, the Leadership Fellows shared with faculty that students sometimes felt uncertain about the process of completing their course sign up survey, especially if this is their first time doing so. In response, the department began offering group advising the week before the course sign up survey is distributed. These sessions are co-facilitated by Leadership Fellows and faculty, providing students with both peer and faculty perspectives. We held our first group advising

session in Spring of 2025 and students reported overwhelmingly positive feedback, noting that the session helped them feel more confident when completing their sign-up survey. The faculty and leadership fellows plan to continue to offer group advising each semester moving forward.

- *Increased Response for Employer Survey.* Historically, our program has found it challenging to elicit responses for our employer survey. The main barrier is contacting graduates to provide their employer contact information. In response to this barrier, the faculty developed a Qualtrics survey that graduating students can complete to provide a non-UNC email address for future contact. Ninety days after graduation, we plan to email these students to gather information on whether or not they found employment, and if they are willing to share their employer contact information. We hope this process will improve our employer survey response rate.

Fall 2024-Summer 2025 Program Evaluation Considerations for CES Doctoral Program

<p>Doctoral Program Objectives tied to UNC CES Mission Statement and Doctoral CACREP Standards</p>	<p>Student Evaluation: Key Performance Indicator / Dispositional Indicator Over Multiple Points in your Program</p>	<p>Key Objective Assessment</p>	<p>Program Evaluation and Data Driven Decisions</p>
<p>Professional Counseling Orientation, Ethical Practice and Helping Relationships: Demonstrate a scholarly understanding and integration of counseling theories and evidence based counseling practices (individual, couples, groups) relevant to the treatment of clients in multiple settings from an ethical, legal and culturally relevant perspective.</p> <p>Develop and further demonstrate knowledge of the ethical application of assessment and testing and the interpreting of the results while considering historical perspectives of assessment and testing. Demonstrate the procedures for assessing clients using culturally relevant strategies in high risk situations, identifying trauma and abuse, and using strategies for diagnostic or intervention decisions.</p>	<p>*APCE 702, 712, 792, 762 Evaluations & Grades *Written and Oral Comprehensive Examinations *Professional Development Plans-Yr. 1 *Faculty Assessment Forms</p>	<p>*Practicum Evaluations *Transcript Review *Written & Oral Comprehensive Examination Results *Faculty Review of PDP *Faculty Review of Assessment Forms</p>	<p>Students consistently received scores of meets or exceeds expectations on their practicum evaluations. All students in fall of 2024 passed their written comprehensive examinations and their oral examinations with the Graduate School. Faculty members reviewed each students' PDP and offered ideas during the student review period for the advisor to share with each individual student as feedback. Students generally received meets or exceeds expectations on faculty assessment forms from faculty members. If and student received</p>

			scores of below or need further review these were discussed during student review and appropriate feedback was provided and program review was discussed during our evaluation retreat.
<p>Supervision: Gain significant understanding regarding the purposes of clinical supervision, the supervisory relationship, theoretical frameworks and models of clinical supervision, culturally relevant strategies and skills in clinical supervision, the use of technology in providing supervision.</p> <p>Develop an understanding of assessment strategies of supervisees, administrative procedures, legal and ethical responsibilities, and evaluation, remediation, and gatekeeping of supervisees.</p>	<p>*APCE 714, 715, 792 Evaluations (Supervisee & Faculty) & Grades</p> <p>*APCE 714/715 Supervision Philosophy Paper</p> <p>*Written and Oral Comprehensive Examinations</p> <p>*Professional Development Plans-Yr. 2</p> <p>*Faculty Assessment Forms</p>	<p>*Supervision Evaluations</p> <p>*Transcript Review</p> <p>*Written and Oral Comprehensive Examination Results</p> <p>*Supervision Philosophy Paper Rubric</p> <p>*Faculty Review of PDP</p> <p>*Faculty Review of Assessment Forms</p>	<p>Students consistently received scores of meets or exceeds expectations on their supervisor evaluations.</p> <p>All students in fall of 2024 passed their written comprehensive examinations and their oral examinations with the Graduate School.</p> <p>Based on rubric scores all students meet or exceeded expectations on their supervision philosophy papers.</p> <p>Faculty members reviewed each students' PDP and offered ideas during the student review period for the advisor to share with each individual student as feedback.</p> <p>Students generally received meets or exceeds expectations on faculty assessment forms from faculty members. If and student received scores of below or need</p>

			further review these were discussed during student review and appropriate feedback were provided and program review was discussed during our evaluation retreat.
<p>Teaching and Program Evaluation: Gain knowledge and skills in pedagogy and teaching methods, models of adult learning, instructional and curriculum design across modalities (e.g., online, traditional, intensive short course), delivery, evaluation, and assessment methods, and ethical and culturally relevant strategies used in counselor education.</p> <p>Demonstrate an understanding of the roles of a counselor educator surrounding teaching such as the role of career development, human growth and development, mentoring and the responsibilities of screening, remediation, and gatekeeping of counselors in training.</p>	<p>*APCE 710 Teaching Presentations Rubric</p> <p>*Course Grades</p> <p>*APCE 710 Teaching Philosophy Paper Rubric</p> <p>*APCE 792 (Student and Faculty) Teaching Effectiveness Evaluations</p> <p>*Written & Oral Comprehensive Examinations</p> <p>*Professional Development Plan-Yr. 1</p> <p>*Faculty Assessment Forms</p> <p>*APCE 714/715</p>	<p>*Evaluation of Teaching Presentation and Philosophy Paper Rubrics</p> <p>*Transcript Review</p> <p>*Evaluation of Teaching Material Effectiveness Rubric</p> <p>*Written and Oral Comprehensive Examination Results</p> <p>*Faculty Review of PDP and Assessment Forms</p> <p>*Supervision Evaluation Rubric</p>	<p>Students consistently received scores of meets or exceeds expectations on their teaching presentation and teaching material effectiveness evaluations. Students were observed to be earning grades of a B or better in their courses. All students in fall of 2024 passed their written comprehensive examinations and their oral examinations with the Graduate School. Faculty members reviewed each students' PDP and offered ideas during the student review period for the advisor to share with each individual student as feedback. Students generally received meets or exceeds expectations on faculty assessment forms from faculty members. If and student received scores of below or need</p>

			<p>further review these were discussed during student review and appropriate feedback were provided and program review was discussed during our evaluation retreat. All students received specific feedback on their supervision practices and received meets or exceeds on these evaluations.</p>
<p>Research and Scholarship: Gain knowledge and skills in qualitative and qualitative research questions appropriate for professional research and publication, human subjects/institutional review board processes including ethical and culturally relevant strategies for conducting research, emergent research practices and processes, instrument design, and program evaluation.</p> <p>Demonstrate an understanding of professional conference proposal preparation and presentations, professional writing for journal and newsletter publication, and grant proposals and funding.</p>	<p>*APCE 716: Conceptual Manuscript Rubric</p> <p>*Grades in SRM 602, 603, 610, 700</p> <p>*Conference Proposal Submission</p> <p>*Professional Development Plan-Yr. 1 or 2</p> <p>*Faculty Assessment Forms</p> <p>*APCE 792 (Site Supervisor & University Supervisor) Evaluations</p> <p>*Written and Oral Comprehensive Examinations</p>	<p>*Evaluations of Conceptual Manuscript Rubrics</p> <p>*Transcript Review for grades in SRM 602, 603, 610, & 700</p> <p>*Faculty Review of Conference Proposal Submission</p> <p>*Faculty Review of Professional Development Plan</p> <p>*Faculty Review of Faculty Assessment Forms</p>	<p>Students consistently received scores of meets or exceeds expectations on their rubrics grading their conceptual manuscript.</p> <p>Students were observed to be earning grades of a B or better in their courses.</p> <p>Faculty members reviewed each students' PDP and offered ideas during the student review period for the advisor to share with each individual student as feedback.</p> <p>Faculty members teaching the professional development course took primary responsibility for the review of conference proposal submissions and shared this review with</p>

	<p>*APCE 797 & 799 Dissertation Proposal and Dissertation</p>	<p>*Evaluation Data from APCE 792 *Faculty Review of Oral and Written Comprehensive Examination Results *Committee Review of Dissertation</p>	<p>all faculty during student reviews. Students generally received meets or exceeds expectations on faculty assessment forms from faculty members. If and student received scores of below or need further review these were discussed during student review and appropriate feedback were provided and program review was discussed during our evaluation retreat. Internship evaluations were reviewed by faculty members and these results were shared during the student review process and all students met or exceed expectations on these evaluations. All students in fall of 2024 passed their written comprehensive examinations and their oral examinations with the Graduate School.</p> <p>Reports from each dissertation committee chair was included in the student review feedback for each student.</p>
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<p>Social Cultural Diversity, Leadership, and Advocacy: Develop both theoretical and experiential understandings of theories and skills in leadership, strategies of leadership in consultation, leadership development, administration and management in counselor education programs, higher education institutions, and professional organizations, and knowledge of accreditation standards and processes.</p> <p>Demonstrate an understanding of current issues in counseling and how those impact counselors, clients, and their communities.</p> <p>Demonstrate an understanding of the counselor and counselor educators' roles and strategies for responding to crisis and disasters locally to globally.</p>	<p>APCE 723 Social Justice Paper *APCE 746 Personal Leadership Development Plan *Course Grades *Oral and Written Comprehensive Examination *APCE 792 (Site Supervisor and University Supervisor) Evaluations *APCE 703 CACREP Simulation Assignment *Professional Development Plan-Yr. 1 or 2 & 3 (must include documentation of membership in ACES) *Faculty Assessment Forms</p>	<p>*APCE 723 Data from Social Justice Paper Rubrics *Transcript Review *Faculty Review of Professional Development Plan *Data from Evaluations of Personal Leadership Development Plan Rubrics *Oral and Written Comprehensive Examination Results *Faculty Review of Evaluations *Faculty Review of CACREP Simulation Assignment Materials and Rubric *Faculty Review of PDP and Assessment Forms</p>	<p>Students consistently received scores of meets or exceeds expectations on their rubrics grading their social justice papers.</p> <p>Students were observed to be earning grades of a B or better in their courses.</p> <p>Faculty members reviewed each students' PDP and offered ideas during the student review period for the advisor to share with each individual student as feedback.</p> <p>All students received meets or exceed expectations on their rubrics reviewing their personal leadership development plan rubrics.</p> <p>All students received meets or exceed expectations on their rubrics reviewing their participation during the CACREP simulation assignment.</p> <p>Students generally received meets or exceeds expectations on faculty assessment forms from faculty members. If and student received scores of below or need further review these were discussed during student</p>
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			review and appropriate feedback were provided and program review was discussed during our evaluation retreat. Internship evaluations were reviewed by faculty members and these results were shared during the student review process and all students met or exceed expectations on these evaluations. All students in fall of 2024 passed their written comprehensive examinations and their oral examinations with the Graduate School.
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Program Evaluation Process:
As noted above, all core faculty members meet for a twice yearly retreat each year to review student evaluation data and use this data to evaluate our program effectiveness. We also engage our community stakeholders to inform our program evaluation process.

Overall Program Curricular Considerations: We feel our program prepares graduates to be successful in their work and we always consider how we can improve on the training we provide our students. As all students scored meets or exceeds expectations on all Key Curricular Assessments, we feel students in this academic year are reaching all Key Performance Indicator identified by faculty members and stakeholders.

In further curricular considerations around comprehensive examination results, 100% of the students passed the supervision question, 100% passed the pedagogy question, and 100% passed the research question and 100% passed the professional development question.
All doctoral students who passed their written examinations moved on to the orals comprehensive examination and successfully passed and completed this process to continue their degree progression. We will continue to monitor our written comprehensive examination process and how best to measure student learning with question revision and allowing for creative approaches to answers.

Program Modifications: Additionally, since students routinely score at “above expectations” or “exceeds expectations” on rubrics and professional dispositional ratings (especially high from faculty members outside of CES) the CES faculty members believe the admission process itself is effective as a screening tool. In line with maintaining strong and qualified applicant pools and improving our outreach strategies, the CES faculty members decided to continue current approaches to informal mentoring and formal mentoring with master’s students. We have continued to attend more MA course meetings to offer more insight into the doctoral program for our MA students to continue this recruiting effort. Additionally, having doctoral students present their teaching lessons in the pedagogy course to the MA students has piqued interest in doctoral studies as well.

Alumni Survey Results:

Although the number of responses was lower than anticipated, feedback from CES alumni who did participate was positive overall. Respondents indicated that they felt highly prepared in the areas of supervision, professional orientation, ethics, and the roles of counselors. They also reported feeling moderately to highly prepared in the areas of teaching and program evaluation, ethical application of assessment and testing, and knowledge related to supervisee evaluation, remediation and gatekeeping. With respect to research and scholarship, one respondent reported feeling somewhat prepared, while the remaining respondents indicated they felt moderately prepared.