



The Department of Counselor Education

Executive Summary Report of Program Evaluation 2024-2025

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Executive Summary Report of Program Evaluation 2024-2025

The Department of Counselor Education at Northeastern Illinois University (NEIU) has been accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) since 1994. In accordance with the 2016 CACREP standards, the Department of Counselor Education at NEIU continuously engages in program evaluation activities for the purposes of program improvement for the following 4 programs: Clinical Mental Health Counseling (CMHC), Couple and Family Counseling (CFC), Rehabilitation Counseling (RC), and School Counseling (SC).

The information and data on this Executive Summary of the program evaluation is based on data gathered from the following sources: NEIU Institutional Data Digest; National Counselor Examination (NCE) pass rates (for graduates seeking licensure as a Professional Counselor in Illinois); the Illinois School Counselor examination pass rates; biannually scheduled curricular review by faculty; advisory board evaluation and feedback; professional dispositions evaluation of students throughout their program; site supervisor evaluation of students in Practicum and Internship courses; student performance on the Departmental Proficiency Exam (DPE); formal data collection regarding perceptions of program effectiveness from stakeholders such as alumni; employers of graduates; exit survey from students prior to graduation; and follow up survey of site supervisors.

As part of its CACREP Systematic Program Evaluation Report, the NEIU Counselor Education Department conducted an evaluation of students and courses. Four groups of stakeholders were sent online surveys: current students exiting their respective programs, recent graduates, current employers, and former site supervisors of the graduates. Each group responded to different surveys; however, the content on the surveys had some similarities. The surveys were designed to assess the overall program quality and curriculum with regard to preparation of students in counseling skills, professional counselor identity, structure and delivery of the curriculum, and overall evaluation of the NEIU Counselor Education programs.

The Department of Counselor Education at NEIU has been gathering data on student learning outcomes (SLO) from admission to graduation and post graduation.

Students are expected to successfully complete all course requirements and pass each of the 5 transition levels. Students must successfully complete all the program transition levels. This report will also include the findings of SLO at each transition level in the program.

Current CACREP-Accredited Programs:

M.A. in Clinical Mental Health Counseling (CMHC- 60 semester credit hours)

M.A. in Couple and Family Counseling (CFC- 60 semester credit hours)

M.A. in Rehabilitation Counseling (RC- 60 semester credit hours)

M.A. in School Counseling (SC- 60 semester credit hours)

Applicant Data for Spring 2025 and Fall of 2025:

Spring 2025 Admission Per Program			
<i>Graduate Program</i>	<i>Applied</i>	<i>Admitted</i>	<i>Admission Rate</i>
Clinical Mental Health Counseling	72	33	47.2%
Couple and Family Counseling	20	7	35%
Rehabilitation Counseling	8	4	50%
School Counseling	18	4	22.5%

Fall 2025 Admission Per Program			
<i>Graduate Program</i>	<i>Applied</i>	<i>Admitted</i>	<i>Admission Rate</i>
Clinical Mental Health Counseling	166	23	14.5%
Couple and Family Counseling	38	15	39.5%
Rehabilitation Counseling	17	5	29.4%
School Counseling	52	17	32.7%

All Programs for FY 2025	399	111	28%
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The data indicate that enrollment trends are driven less by application volume and more by admissions decisions, incomplete applications, and withdrawals. CMHC had the largest applicant pool but the lowest admit rate in Fall 2025 and the highest number of denials and withdrawals, while Spring 2025 showed improved admit rates, suggesting variability in admissions practices. Across programs, a substantial number of applications were incomplete or withdrawn, often due to missed deadlines, highlighting application follow-through as a key barrier. Overall, findings suggest the need to review admissions processes and strengthen applicant support to improve enrollment outcomes

Admissions Outcomes by Race

Race/Ethnicity	Admit	Deny	Withdraw	Total
American Indian or Alaska Native	0	1	4	5
Asian	11	17	9	37
Asian, Native Hawaiian or Other Pacific	1	0	1	2
Asian, White	2	3	2	7
Black or African American	6	25	20	51
Did not respond	9	8	6	23
Native Hawaiian or Other Pacific	0	1	0	1
White	84	106	44	234

Enrolled Students for FY 2024-2025

Program	Ethnicity							Gender		Total
	Hispanic	Asian	African Am/Black	White	Multi	Non ctzn	Unknown	female	Male	
CMHC	50	6	4	54	5	1	9	96	33	129
CFC	15	2	1	21	0	0	2	35	5	40
RC	7	0	0	5	0	1	0	10	3	13
SC	31	2	2	17	4	0	2	48	10	58
Total	103	10	7	97	9	2	13	189	51	240

Data from NEIU IR FY 2024-2025

Graduate Degrees Conferred by Gender and Ethnicity:

Program	Ethnicity							Gender		Total
	Hispanic	Asian	AfricanA m/Black	White	Multi	Non Ctzn	Unknwn	Female	Male	
CMHC	6	5	1	15	0	0	1	19	9	28
CFC	2	0	1	4	0	0	1	7	1	8
RC	1	0	2	1	1	0	0	2	3	5
SC	5	2	0	8	2	0	0	15	2	17
Total	14	7	4	28	3	0	2	33	15	58

Data from NEIU IR FY 2024-2025

Retention Rates:

COHORT YEAR	MAJOR	HEADCOUNT	RETAINED TO NEXT YEAR	RETENTION RATE
Fall 2024	CMHC	120	110	91.7%
	CFC	33	32	94.5%
	RC	16	12	75.0%
	SC	55	52	94.5%
Fall 2025	CMHC	129	120	93.0%
	CFC	40	33	82.5%
	RC	13	10	76.9%
	SC	58	55	94.8%

Data from NEIU IR

The data indicate that admissions outcomes vary across demographic groups, with younger applicants (<25) showing higher denial and withdrawal rates, suggesting potential differences in preparedness or application completion. Racial patterns show that Black/African American applicants experience higher rates of denial and withdrawal relative to admission, indicating a need for further review of admissions processes and support mechanisms. Gender distributions reflect the overall applicant pool, with no substantial differences in outcome patterns.

Student Learning Outcome (SLO)

The Counselor Education students in all four programs must successfully complete all the program transition levels I to V. Students are required to earn a grade of “B” or better in their clinical courses such as COUN 401, 405, 406, 407, 421, and all program specific practicum and internship courses. Students are also required to maintain good academic standing, in accordance with university graduate policies.

At each transition level, the student dispositions are also evaluated. They are required to receive a minimum of 3.0 out of the possible 5 points on all the items on the disposition evaluation forms.

The detailed results of the SLO are discussed at the faculty meeting at the end of Fall semester. During the faculty meeting, faculty advisors review and discuss students skills and knowledge and possible need for improvement. The Department Professional Standards committee will invite students to attend a meeting to discuss a remediation plan for improvement. Students must meet the terms of their remediation plan before they can be authorized to begin Practicum.

The outcomes are reported in percentages, indicating the percentage of total ratings that were assessed at each performance level. The numerical weight of each performance level used for summary statistics are:

A Major Strength = 5 pts.

A Strength = 4 pts.

Appropriate = 3 pts.

Needs Some Improvement = 2 pts.

Needs Much Improvement = 1 pt.

In compliance with CACREP 2016 standards, The Department of Counselor Education initiated using Key Performance Indicators (KPI) as a form of sampling or compilation of standards from each of the eight core areas, and the speciality areas. The KPIs were chosen based on program objectives and they reflect one CACREP standard for each core area, and two standards for each speciality area.

Each program used multiple measures across multiple points for evaluation of students' knowledge, skills, and disposition in each of the CACREP areas. The table below identifies key dispositions, measurement of student dispositions over multiple points in time, and the results of data analysis:

Results of the KPI Evaluations for 2025:

KPI	Course	Mean & DPE pass percentage
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE		
KPI #1:CACREP II.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	401	4.68
	463	4.33
	464	4.00
	465	
	474	4.54
	DPE-2	78.1%
	DPE-95	94.6%
SOCIAL AND CULTURAL DIVERSITY		
KPI #2:CACREP II.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	430	4.41
	463	4.33
	464	4.25
	465	
	474	4.67
	DPE-87	80.8%
HUMAN GROWTH AND DEVELOPMENT		
KPI #3:CACREP II.F.2.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	402	4.58
	463	4.67
	464	4.50
	465	
	474	4.25

	DPE- 17	97.2%
CAREER DEVELOPMENT		
KPI #4:CACREP II.F.4.g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	409	4.79
	462	5.00
	463	5.00
	464	4.25
	465	
	474	4.21
	DPE - 71	54.7%
COUNSELING AND HELPING RELATIONSHIPS		
KPI #5:CACREP II.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	403	4.43
	462	5.00
	463	5.00
	464	4.58
	465	
	474	4.67
	DPE- 27	93.3%
	DPE- 44	87.8%
GROUP COUNSELING AND GROUP WORK		
KPI #6:CACREP II.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	462	5.00
	463	4.67
	464	4.33
	465	
	474	4.21

	DPE- 53	90.3%
ASSESSMENT AND TESTING		
KPI #7: CACREP II.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	404	4.25
	462	5.00
	463	4.67
	464	4.08
	465	
	474	4.09
	DPE- 38	68.6%
	DPE- 53	90.3%
RESEARCH AND PROGRAM EVALUATION		
KPI #8: CACREP II.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	408	4.04
	462	5.00
	463	4.33
	464	4.42
	465	
	474	4.25
	DPE- 64	91.9%
	DPE- 66	86.2%
CLINICAL MENTAL HEALTH COUNSELING (CMHC)		
CMHC KPI 9a: Cultural factors relevant to clinical mental health counseling (Section 5: C.2. Contextual, standard j)	407	4.03
	464	4.33
	DPE specialty	83.7%

CMHC KPI 9b:Techniques and interventions for prevention and treatment of a broad range of mental health issues (Section 5: C.3. Practice, Standard b.) Skill measured by the CCS-R	407	3.90
	444	4.54
	474	4.13
COUPLE AND FAMILY COUNSELING (CFC)		
CFC KPI 10a:Section 5: F.2.Contextual.c family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments	421	4.05
	465	
	DPE specialty	80.0%
CFC KPI 10b:Section 5: F.3. Practice, Standard c Techniques and interventions of marriage, couple, and family counseling Skill measured by the CCS-R	421	4.04
	445	4.34
	475	4.65
SCHOOL COUNSELING (SC)		
SCH KPI 11a:School counselor roles in relation to college and career counseling (Section 5: G.2.Contextual, standard c)	462	5.00
	411	
	DPE specialty	87.7%
SCH KPI 11b: Techniques of personal/social counseling in school settings (Section 5: G.3. Practice, Standard f) Skill measured by the CCS-R	405	3.97
	442	3.77
	472	5.00
REHABILITATION COUNSELING		
RC KPI 12a:CACREP RC. 5-H 2.e demonstrate an understanding of the impact of psychosocial influences,	435	4.43

cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities	463/473	4.33
	DPE specialty	56.7%
RC KPI 12b:CACREP 2016 RC 5-H.3.h demonstrates an understanding of career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the workplace. Skill measured by the CCS-R	405	5.51
	446	4.49
	473	4.33

Overall, students across all programs demonstrated strong performance on KPIs, with mean scores consistently in the 4.0 - 5.0 range, indicating performance at the level of “Strength” to “Major Strength.” Most CACREP core areas showed high DPE pass rates (generally above 80–90%), with the exception of Career Development (54.7%) and Rehabilitation Counseling specialty KPI (56.7%), which may require further attention .

Transition Level I: Foundational Knowledge & Dispositions

- ★ Successful completion of prerequisites for clinical skills training courses and earning a minimum rating of 3.0 (out of 5-point Likert scale) or higher on the key assessment for each of the following courses: COUN 401, COUN 402, COUN 403
- ★ Appropriate professional and ethical behaviors and dispositions as demonstrated on the disposition evaluation forms (by earning a minimum of 3 points on a 5-point Likert scale on all items on the disposition evaluation form)
- ★ Minimum GPA of 3.00

SLO Based on CACREP Standards for Transition Level I			
Semester	COUN 401 Professional & Ethical Issues Counseling	COUN 402- Developmental Counseling	CON 403- Theories of Counseling
Spring 2025	M= 4.81 SD=0.377	M= 4.76 SD=0.422	M= 4.68 SD=0.591
Summer 2025	N/A	M= 4.34 SD=0.672	M= 4.34 SD=0.473
Fall 2025	M= 4.67 ; SD=0.544	M= 4.39 SD=0.491	M= 4.26 SD=0.482
Average	M= 4.73 SD=0.492	M= 4.58 SD=0.546	M= 4.60 SD=0.552

Summary of findings: Students consistently met or exceeded expectations in foundational courses (COUN 401, 402, 403), with average scores ranging from 4.58 to 4.73, indicating strong preparation in core counseling knowledge and professional dispositions. All students progressed successfully to the next transition level.

Transition Level II:

- ★ Successful completion of prerequisites for clinical skills training courses and earning a minimum rating of 3.0 (out of 5-point Likert scale) or higher on the key assessment for each of the following courses:
 - COUN 405, COUN 406, COUN 407, COUN 421
- ★ Appropriate professional and ethical behaviors and dispositions as demonstrated on the disposition evaluation forms (by earning a minimum of 3 points on a 5-point Likert scale on all items on the disposition evaluation form)
- ★ Completion of Practicum Application
- ★ Minimum GPA of 3.00

SLO Based on KPI's for Transition Level II				
Semester	COUN 405- Individual Counseling Skills	COUN 406- Group Counseling	CON 407- Advanced Counseling Skills	COUN 421- Advanced CFC Skills
Spring 2025	M= 3.02 SD= 1.37	M= 4.53 SD= 0.652	M= 3.98 SD= 0.303	M= 3.93 SD= 0.293
Summer 2025	N/A	M= 4.32 SD= 0.848	M= 4.00 SD= 0	N/A
Fall 2025	M= 2.49 SD= 1.07	M= 4.03 SD= 0.486	M= 4.17 SD= 0.427	M= 4.42 SD= 0.564
Average	M= 2.25 SD= 1.25	M= 4.32 SD= 0.765	M= 4.04 SD= 0.635	M= 4.04 SD= 0.429

Summary of Findings: Students generally met expectations in clinical skill development, with most course averages above 4.0. However, COUN 405 (Individual Counseling Skills) showed greater variability and lower averages (as low as 2.49 in Fall), suggesting an area for targeted instructional support. Overall, students successfully progressed to practicum readiness.

Number of Actual Practicum Applications Submitted					
Year	CMHC	CFC	RC	SC	Total
2024	38	13	4	17	72
2025	42	13	4	15	74
2026	40	14	4	15	73

Transition Level III:

- ★ Successful completion of clinical experiences hours
 - Completion of 100 Practicum hours
 - Completion of 600 Internship hours
- ★ Satisfactory ratings on all evaluations

from site and university supervisors as demonstrated by receiving a minimum of 3.0 out of 5.0 on all items on the professional disposition evaluations for both practicum and internship

- ★ Demonstration of appropriate professional and ethical behaviors and dispositions
- ★ Minimum GPA of 3.00

Overall SLO of CACREP Standards for Practicum and Internship 2025

Program	PracSite Sup Evals	InternSite Sup Evals	PracNEIU- Sup Eval	InternNEIU Sup Evals	Pract Hrs completed	Internship Hrs Completed
CMHC	M= 105.7 SD= 8.7	M= 107.4 SD= 7.45	M= 110.2 SD= 9.9	M= 112.4 SD= 2.07	Range 106-311 Avg 169	Range 600-927 Avg 671.5
CFC	M= 97.0 SD= 0.67	M= 106.9 SD= 8.45	M= 104.3 SD= 0.42	M= N/A SD= N/A	Range 115-253 Avg 175	Range 603-793 Avg 663
RC	M= 106.25 SD= 8.6	M= 115.0 SD= 0	M= 107.8 SD= 4.3	M= 112.7 SD= 0.94	Range 114-181 Avg 152	Range 600 - 652 Avg 634
SC	M= 98 SD= 8.4	M= 108.5 SD= 7.2	M= 90.5 SD= 1.69	M= 113.7 SD= 1.31	Range 117-255 Avg 182	Range 601-723 Avg 624

Summary of Findings: Students across all programs successfully completed required clinical hours, with averages exceeding minimum CACREP requirements (e.g., ~100+ practicum hours and 600+ internship hours). Supervisor evaluations were consistently high across site and university ratings, indicating strong clinical competence and professional readiness.

Transition Level IV:

- ★ Completion of student exit survey (See table below)
- ★ Passing of the Departmental Proficiency Examination (DPE) with a minimum of 70%, prior to graduation (See table below)
- ★ Minimum GPA of 3.00

Transition Level V: Exit Requirements for Degree Completion:

- ★ Successful completion of all transition levels
- ★ Successful completion of all required credit hours
- ★ Submit graduation application

Summary of Findings for Levels IV and V: Students met exit requirements through completion of the DPE, exit surveys, and academic requirements, demonstrating readiness for graduation and entry into the profession

Overall Findings: Across all sections, the data indicate that students are well-prepared, demonstrate strong clinical competencies, and successfully meet CACREP-aligned benchmarks. Areas for improvement include variability in early clinical skills (COUN 405) and lower performance in specific KPI areas (Career Development and Rehabilitation Counseling), which may benefit from targeted curricular refinement.

Findings of The Student Exit Survey

Overall, students across all programs reported that their training prepared them “a great deal” to “moderately well” for the counseling profession, with mean scores generally ranging from 2.3 to 3.0 on a 3-point scale. The strongest areas across programs were Helping Relationships, Social and Cultural Diversity, and Professional Identity, indicating solid preparation in core counseling competencies.

Lower scores were observed in Career Development, Research & Program Evaluation, and Assessment, suggesting these areas may benefit from additional curricular emphasis.

Students evaluated faculty highly, particularly in content expertise, modeling respect for diverse populations, and integrating diversity into coursework, with most ratings near the upper end of the scale. However, relatively lower scores related to technology use (instructional, communication, and professional application) suggest an opportunity to strengthen integration of technology in training.

Regarding internship preparation, students reported strong outcomes in applying knowledge in real-world settings, exposure to diverse populations, and ethical decision-making, with many ratings approaching “a great deal.” In contrast, lower ratings in technology-related preparation and attitudes toward its use indicate a consistent area for improvement across programs.

Overall, findings suggest that students feel well-prepared in clinical, relational, and multicultural competencies, with targeted opportunities to enhance training in career development, research, and technology integration.

Areas	Mean Response Score (3-point scale)			
	CMHC (30)	CFC (9)	RC (3)	SC (8)
Professional Identity	2.78	2.67	2.67	2.75
Social & Cultural Diversity	2.89	2.73	3.00	2.63
Human Growth & Development	2.75	2.77	2.33	2.75
Assessment	2.56	2.30	2.67	2.63
Career Development	2.44	2.13	2.33	2.25
Helping Relationships	2.89	2.77	3.00	2.63
Group Work	2.67	2.37	2.00	2.63
Research & Program Evaluation	2.56	2.17	2.00	2.63

Survey Question about Faculty	Mean Response Score (3-point scale)			
	CMHC (30)	CFC (9)	RC (3)	SC (8)
Demonstrated in-depth knowledge of their field	2.78	2.80	3.00	3.00
Used effective teaching methods that help students learn	2.56	2.63	2.67	2.63
Modeled respect for diverse populations	2.78	2.63	3.00	2.88
Integrated diversity related subject matter within course work	2.89	2.60	2.67	2.75
Used technology to enhance your learning	2.56	2.20	2.67	2.38
Used technology to facilitate communication	2.44	2.47	2.67	2.38
Modeled the use of technology within the profession	2.33	2.20	2.00	2.38
Exhibited enthusiasm for profession and life-long commitment to learning	2.56	2.70	3.00	2.75

Survey Question about Internship Preparation	Mean Response Score (3-point scale)			
	CMHC (30)	CFC (9)	RC (3)	SC (8)
Emphasized best practice in your field	2.67	2.77	2.67	2.88
Provided opportunities to apply what you learned in your courses	3.00	2.83	3.00	2.88
Provided opportunities to work with diverse groups	2.89	2.70	2.67	2.50

Improved your skills working with diverse groups	2.78	2.63	2.67	2.50
Influenced your attitudes about working with diverse groups	2.67	2.57	2.67	2.71
Provided opportunities to use technology	2.22	2.33	3.00	2.50
Improved your skills using technology to work effectively with students and educational professionals	2.11	2.23	3.00	2.63
Influenced your attitudes about the educational importance of technology	1.89	2.07	2.33	2.63
Emphasized values and professional ethics	2.78	2.83	3.00	2.75
Provided opportunities to apply ethical standards in your decision-making	2.78	2.76	2.67	2.75

Department Proficiency Examination (DPE) Results

DPE Results 2025			
Program	Number of Exams	Number Passed	% Passing Rate
Clinical Mental Health	40	40	100%
Couple & Family Counseling	12	12	100%
Rehabilitation Counseling	4	2	50%
School Counseling	15	14	93%
TOTAL	71	68	95.8%

Overall, students demonstrated strong performance on the DPE, with an overall pass rate of 95.8% (68 out of 71 students), indicating that the majority of students met program expectations for knowledge and competency prior to graduation. Both Clinical Mental Health Counseling (100%) and Couple and Family Counseling (100%) achieved perfect pass rates, while School Counseling also showed strong outcomes (93%). In contrast, Rehabilitation Counseling had a lower pass rate (50%), though this reflects a

small sample size ($n = 4$), suggesting the need for continued monitoring and potential targeted support. Overall, the findings indicate that students across programs are well-prepared and successfully meeting program-level competency benchmarks, with minor variability across specialties.

Reports From National and State Examinations

- NCE results for 2025 indicate that students across programs are generally meeting or exceeding national benchmarks, demonstrating overall program effectiveness in preparing graduates for licensure. Clinical Mental Health Counseling (CMHC) students performed strongly across both testing cycles, with a 95% pass rate in Spring 2025 (above the national rate of 87%) and an 82% pass rate in Fall 2025 (comparable to the national rate of 83%). Mean scores were generally aligned with or higher than national averages across several CACREP core areas, particularly in counseling skills and assessment.
- School Counseling students achieved a 100% pass rate, though the small sample size warrants cautious interpretation. In contrast, the Couple and Family Counseling (CFC) program demonstrated a lower pass rate (67%), with mean scores below national averages in several domains, indicating an area for targeted program review and support.
- Across programs, findings suggest strong preparation in core clinical competencies, with some variability in areas such as research, human development, and group work. Overall, NCE outcomes support that the program is effectively meeting CACREP expectations for student learning and professional readiness, while also identifying specific opportunities for continuous improvement.
- A total of 25 Illinois School Counseling content tests were completed, with an overall average score of 252. When retake attempts are excluded, 18 unique students completed the exam, resulting in a higher average score of 262. The first-time pass rate for these candidates was 100%, indicating that all students passed the Illinois School Counseling content test on their initial attempt.

Outcome of Follow-up Surveys

Alumni Survey from Class of 2024 Results:

Program Representation

Program	n	%
Clinical Mental Health Counseling	6	43%
School Counseling	4	29%
Couple & Family Counseling	2	14%
Rehabilitation Counseling	2	14%

Employment Outcomes

Outcome	n	%
Employed	13	93%
Not Employed	1	7%

Time to First Job (n = 11)

Timeframe	n	%
Less than 1 month	8	73%
1–3 months	2	18%
4–6 months	1	9%

Job Alignment with Training

Alignment	n	%
Directly related	10	91%
Somewhat related	1	9%

Income Distribution (n = 11)

Salary Range	n	%
\$50,000–\$74,999	6	55%
\$25,000–\$49,999	2	18%
\$75,000–\$99,999	2	18%
Prefer not to say	1	9%

Licensure/Credentials

Credential	n	%
LPC	9	64%
School Counselor License	4	29%
AMFT	2	14%
CRC	2	14%

Program Effectiveness (Preparation)

Rating	n	%
Extremely well	6	55%
Well	4	36%
Adequately	1	9%

Alumni Key Findings

- High employment rate (93%)
- Rapid job placement (73% within 1 month)
- Strong alignment between training and employment (91%)
- Majority obtaining LPC or relevant credentials
- Overall strong perceived preparation

Alumni Areas for Improvement

- Practicum/internship structure and site coordination
- Increased focus on licensure preparation
- Desire for deeper training in specific modalities

Site Supervisor Survey Results

Overall Ratings Across Competencies

Domain	Result
Ethical behavior	As expected / More than expected
Cultural competence	As expected / More than expected
Counseling skills	As expected / More than expected
Professional behavior	As expected / More than expected
Client care & development	As expected / More than expected

(100% positive ratings across domains)

Professional Dispositions

Competency	Notes
Self-awareness	Strong
Receptiveness to feedback	Strong (minor variation)
Professional identity	Some developing areas

Clinical Skills

Skill Area	Result
Goal setting	Strong
Crisis intervention	Strong (some “not observed”)
Referrals	Strong
Interpersonal effectiveness	Strong

Overall Program Evaluation

Rating	Result
As expected / More than expected	100%

Supervisor Key Findings

- Strong performance in ethics, multicultural competence, and clinical skills
- Interns demonstrate professionalism and readiness for practice
- High overall satisfaction with program quality

Supervisor Areas for Improvement

- Support for advanced standing students
- Increased university–site communication
- Occasional need for more structured support with struggling interns

Integrated CACREP Outcomes Summary

Table: Program Effectiveness Indicators

Outcome Area	Evidence	Interpretation
Employment	93% employed	Strong workforce readiness
Job alignment	91% directly related	Training relevance is high
Time to employment	73% within 1 month	Rapid job placement
Licensure	64% LPC	Strong credential attainment
Supervisor ratings	100% positive	High clinical competency
Program satisfaction	High (both groups)	Strong program effectiveness

Faculty Comments:

The numbers as it relates to your Black/African American students stand out. It appears that we are denying 50% percent of those applicants and I am wondering how we are evaluating Black applicants vs others.

The program appears to overall be doing quite well. However, I agree regarding Black/African American students being disproportionately denied. That is an area worth examining as we revise admissions procedures.

White applicants had a substantially higher admission rate (35.9%) compared to non-White applicants (19.4%). Denial rates were relatively similar between groups (45.3% for White applicants and 45.6% for non-White applicants). However, non-White applicants had a notably higher withdrawal rate (35.0%) compared to White applicants (18.8%), suggesting that non-White applicants may be disengaging from the admissions process at higher rates prior to final decisions. These patterns may indicate the need to further examine recruitment practices, applicant support systems, admissions procedures, and potential systemic barriers that may disproportionately impact non-White applicants.

CFC retention declined from 94.5% (Fall 2024) to 82.5% (Fall 2025), representing the largest year-to-year decrease among the programs and suggesting the need for monitoring potential cohort or programmatic factors contributing to attrition. CMHC retention improved slightly from 91.7% to 93.0%, while SC retention remained highly stable and consistently strong across cohorts.

The low performance in career counseling could be explored further. I wonder if career counseling is a topic of less perceived relevance to students and, therefore, they are not as familiar with the concepts. It should also be noted that performance in career counseling has been assessed using only a single question on the DPE exam. Therefore, the DPE test items may require closer examination and potential revision to ensure they adequately and reliably assess students' competency in career counseling.

Increase technology training and strengthen communication with practicum and internship sites. Additional support in telehealth, assistive technology, and electronic documentation can improve student preparedness and overall program effectiveness.

I have updated the practicum application data for 2024, 2025, and 2026.

CFC retention demonstrated a notable decline between Fall 2024 and Fall 2025, indicating a potential area of concern that warrants continued monitoring and evaluation. This trend may suggest the need for enhanced student support efforts, particularly in the area of advising and retention-focused.

Reviewing and providing collaborative seminars or discussion opportunities for all instructors, faculty, and adjuncts involved in KPI evaluation may help address the differences in how assessment processes are implemented across courses and instructors. Variability in evaluation practices may reflect differing interpretations of objectives, expectations, and assessment methods. Creating more opportunities for shared dialogue, collaboration, and alignment around implementation practices could support greater consistency in how student learning outcomes are assessed while still allowing for individual instructional approaches.

I noticed that under Race and Ethnicity, Latinx/Hispanic student data does not appear to be included within the admissions section, which raises some questions given that these data appear to be represented within enrollment reporting. It may be beneficial to include these admissions data, if available, to allow for a clearer understanding of representation across the admissions pipeline. I would be interested in reviewing those numbers, as they could provide additional context regarding recruitment and access efforts.

I also agree with the statement regarding Black student representation and would add that, as an HSI institution, there may be a broader opportunity to further strengthen diversity within the programs, including Latinx student representation. However, it would be

important to review the complete admissions data before drawing firm conclusions regarding these trends.

CFC retention demonstrated a notable decline between Fall 2024 and Fall 2025, indicating a potential area of concern that warrants continued monitoring and evaluation. This trend may suggest the need for enhanced student support and retention-focused initiatives, particularly in the areas of advising, engagement, and early intervention efforts.

The report does not appear to clearly present information regarding Latinx/Hispanic students. It may be beneficial to either include this data (if available) within the “admission outcomes by race” section or revise the language from “race/ethnicity” to improve clarity and accuracy. As a Hispanic-Serving Institution, disaggregated information related to Latinx/Hispanic student outcomes is particularly important for assessment and equity efforts.

Improved field-specific training for faculty and instructors related to technology integration may help address ongoing technology-related concerns and better prepare students for current professional expectations. Additionally, increased departmental mentorship and support for instructors may help reduce variability in student outcomes and strengthen alignment with departmental assessment processes.