

**HUSSON UNIVERSITY
COUNSELING AND HUMAN RELATIONS
PROGRAM EVALUATION EXECUTIVE SUMMARY REPORT
2022-2023, 2023-2024, 2024-2025**

The Husson University Graduate Counseling program conducts an annual program evaluation. This summary reflects the findings of the program evaluation for the 2022-2023, 2023-2024, and 2024-2025 academic years. The Comprehensive Assessment Plan was revised during the CACREP self-study and addendum processes in 2022 and 2023. The Comprehensive Assessment Plan guides the program evaluation.

Program Overview

The Counseling Program is in the Husson University School of Education in the College of Sciences and Humanities.

The Counseling Program includes two master's degree programs (Master of Science in Clinical Mental Health Counseling [63 credits], Master of Science in School Counseling [60 credits]). Both programs share core courses. In addition, a Post-Master's Certificate of Advanced Study (CAS) in Counseling (18 credits) was offered but discontinued during the 2024-2025 year. Annual enrollment in all counseling programs averages 130 students, significantly up from the average of 80 students in 2021-2022.

The program employs three full-time core faculty members, one of whom is the Program Director, one half-time Clinical Coordinator, and an average of five regular adjunct faculty members each year. Additional adjunct faculty are added as needed each semester. Program core faculty teach overloads as needed.

The New England Commission of Higher Education (NECHE) accredits Husson University. The MS in Clinical Mental Health Counseling and MS in School Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 standards. The School Counseling program is also approved by the Maine Department of Education. The program was awarded a new eight-year CACREP accreditation in 2024. The Maine Department of Education renewed approval of the MS in School Counseling program in 2024.

Mission Statements

The Counseling and Human Relations program mission aligns with the mission of Husson University, the College of Sciences and Humanities, and the School of Education. The graduate Counseling and Human Relations programs are housed in the School of Education within the College of Sciences and Humanities.

- College of Science and Humanities: The College of Science and Humanities empowers students through knowledge and critical thinking to become engaged, successful professionals—comfortable global citizens in a rapidly changing world.
- School of Education: The mission of the School of Education is to prepare and graduate highly proficient and dedicated professionals in counseling, human relations, and education, who are committed to evidence-based principles and practices.
- Counseling and Human Relations Program: The mission of the Counseling and Human Relations Program is to prepare and graduate highly proficient and dedicated

professionals in counseling and human relations who are committed to both ethical and evidence-based principles and practices. In accordance with the vision of the American Counseling Association, program graduates are prepared to empower diverse individuals, families and groups to accomplish mental health, wellness, education, and career goals.

- Note: The MS in Human Relations Program closed effective December 2023. The mission statement needs to be revised to reflect this change. It should state “Counseling Program.”

Program Goal: The Counseling program prepares graduates with current knowledge and skills to practice clinical mental health counseling, school counseling, or work as human relations specialists in a multicultural and pluralistic society.

- Note: This goal needs to be changed to take out the wording regarding human relations.

Program Objectives:

- **Program Objective 1:** The program will recruit, enroll, and retain diverse, qualified students to create an inclusive learning community.
- **Program Objective 2:** The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society.
- **Program Objective 3:** Alumni of the program will achieve licensure/employment within their field within one year of graduation at an 85% rate.

Comprehensive Program Evaluation Process

The comprehensive program evaluation process is both an ongoing process and a formal process of reviews conducted weekly during regular program faculty meetings and annually in faculty retreats and advisory committee meetings. Program evaluation is guided by the program objectives and informed by the student assessment process. It is conducted by the faculty with the assistance of the program Advisory Committee as illustrated in the timelines below. The process includes faculty annual assessment of Program Objectives through review of program data.

Program Objective 1: The program will recruit, enroll, and retain diverse, qualified students to create an inclusive learning community.

The following data sets are used to measure progress:

- Admissions data
- Demographic and other characteristics of applicants, students, and graduates
- Candidacy rates
- Retention rates
- Graduation rates
- Faculty loading rates, FTE ratios, Core/noncore balance

Program Objective 2: The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society

- Curriculum Crosswalk (courses aligned with CACREP objectives)
- Course syllabi clearly show where objectives are addressed
- Course evaluations
- Practicum and internship site evaluations
- Supervisor/Liaison evaluations
- University supervisor evaluations
- Key Performance Indicators of Student Learning
- Professional Performance Review (PPR) assessment of dispositions
- Cumulative GPA
- Comprehensive Assessment results (CPCE, NCE, Praxis II)
- Alumni Survey (every 3 years)
- Employer Survey (every 3 years)

Program Objective 3: Alumni of the program will achieve licensure/employment within their field within one year of graduation at an 85% rate.

- Licensing exam pass rates (NCE)
- Credentialing rates (CMHC, SC)
- Employment rates

Faculty meet weekly to review and conduct program business and annually to formally review the program and make needed changes. An annual Program Evaluation Report illustrates the results of the Comprehensive Program Assessment with recommendations for program modifications. The report is distributed to stakeholders (students, alumni, faculty, University administrators, supervisors, employers, advisory committee members, and the public) and posted on the program webpage.

Findings of the 2021-2022 Program Evaluation

2022-2023 Action Items

Note: All Action Items for 2021-2022 were completed except for developing online programming which is incorporated in the 2022-2023 action plan below.

Action Item	Tasks	Target completion	Completed
CACREP 2016 accreditation	Complete CACREP 2016 accreditation with site visit and CACREP final report	Summer 2023	Completed Fall 2024 8 year accreditation through October 2031
DOE review of SC program	Prepare self-study for Maine DOE review of SC program	Summer 2023	Completed Fall 2024 SC program approved

Program Evaluation	Complete annually and post to website	Oct. 30, 2023	Not completed
Vital Statistics report	Complete, send to CACREP, post to website annually	Dec. 31, 2023	Completed
Online offerings	Digital delivery pathway proposal in process. Complete substantive change report and submit after CACREP site visit in spring of 2023	Sept. 2023	Substantive report request for HYFLEX program was approved by CACREP in February of 2024
ED-CO SC Bridge program	Proposal in process	Fall 2023	Not complete
Admissions Data	Collect and analyze spring admissions and enrollment data for SP21, SP22, SP23	Fall 2023	This data collection began in AY 2024-2025
Enrollment/Faculty needs	Advocate for additional faculty to address the growth in the program Watch the FTE requirement of 12:1 (2022=11.59:1) Need additional faculty for any growth in the program to occur Work with marketing and admissions to attract and enroll more school counseling students	Sept 2023 and ongoing	Continued to monitor FTE and core/noncore balance and advocate for additional faculty Continuing to work with admissions and marketing to attract and enroll more school counseling students
Diverse Student Body	Continue to work with admissions to recruit and enroll diverse applicants	Ongoing	ongoing
Diverse Student Body	Advocate for more inclusive diversity data collection	Ongoing	ongoing

Retention	For retention add data about students who transfer to different majors within the program	Sept 2023	There is no good way within the dataset to tell whether that "retained at Husson but not in their major" is still a Graduate Counseling major...it probably is, but no guarantee. Create a column in the CO program Student tracking sheet to keep track of changes of major. Collect data from the student tracking sheet.
Retention and graduation	Continue to work with students to stay minimally on a part-time track to completion	Ongoing	Not complete
Retention and graduation	Seek grants and other opportunities to help support students with internships so that they can afford to take the time away from work to complete required internships in a timely fashion Consider reopening the Soaring Eagle Counseling clinic for practicum training	Sept 2023 And ongoing	A federal school based mental health grant was obtained by the MSAD 27 Harrington, Maine school district in partnership with the Husson Counseling program in 2023. This grant provided tuition support and practicum and internship opportunities to Husson counseling students who agreed to do their clinical work in that school district. This grant provided 16 students

			with tuition assistance and 3 students with internship assistance. It also paid for 6 students to attend the MESCA conference once. The total amount of funding from the grant was \$142,000 between Fall of 2023 and Summer of 2025. The grant was discontinued by the federal government in 2025. A few students took leaves of absence due to loss of funding. No consideration was given to reopening the Soaring Eagle clinic due to the limited number of faculty.
Retention and graduation	Clarify data tracking & reporting needs moving forward to further support students in on-time graduation	Sept 2023 and ongoing	Ongoing

Key Performance Indicators (KPIs)	Students had more difficulty on both program assessments and the CPCE in Social and Cultural Diversity, Career Development, Assessment, and Research with Assessment being the most concerning. The faculty will review results and determine any changes to teaching approaches, content, or assessments in CO 704, CO 722, CO 721, and CO 703. Look at alignment between curriculum and the CPCE exam. Inform students more effectively how curriculum connects to the CPCE exam	May 2023	Not complete
PPR	Collect and analyze student outcome data – dispositions using the Professional Performance Review Continue to conduct the PPR review every fall and spring semester. Consider conducting PPR in summer or including evaluation of summer coursework in fall review	ongoing	ongoing

CPCE	Provide more information about the CPCE exam preparation Continue to offer the CPCE as an exit exam at least twice per year Due to the current lag in receiving results of the CPCE, advise students to take the CPCE in the semester prior to practicum	ongoing	Complete and ongoing Information about CPCE exam preparation is provided in the Husson Counseling Program Advising CANVAS page. The test coordinator held informational meetings with students about preparing for the CPCE. Chi Sig Iota Eta Upsilon Mu chapter sponsored review and study sessions. CPCE is offered twice a year. Students are encouraged to take it as soon as they have completed or are enrolled in all of the classes that the test covers.
NCE	Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam	ongoing	Same as above Complete and ongoing
Praxis II School Counselor Exam	Remove the requirement for the Praxis II School Counselor Exam from MS School Counseling program tracking sheets	2023-2024	Complete

Alumni Survey	Conduct Alumni Survey in 2023	2023	Not completed
Employer Survey	Continue requirements for classroom lesson delivery and classroom management in CO 701 and School Counseling Internship	Ongoing CO 701 and SC Internship Next survey in 2024	Not completed
Evaluation of practicum/internship sites and supervisors	Conduct practicum and internship site evaluations and supervisor evaluations for each practicum and each internship	ongoing Practicum and Internship	Complete supervisor survey implemented with Supervision Assist in 2022-2023 Site evaluations not done
Internship Site Supervisor Survey	Conduct Site supervisor survey each semester	ongoing	Not complete
Advisory Committees	Schedule advisory committee meeting for January 23 to review Program Evaluation and prepare for spring CACREP site visit and again following spring CACREP site visit	Jan. 2023 May 2023	Last advisory committee meeting was in preparation for the CACREP site visit
Program WEBSITE	Review HU Website CO program pages for possible additions of information	ongoing	Ongoing, website and marketing materials need to be updated
Orientation for new students	New Student Orientation conducted fall and spring semesters Conduct spring 2023 Orientation	Prior to fall and spring semesters.	New Student Orientation conducted as part of each CO 700 class

In addition to address practicum student and instructor concerns about practicum students needing a refresher of basic skills and more advanced techniques, the CO 890 Practicum 6 credit

course was divided into two concurrent 3 credits courses. One of the classes (CO 715 Advanced Counseling Techniques) focuses specifically on building student skills and help them identify theoretical approaches. CO 890 Practicum at 3 credits focuses on the group supervision of the Practicum experience.

Data for Review from 2022-2023, 2023-2024, 2024-2025

<u>Enrollment</u>	2021-2022 (updated)	2022-2023	2023-2024	2024-2025	2025-2026
Clinical Mental Health Counseling	59	86	101	107	105
School Counseling	21	28	34	28	31
Human Relations	10	11	5	1	0
CAS in Counseling	5	13	5	0	0
Total	88	128	136	128	127
***Columns will not add up to totals at the bottom as the rows are unique counts of students in each program. The totals at the bottom are unique counts of total students in the Graduate Counseling program overall. Some students are enrolled in multiple degree tracks which would duplicate their count if the values were totaled at the bottom. The current "total" is unique students, not potential future degree conferrals.					

Faculty Student Ratio for Calendar Year

2022	2023	2024	2025
11.6:1	10:1	10.4:1	11.4:1

The faculty student ratio must be under 12:1. FTE is calculated on the calendar year. In 2022 the ratio was calculated as 11.6:1 using the formula below as had been previously calculated:

Table A.T.1: FTE Calendar Year

	SP 22	SS 22	FA 22	2022
Student FTE (Total credits enrolled /9)	63.56 $572/9=63.56$	34.2 $308/9=34.2$	67.11 $604/9=67.11$	164.8
Faculty FTE (9 credits = full time)	5.17	3.34 $30/9=3.34$	5.72	14.23
FTE FTE Students/FTE Faculty	12.29:1 $63.56/5.17=12.29$	10.24:1 $34.2/3.34=10.24$	11.73:1	11.59:1

			67.11 FTE students/5.72 FTE faculty = 11.73:1	
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In 2023, 2024, and 2025 the ratio was calculated based on total credit hours and catalog credits from the Student Information System (SIS) as illustrated below:

Core: Non-core Credits by Calendar Year

Calendar Year	2025	2024	2023	2022
Total credits taught				128
Core Faculty Credits	1009	935	949	90
Non core Faculty Credit	695	648	529	38
Percentage of total credits taught by core faculty	59%	59%	64%	70%
Percentage of total credits taught by noncore faculty	41%	41%	36%	30%

In 2022 Core/noncore was calculated based on actual faculty credit load:

Table AS.1: Calendar Year Credit Hours Taught by Core and Non-core Faculty

Core/Non-core Faculty credits	SP 22	SS 22	FA 22	2022	SP 21	SS 21	FA 21	2021	SP 20	SS 20	FA 20	2020	SP19	FA 19	SS 19	2019
Core	36	21	33	90	36	9	32	77	30	3	35	98	18	30	9	57
Non-core	10.5	9	18.5	38	3	15	25.5	43.5	10.5	9	15	36.5	*19.5	18.3	12	49.8

*Core faculty member ill – this was sudden, so the program filled in with adjuncts that semester

In 2023, 2024, 2025 FTE and core/noncore were calculated based on the following:

***Total Credit Hours & Catalog Credits data comes directly from the Student Information System (SIS).

	<u>CY2023</u>	<u>CY2024</u>	<u>CY2025</u>
	1478	1583	1704
Catalog Credits (Faculty Assigned Teaching Load)	146	152	150
Student:Faculty Ratio (12:1 Max) Total Credit Hours / Catalog Credits	10.1	10.4	11.4
Core Faculty Total Credit Hours	949	935	1009
Non-Core Faculty Total Credit Hours	529	648	695

Core Faculty % of Total Credit Hours (51% Min)	64%	59%	59%
Non-Core Faculty % of Total Credit Hours (49% Max)	36%	41%	41%

Narrative: Enrollment in the counseling program grew from a total of 88 students enrolled in all programs 2021-2022 to 127 students enrolled in just the MS in Clinical Mental Health Counseling and MS in School Counseling programs in 2024-2025. The program continued to employ just three full-time core faculty and a half-time clinical coordinator. Core faculty were teaching overloads. The MS in Human Relations degree and the Certificate of Advanced Study in Counseling were discontinued during this time.

FTE remains below the threshold of 12:1, but was as high as 11.4:1 in 2025. The percentage of credits taught by core faculty exceeds the percentage taught by non-core faculty each year with core faculty teaching overloads. Core to non-core ratio remains consistent as core faculty are teaching overloads.

Needs:

Husson University would like to see this program grow. Growth is limited by the number of core faculty. Continue to advocate for additional core faculty to address the growth in the program. Watch the FTE requirement of 12:1 and the core/noncore balance. Core faculty overloads should not be the primary way that this balance is kept.

Advocate for advanced certificates in counseling to enroll students who wish to return for additional coursework for a license or certification or continued professional development. Without these formal programs, these students can only enroll as second master's degree students or non-degree students.

Enrollment and Core Faculty Needs:

Advocate for additional core faculty to address the growth in the program. Watch the FTE requirement of 12:1 and the core/noncore balance. Additional core faculty is needed for any significant growth in the program to occur.

Program Objective 1: The program will recruit, enroll, and retain diverse, qualified students to create an inclusive learning community.

Upon review of the following data, program faculty have determined that Objective 1 is **met**.

Action items for improvement based on identified needs are listed at the end of this report.

Admissions data 2022-2023, 2023-2024, 2024-2025

New Entry Graduate Admissions in Counseling		2022-2023			2023-2024			2024-2025	
Program	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled

Clinical Mental Health Counseling	26	22	14	34	28	16	40	32	21
School Counseling	10	8	6	16	11	9	12	11	7
Human Relations	1	1	0	1	1	0	0	0	0
Post-Master's in CO				7	3	1	1	0	0
Total	37	31	20	58	43	26			
Percentage		84%	65%		74%	60%		81%	65%

Across the graduate programs in 2022-2023 84% of the applicants were offered admission and 65% enrolled, in 2023-2024 74% of applicants were offered admission and 60% enrolled, and in 2024-2025 81% of applicants were offered admission and 65% enrolled. The Human Relations program was discontinued in 2024.

The program also admits students in the spring. Data for 2022-2023 and 2023-2024 did not include spring admission, though spring admission occurred. Data for spring admissions was added for 2024-2025 affording more accurate admissions data.

Narrative: The program consistently admitted 65-84% of applicants over the three years. 60-65% of those admitted enrolled. The program consistently attracts and enrolls more than three times as many clinical mental health counseling students as school counseling students. Given the shortages of school counselors as well as mental health counselors, the program would like to find ways to attract, enroll, and retain more school counseling students.

Needs:

Continue to collect spring admissions and enrollment data.

Continue to work with marketing and admissions to attract and enroll more school counseling students.

Explore why students do not enroll once admitted. Consider ways to attract these students in order to grow the program.

Demographic and other characteristics of applicants, students, and graduates (2022-2025)

Geographic location of enrolled students

Location	2022-2023	2023-2024	2024-2025
Maine	40	35	Data not available
Other U.S. states	12	8	Data not available
International/Null/Other	2	0	Data not available

Diversity Data (from IR data):

		2022-2023	2023-2024	2024-2025
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White	Males	15	14	13
	Females	69	73	76
	Unknown	0	0	0
African American/Black	Males	1	1	1
	Females	2	1	0
	Unknown	0	0	0
American Indian/Alaskan Native		0	0	0
Asian		1	1	2
Hispanic/Latino		1	0	0
Non-Resident		0	0	0
Other/Undisclosed		1	1	3
Unknown		3	2	3
Two or more races		3	5	4
% Not White		12.50%	11.22%	12.75%

Narrative:

78% of counseling students enrolled during this time report being white. 12% of the counseling students report being of other or mixed races. This is reflective of the racial diversity in central and northern Maine where the program is located and the area the program largely draws from.

69-73 of the students identify female and 13-15 identify as male. This is reflective of the counseling profession in the United States at this time.

Needs: Consider ways to attract more males to the program and a more diverse student body.

Candidacy rates

	2022-2023	2023-2024	2024-2025
Admitted	25	20	8
Admitted on probation	0	1	0

Deferred	0	0	0
Denied	0	0	0
Total	25	21	8

Narrative:

In 2022-2023 25 students achieved candidacy upon first application. In 2023-2024 20 students achieved candidacy upon first application and one achieved candidacy after fulfilling criteria of probation. In 2024-2025 8 students achieved candidacy upon first application. This is a low number for the year. There is a need to look at students who should be eligible for candidacy who did not apply to determine why they have not applied for candidacy.

Needs: Determine why students who should be eligible for candidacy in 2024-2025 did not apply for candidacy and therefore were not acted on. Follow-up with these students to get candidacy action taken as soon as they meet all requirements.

Retention rates (based on entry graduate student status, entered in Academic Year and returned the following fall).

		2022-2023				2023-2024				2024-2025		
Program	# Entering	# Retained	2nd year retention	# Entering	# Retained	2nd year retention	# Entering	# Retained	2nd year retention	# Entering	# Retained	2nd year retention
Clinical Mental Health Counseling	19	15	79%	16	14	80%	21	14	67%			
School Counseling	6	5	83%	9	4	83%	7	6	86%			
Total	25	20	80%	25	18	72%	28	20	71%			

Narrative: 80% of total students persisted from entry to enrollment in the second year in 2022-2023, 72% in 2023-2024, and 71% in 2024-2025. School Counseling students are retained at higher rates (83-86%) than Clinical Mental Health Counseling students (67-79%). Retention among Clinical Mental Health Counseling students dropped significantly in 2024-2025 from previous years. This data does not include specific information about students who change majors to other programs within the counseling program or who take a leave of absence with the intent to return to the program.

Needs: Add data about students who transfer to different majors within the program. Explore why clinical mental health counseling students discontinue. Work to retain all students with appropriate gatekeeping.

Graduation numbers and rates

Program	Entering Year	2018-2019	2019-2020	2020-2021
	Expected 5 year	2022-2023	2023-2024	2024-2025
	Expected 7 year	2024-2025	2025-2026	2026-2027
Clinical Mental Health Counseling	Entering enrollment	9	15	17
	5-year count	8	9	12
	7-year count	8	9	0
	Graduated with any CO degree	8	11	0
	5-year graduation %	89%	60%	71%
	7-year graduation %	89%	60%	0%
	% graduated with any CO degree	89%	60%	0%

School Counseling	Entering enrollment	4	10	9
	5-year count	1	2	6
	7-year count	1	4	0
	Graduated with any CO degree	2	7	0
	5-year graduation %	25%	20%	67%
	7-year graduation %	25%	40%	0%
	% graduated with any CO degree	50%	70%	0%

Narrative:

89% of Clinical Mental Health Counseling students and 50% of School Counseling students who began in 2018-2019 graduated with a counseling degree within 5 years (by 2022-2023).

60% of Clinical Mental Health Counseling students and 70% of School Counseling students who began in 2019-2020 graduated with a counseling degree within 5 years (by 2023-2024).

71% of Clinical Mental Health Counseling students and 67% of School Counseling students who began in 2019-2020 graduated with a counseling degree within 5 years (by 2024-2025).

Full-time is defined as 9 credits per semester and 6 credits in the summer.

Part-time is defined as 6 credits per semester and 3 credits in the summer.

If students follow the recommended course sequences:

CMHC: Full-time students graduate in 3 years including 3 summers

Part-time students graduate in 4.5 years

SC: Full-time students graduate in 3 years

Part-time students graduate in 4.5 years

The program encourages students to travel through the program at a minimum of 6 credits per semester. However, some students take leaves of absence during the program and some are unable to complete internships within the recommended time due to work and family obligations.

Needs: Continue to work with students to stay minimally on a part-time track to completion. Seek grants and other opportunities to help support students with internships so that they can afford to take the time away from work to complete required internships in a timely fashion. Need to clarify data tracking & reporting needs moving forward to further support students in on-time graduation.

Objective 1 Needs:

- Continue to collect spring admissions and enrollment data.
- Continue to work with marketing and admissions to attract and enroll more school counseling students.
- Explore why students do not enroll once admitted. Consider ways to attract these students in order to grow the program.
- Consider ways to attract more males to the program and a more diverse student body.

- Determine why students who should be eligible for candidacy in 2024-2025 did not apply for candidacy and therefore were not acted on. Follow-up with these students to get candidacy action taken as soon as they meet all requirements.
- Add data about students who transfer to different majors within the program.
- Explore why clinical mental health counseling students discontinue.
- Work to retain all students with appropriate gatekeeping.
- Continue to work with students to stay minimally on a part-time track to completion.
- Seek grants and other opportunities to help support students with internships so that they can afford to take the time away from work to complete required internships in a timely fashion.
- Clarify data tracking and reporting needs moving forward to further support students in on-time graduation.

Program Objective 2: The program will provide didactic and experiential opportunities for graduates to become competent and ethical practitioners of counseling or human relations within a multicultural and pluralistic society

Upon review of the following data, Objective 2 is **met**.

Action items for improvement based on identified needs are listed at the end of this report.

Curriculum Crosswalk (courses aligned with 2016 CACREP objectives)

Narrative: The curriculum crosswalk illustrates alignment between courses and 2016 CACREP objectives and forms the basis for alignment on syllabi. The crosswalk was reviewed as part of the CACREP self-study in 2023.

Needs: The Curriculum Crosswalk will need to be revised to meet the CACREP 2024 standards by July of 2026.

Course syllabi

Narrative: Course syllabi each contain a chart clearly illustrating where and how each CACREP objective is addressed in the course (reading, lecture, discussion, assignment, activity, etc.) Templates for each course are used by all faculty to develop syllabi for each semester.

Needs: New course syllabi will need to be created in alignment with the CACREP 2024 standards and revised Curriculum Crosswalk by July of 2026.

Course evaluations:

Narrative: Students complete course evaluations in CAMS before receiving grades in each class. Course evaluations are reviewed and analyzed for needed changes. The review of student evaluations of each of the courses taught in 2022-2023, 2023-2024, and 2024-2025

revealed no major concerns. More than 90% of students indicated that they were satisfied or very satisfied with each element of the course as evaluated.

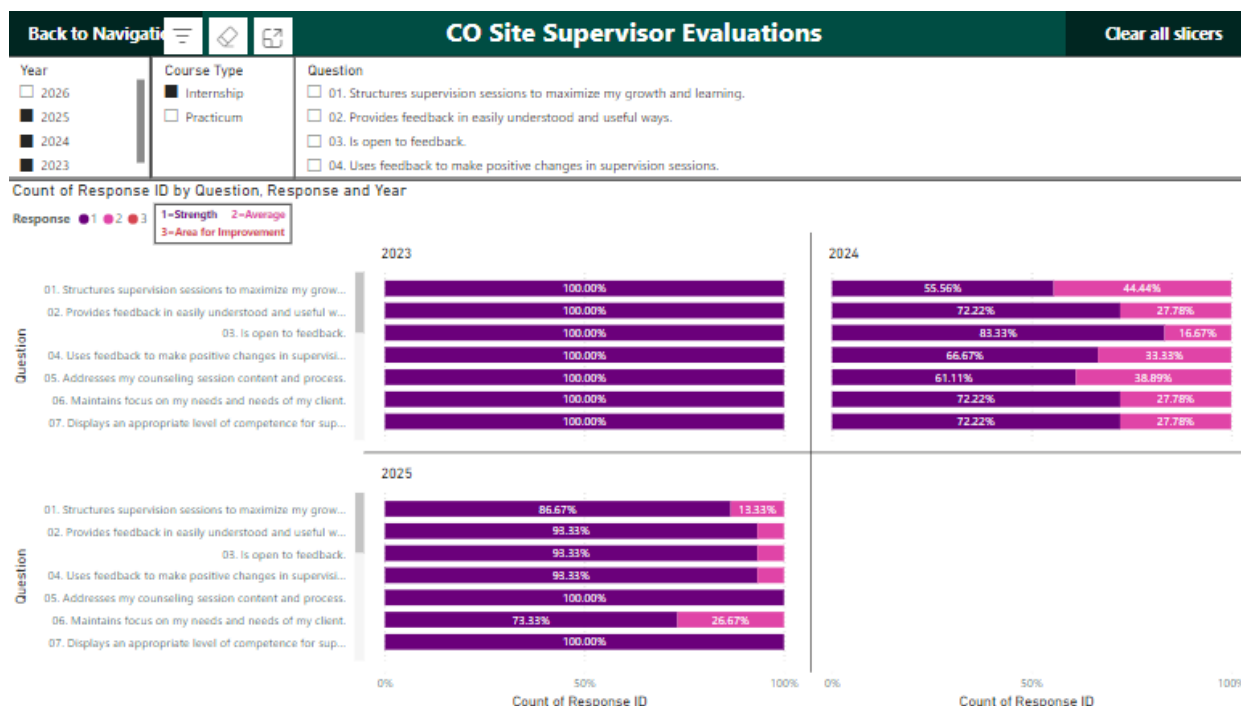
Needs: none

Practicum and Internship:

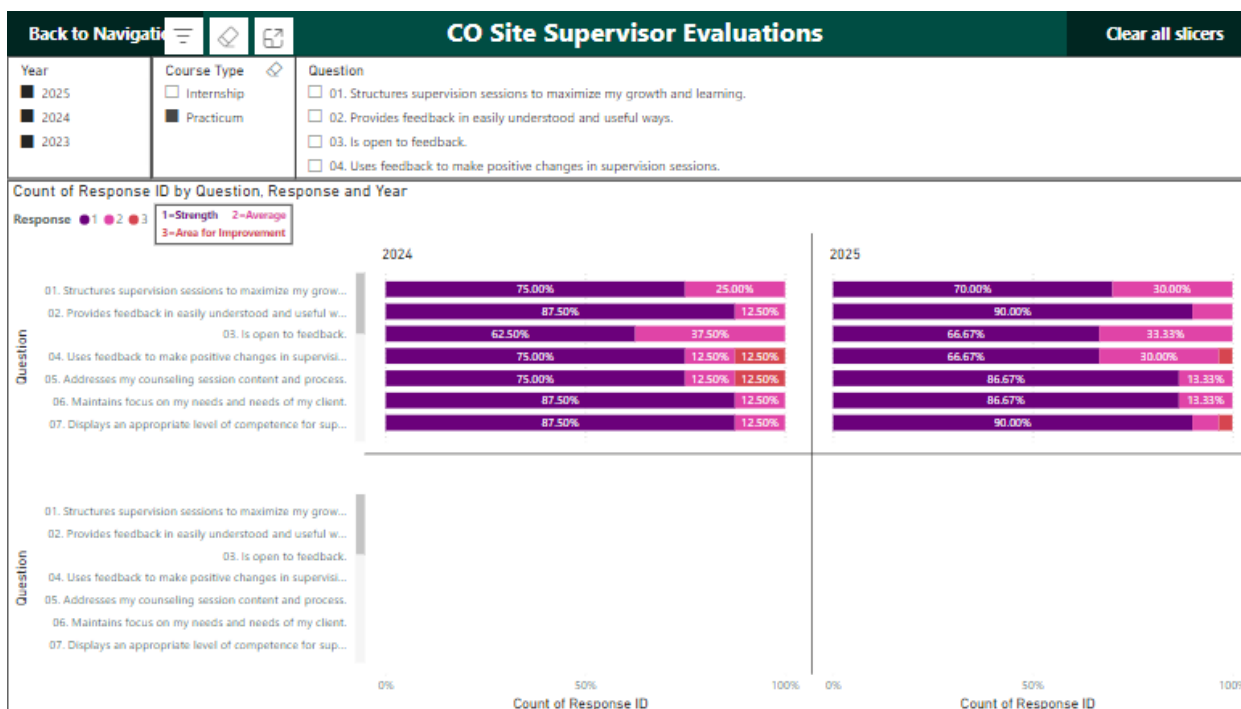
All evaluations and surveys related to the clinical portion of the program are conducted in Supervision Assist.

Student Site Evaluations: Practicum and internship students complete evaluations of their placement sites at the end of each placement. Results are compiled and analyzed by the clinical coordinator and program director and used to inform use of the site in the future. This includes evaluation of their experience with site liaisons and supervisors. This was not collected during this timeframe.

Internship Site Supervisor Evaluations



University Supervisor Evaluations for Practicum: At the end of each placement students complete evaluations of their university supervisors. Results are reviewed annually by the clinical coordinator and used to assess use of supervisors, liaisons, or needs for changes in procedures, training.



Site Supervisor Survey: A Site Supervisor Survey is conducted at the end of Internship to gather feedback on the experience of the site supervisor in working with Husson University students and faculty. This was not conducted during this timeframe.

Narrative:

Interns and Practicum students in the three years between fall of 2022 and spring of 2025 were able to evaluate their University Supervisors (Practicum) and Internship Site Supervisors. However, no evaluations were conducted for the following:

- Site Supervisor Survey
- Intern Evaluation of the Site
- Practicum Evaluation of the Site

Internship students evaluated their site supervisors. In 2023, 100% of students were completely satisfied with their site supervisor in all areas of the evaluation. In 2024, more than 65% of students were completely satisfied with their site supervision. In 2025 more than 75% of students were completely satisfied with their site supervision. Attention should be paid to the lower response related to site supervisor help in exploring theoretical approaches in 2024 and 2025. This might be an important area of focus in site supervisor training.

Practicum students evaluated their University Supervisors in 2024 and 2025. In 2024 75% or more rated their supervision as strong except in the area of helping in exploring theoretical approaches (50%) and is open to feedback (62.5%). 12.5 % felt that their supervisor could improve in “using feedback to make positive changes in supervision” and “addresses my counseling session content and process”. In 2025 86.67% or more rated their supervision as

strong in all areas except “is open to feedback” (62.67%) and “uses feedback to make positive changes in supervision” (62.67%). This is important information for use in preparing University supervisors to meet the needs of students.

Needs:

Create new Site Supervisor Survey, Intern Evaluation of Site, and Practicum Evaluation of the Site in Supervision Assist and begin collecting this data again.

Include training on eliciting feedback from students and incorporating it into supervision approaches and assisting students in exploring theoretical approaches in supervision training for University Supervisors and Site Supervisors.

Key Performance Indicators of Student Learning

Determination of results Key Performance Indicators of student learning occur at intervals throughout the program, formative and summative as explained below. Results are analyzed annually and used to determine curriculum changes, teaching approaches, course delivery, course sequence, test preparation, etc.

Data from identified assessments and specified domain scores from the CPCE was analyzed. This report reflects the data that was available for 2022-2025 at the time of the program evaluation..

Coursework KPI Data

Year	2022-2023	2023-2024	2024-2025
Key Performance Indicator (KPI) Note: Proficiency defined as scoring 80% or higher on course assessment or minimum of national mean score for the domain on CPCE	% Proficient	% Proficient	% Proficient
KPI 1 Professional Orientation and Ethical Practice: Students will demonstrate knowledge of the counseling profession, identify as counselors, and advocate and practice according to the counseling ethical standards	93.48%		100%
KPI 2: Social and Cultural Diversity Students will demonstrate knowledge of current multicultural competencies and skills necessary to practice in a diverse society.	100%	92.3%	
KPI 3: Human Growth and Development Students will demonstrate knowledge of human growth and development concepts and application of interventions appropriate to the nature and needs of persons in multicultural contexts	90.32%	92.31%	
KPI 4: Career Development Students will demonstrate knowledge of career development theory and practice and application of that practice to all clients and contexts	80.65%	80%	97.87%
KPI 5: Counseling and Helping Relationships Students will demonstrate counseling and consultation skills, models, and processes needed for entry-level professional practice in diverse and multicultural contexts.	95.2%	96.3%	96.72%
KPI 6: Group Counseling and Group Work Students will demonstrate knowledge and skills of ethical practice and application of group process and theory in diverse settings	100%	100%	

KPI 7: Assessment and Testing Students will demonstrate knowledge of psychometrics, standardized testing, and evaluation related to individual and group approaches to assessment	92%	97.37%	92%
KPI 8: Research and Program Evaluation Students will demonstrate knowledge of various quantitative and qualitative research methods, statistical analysis, needs assessments, and program evaluation.	72.2%	97.30%	
KPI 9: Clinical Mental Health Counseling Specialty Clinical mental health students will demonstrate knowledge and skills of clinical mental health counseling issues including historical foundations, the role and function of the clinical mental health counselor, and working with diverse populations	94.7%	88.24%	100%
KPI 10: School Counseling Specialty School counseling students will demonstrate knowledge and skills of school counseling issues including historical foundations, the role and function of the school counselor, and working with diverse students and their families.	80%	85.71%	100%
Overall KPI Proficiency	88.40%	93.33%	97.26%

CPCE KPI DATA

Year	2022-2023	2023-2024	2024-2025 (April 2025)
Key Performance Indicator (KPI) Proficiency = Minimum of national mean score for the domain on CPCE	Overall mean/Husson mean	Overall mean/Husson mean	Overall mean/Husson mean
KPI 1 Professional Orientation and Ethical Practice: Students will demonstrate knowledge of the counseling profession, identify as counselors, and advocate and practice according to the counseling ethical standards	11/12 proficient	11/12 proficient	12/12 proficient
KPI 2: Social and Cultural Diversity Students will demonstrate knowledge of current multicultural competencies and skills necessary to practice in a diverse society.	10/9 Not proficient	10/10 proficient	10/10 proficient
KPI 3: Human Growth and Development Students will demonstrate knowledge of human growth and development concepts and application of interventions appropriate to the nature and needs of persons in multicultural contexts	11/11 proficient	11/11 proficient	12/12 proficient
KPI 4: Career Development Students will demonstrate knowledge of career development theory and practice and application of that practice to all clients and contexts	10/10 proficient	10/10 proficient	11/10 Not proficient
KPI 5: Counseling and Helping Relationships Students will demonstrate counseling and consultation skills, models, and processes needed for entry-level professional practice in diverse and multicultural contexts.	10/9 Not proficient	10/10 proficient	11/11 proficient

KPI 6: Group Counseling and Group Work Students will demonstrate knowledge and skills of ethical practice and application of group process and theory in diverse settings	12/12 proficient	11/10 Not proficient	13/13 proficient
KPI 7: Assessment and Testing Students will demonstrate knowledge of psychometrics, standardized testing, and evaluation related to individual and group approaches to assessment	10/10 proficient	9/7 Not proficient	10/10 proficient
KPI 8: Research and Program Evaluation Students will demonstrate knowledge of various quantitative and qualitative research methods, statistical analysis, needs assessments, and program evaluation.	11/12 proficient	10/10 proficient	10/9 Not proficient

Narrative: Key Performance indicators include both course assessments and the results of the CPCE.

In general, Husson counseling students are proficient in all course related Key Performance Indicators. Significant Improvement in the percentage of students scoring proficient occurred over the three year period. 2022-2023: 88.4%, 2023-2024: 93/33%, 2024-2025: 97.26%.

In 2022-2023 88.4% of students scored proficient (80 or better) in all areas of course KPIs. 80% or more students scored proficient (80 or higher) on the key course assessment for the KPI in each area except for Research and Program Evaluation (72.2%). On the CPCE students were proficient (mean score met or exceeded the national mean) in all areas except for Social and Cultural Diversity and Counseling and Helping Relationships.

In 2023-2024 93.33% of students scored proficient (80 or better) in all areas of course KPIs. 80% or more students scored proficient (80 or higher) on the key course assessment for the KPI in each area. No data was available for the KPI in Professional Orientation. On the CPCE students were proficient (mean score met or exceeded the national mean) in all areas except for Group Counseling and Group Work.

In 2024-2025 97.26% of students scored proficient (80 or better) in all areas of course KPIs. 92% or more students scored proficient (80 or higher) on the key course assessment for the KPI in each area where data was available. No data was available for Human Growth and Development, Group, and Research. On the CPCE students were proficient (mean score met or exceeded the national mean) in all areas except for Career Development and Research and Program Evaluation.

Needs:

Review the Research and Program Evaluation Course (CO 703) to be sure that the KPI assessment is appropriate and related to course content, conducted, and data is available for review.

Ensure that all KPI assessments are clear in all courses, on the syllabus and available for data collection.

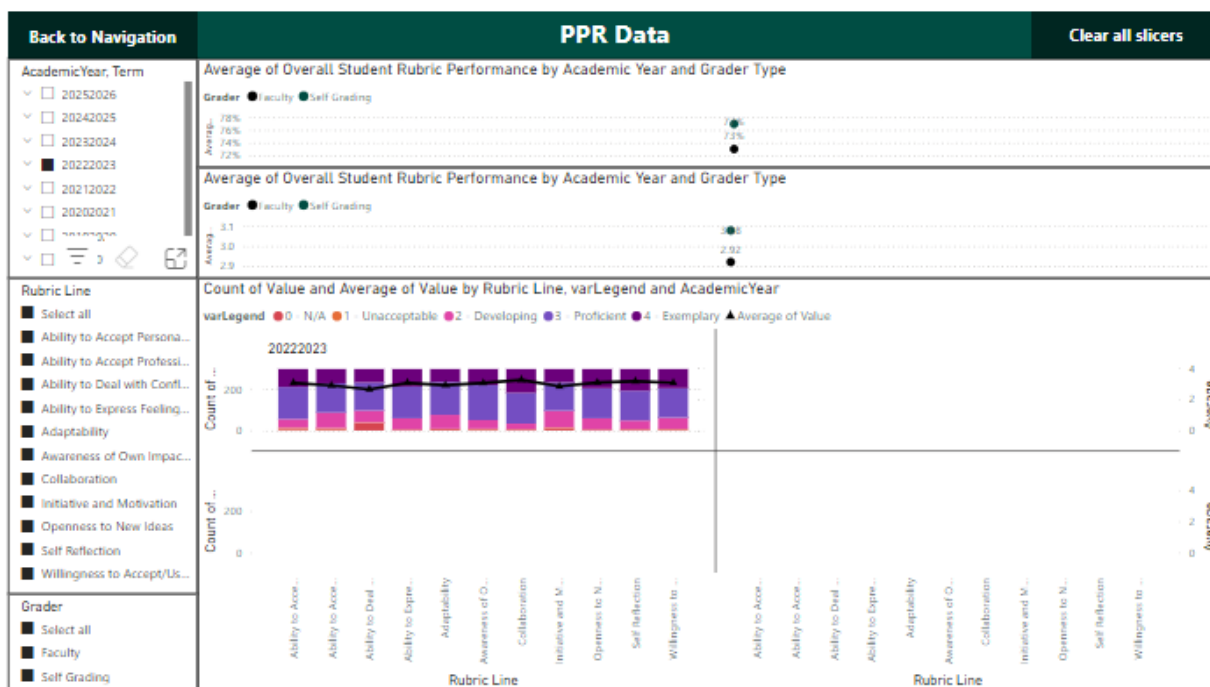
Review coursework alignment with the CPCE in the areas of concern: Social and Cultural Diversity, Helping Relationships, Group Counseling and Group Work, Career Development, and Research and Program Evaluation,

Professional Performance Review (PPR) assessment of dispositions

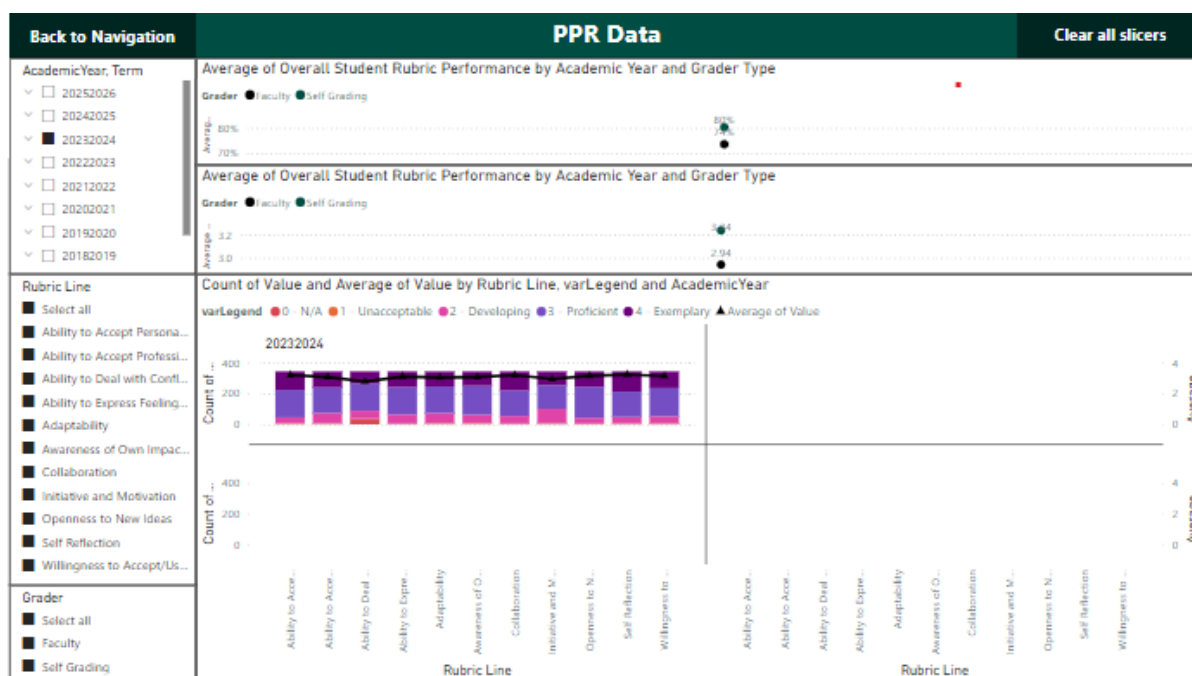
A Professional Performance Review (PPR) rubric of dispositions is completed by all faculty each semester for each enrolled student. Each student also completes a self assessment each semester. Results are shared with the students. Faculty review compiled results annually and use results to examine effectiveness of development of student dispositions and any related professional development remediation.

Score scale is 4 exceeds, 3 meets, 2 developing, 1 does not meet.

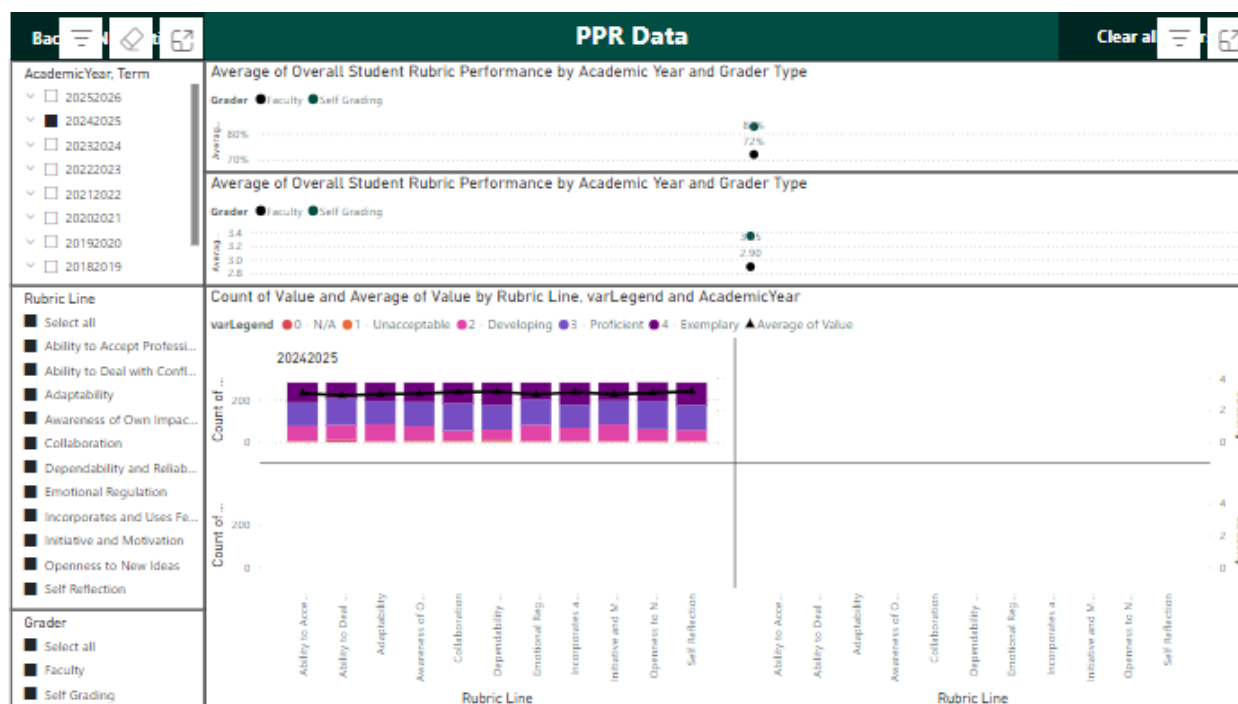
2022-2023



2023-2024



2024-2025



Narrative: Most students rate themselves as developing or higher on the PPR and most students received ratings of developing or better in all dispositional areas from faculty. Those who receive any score lower than developing in any semester are engaged by faculty in a plan to improve.

Results currently only include courses in fall and spring. However, several required courses occur in the summer.

Needs: Consider conducting PPR in summer or including evaluation of summer coursework in fall review.

Term GPA

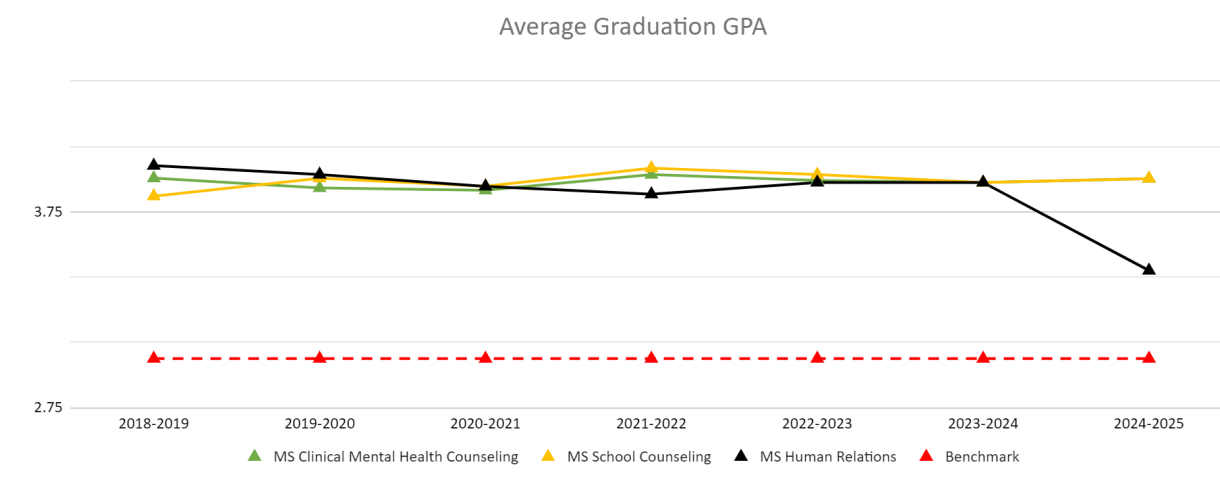
Major Name	2022-2023	2023-2024	2024-2025
	FA/SP	FA/SP	FA/SP
MS Clinical Mental Health Counseling			
MS Human Relations			
MS School Counseling			

Narrative: While the program director reviewed the term GPA each term to determine students who fell below the 3.0 GPA requirement, this data was not collected for the purpose of this report.

Needs: Collect data on GPA for each semester. Note threshold of 3.0 and number of students who fell below that threshold.

Average GPA at graduation (Benchmark 3.0)

	2022-2023	2023-2024	2024-2025
Clinical Mental Health Counseling	3.91	3.90	3.92
School Counseling	3.94	3.90	3.92
Human Relations	3.90	3.90	3.45



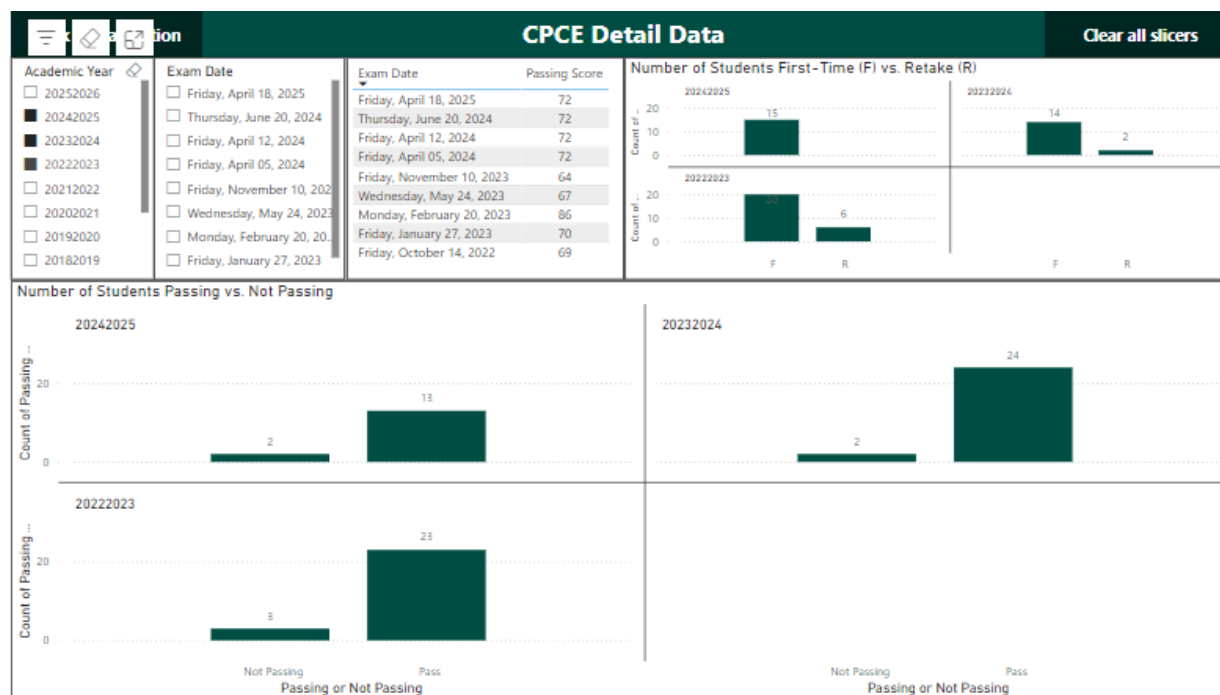
Narrative: Graduates of the Clinical Mental Health Counseling and School Counseling programs do exceptionally well, graduating with GPAs at or above 3.9. The remaining Human Relations graduates also did well, graduating with GPAs at .39 in 2022-2023 and 2023-2024 and 3.45 in 2024-2025.

Needs: None

Comprehensive Assessment results (CPCE, NCE)

Clinical Mental Health and School Counseling students are required to pass the CPCE exam before going to internship. An alternative written exam is available to students who take the CPCE and fail it twice. The NCE is the CMHC licensing exam and serves as the exam for counseling students who wish to become National Certified Counselors.

CPCE Data for 2022-2023, 2023-2024, and 2024-2025



Narrative:

Students continue to pass the CPCE at 100% using the alternatives provided.

In 2022-2023 26 students took the CPCE. 23 passed on the first try. 3 students needed to take the exam a second time and/or take the alternative exam to pass.

In 2023-2024 26 students took the CPCE. 24 passed on the first try. 2 students took the alternative exam to pass. During this year the program chose to have students who did not pass move directly to the alternative exam.

In 2024-2025 15 students took the CPCE. 13 passed on the first try. 2 students took the alternative exam to pass. During this year the program chose to have students who did not pass move directly to the alternative exam.

Needs: none

NCE Data

Students in the Counseling programs take the National Counselor Exam for two purposes. Clinical Mental Health Counseling and School Counseling students can take the exam to become National Certified Counselors (NCC). CMHC students also take the exam to become licensed in many states including Maine.

Clinical Mental Health Counseling (For licensing and NCC certification)	2022-2023 FA22: N=1 100% SP23: N=5 100%	2023-2024 FA23: N=4 100% SP24: N=6 100%	2024-2025 FA24: N=8 100% SP25: N=3 100%
School Counseling (for NCC certification)	FA22:N=1 100%	FA23: N=4 100% SP24 N=1 100%	FA24: N=0 SP25: N=0

Narrative:

Students continue to pass licensing (National Counseling Exam) at 100% the first time. Using the CPCE as an exit exam appears to continue to contribute to success on the NCE. Students do not fully understand the National Certified Counselor credential or the reasons for seeking this credential. NBCC provides lots of information about this. This information is available to students through the Husson CANVAS advising platform and through advisors. However, during this period of time the CANVAS site was not kept up to date and new students were not added so some students did not have access to this information.

Needs: Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam. Be sure that the CANVAS program advising site is provided to all students and is kept up to date. Be sure that all advisors understand this process and have access to the information to share.

Alumni Survey (every three years)

The alumni survey should have been conducted by the end of the 2024-2025 academic year but was not conducted.

Need: Conduct an alumni survey as soon as possible.

Employer Survey (every three years)

The employer survey should have been conducted by the end of the 2024-2025 academic year but was not conducted.

Need: Conduct an employer survey as soon as possible.

Objective 2 Needs:

- The Curriculum Crosswalk will need to be revised to meet the CACREP 2024 standards by July of 2026.
- New course syllabi will need to be created in alignment with the CACREP 2024 standards and revised Curriculum Crosswalk by July of 2026.
- Create new Site Supervisor Survey, Intern Evaluation of Site, and Practicum Evaluation of the Site in Supervision Assist and begin collecting this data again.
- Include training on eliciting feedback from students and incorporating it into supervision approaches and assisting students in exploring theoretical approaches in supervision training for University Supervisors and Site Supervisors.
- Review the Research and Program Evaluation Course (CO 703) to be sure that the KPI assessment is appropriate and related to course content, conducted, and data is available for review.
- Ensure that all KPI assessments are clear in all courses, on the syllabus and available for data collection.
- Review coursework alignment with the CPCE in the areas of concern: Social and Cultural Diversity, Helping Relationships, Group Counseling and Group Work, Career Development, and Research and Program Evaluation.
- Consider conducting PPR in summer or including evaluation of summer coursework in fall review.
- Collect data on student GPA for each semester. Note threshold of 3.0 and number of students who fell below that threshold.
- Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam. Be sure that the CANVAS program advising site is provided to all students and is kept up to date. Be sure that all advisors understand this process and have access to the information to share
- Conduct an alumni survey as soon as possible
- Conduct an employer survey as soon as possible.

Program Objective 3: Alumni of the program will achieve licensure/employment within their field within one year of graduation at an 85% rate.

Upon review of the following data, Objective 3 is **met**.

Licensing and certification exam pass rates

Clinical Mental Health Counseling (For licensing and NCC certification)	2022-2023 FA22: N=1 100% SP23: N=5 100%	2023-2024 FA23: N=4 100% SP24: N=6 100%	2024-2025 FA24: N=8 100% SP25: N=3 100%
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School Counseling (for NCC certification)	FA22:N=1 100%	FA23: N=4 100% SP24 N=1 100%	FA24: N=0 SP25: N=0
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NCE for CMHC = 100 % first time pass

NCE for School Counseling NCC certification = 100% first time pass rate

Narrative: 100% of Counseling students who took the National Counselor Exam for credentialing (licensure and/or NCC certification) during this period of time passed on the first attempt.

Needs: none

Credentialing rates (CMHC, SC)

Program	2022-2023	2023-2024	2024-2025
Clinical Mental Health Counseling License	N=8 91-100%	N=6 91-100%	N= 17 91-100%
School Counselor Certification	N=1 100%	N=11 91-100%	N=4 100%

Data for this report was gathered from the Vital Statistics Reports for each year.

Narrative: To the best of our ability to determine Clinical Mental Health Counseling and School Counseling students achieved credentialing at a rate of 91-100% each year.

Need: Develop an annual survey of graduates to collect credentialing data.

Employment/doctoral program rates (actively seeking employment)

Note: in 2024-2025 this data was changed on the CACREP Vital Statistics Report from employment rates to employment/doctoral rates and a range score was provided.

Program	2022-2023	2023-2024	2024-2025
Clinical Mental Health Counseling License	100%	89%	91-100%

School Counselor Certification	100%	89%	91-100%
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Data for this report was gathered from the Vital Statistics report for each year.

Narrative: To the best of our ability to determine, 89-100% of Counseling graduates who sought employment or acceptance in a doctoral program during this period of time are employed in a job related to the field of study or enrolled in a doctoral program.

Needs: Develop an annual survey of graduates to collect employment data.

Objective 3 Needs:

- Develop an annual survey of graduates to collect credentialing data.
- Develop an annual survey of graduates to collect employment data.

Remediation and Dismissal

Remediation Plans	2022-2023	2023-2024	2024-2025
Dispositions (PPR)	4	0	0
GPA Academic Warning/probation	4	0	0

Dismissal	2022-2023	2023-2024	2024-2025
Academic	1	3	0
Dispositions	0	0	0
Academic Integrity	0	0	0

Narrative: In accordance with the Husson Counseling program policy and Husson University policies and detailed in the Student Handbook, it is the practice of the Counseling program to develop student success (remediation) plans for the following reasons:

- Unsatisfactory ratings on the dispositions assessment (Professional Performance Review PPR)
- Student's academic performance falls below the required 3.0 in any semester and/or unsatisfactory progress in clinical coursework and practice
- Concerns regarding student compliance with the Code of Ethics or other academic integrity issues

If a student success plan does not result in remediation of the problem the student may be dismissed from the program.

In 2022-2023 eight student success plans were made, four for unsatisfactory PPR reviews and four for academic warning or probation. One student was dismissed from the program due to unsatisfactory academic progress.

In 2023-2024 Three students were dismissed from the program due to unsatisfactory academic progress. One of those students was dismissed from the Clinical Mental Health Counseling program due to unsatisfactory progress in clinical work and was allowed to graduate with the MS in Human Relations degree.

No data was found on student success plans or dismissals for the 2024-2025 year.

Needs: The data found was in the Husson Graduate Counseling UDrive in two files. It is not clear if this data represents all the action taken during this period. Develop a specific place for all program faculty to store student success plans, academic warning letters, academic probation documentation, and dismissal action so that data can be readily available for program evaluation.

Summary of Findings

The Counseling program is strong with growing enrollment. The program is meeting its mission and goal with all objectives met. Policies and procedures for gatekeeping and remediation appear to be working and result in high levels of student success in completing the program, becoming credentialed and finding employment in the counseling field. The following needs related to each objective are listed to help the program focus on continuing to improve.

Needs Summary:

Objective 1 Needs:

- Continue to collect spring and summer as well as fall admissions and enrollment data.
- Continue to work with marketing and admissions to attract and enroll more school counseling students.
- Explore why students do not enroll once admitted. Consider ways to attract these students in order to grow the program.
- Consider ways to attract more males to the program and a more diverse student body.
- Determine why students who should be eligible for candidacy in 2024-2025 did not apply for candidacy and therefore were not acted on. Follow-up with these students to get candidacy action taken as soon as they meet all requirements.
- Add data about students who transfer to different majors within the program.
- Explore why clinical mental health counseling students discontinue.
- Work to retain all students with appropriate gatekeeping.
- Continue to work with students to stay minimally on a part-time track to completion.

- Seek grants and other opportunities to help support students with internships so that they can afford to take the time away from work to complete required internships in a timely fashion.
- Clarify data tracking and reporting needs moving forward to further support students in on-time graduation.

Objective 2 Needs:

- The Curriculum Crosswalk will need to be revised to meet the CACREP 2024 standards by July of 2026.
- New course syllabi will need to be created in alignment with the CACREP 2024 standards and revised Curriculum Crosswalk by July of 2026.
- Create new Site Supervisor Survey, Intern Evaluation of Site, and Practicum Evaluation of the Site in Supervision Assist and begin collecting this data again.
- Include training on eliciting feedback from students and incorporating it into supervision approaches and assisting students in exploring theoretical approaches in supervision training for University Supervisors and Site Supervisors.
- Review the Research and Program Evaluation Course (CO 703) to be sure that the KPI assessment is appropriate and related to course content, conducted, and data is available for review.
- Ensure that all KPI assessments are clear in all courses, on the syllabus and available for data collection.
- Review coursework alignment with the CPCE in the areas of concern: Social and Cultural Diversity, Helping Relationships, Group Counseling and Group Work, Career Development, and Research and Program Evaluation.
- Consider conducting PPR in summer or including evaluation of summer coursework in fall review.
- Collect data on student GPA for each semester. Note threshold of 3.0 and number of students who fell below that threshold.
- Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam. Be sure that the CANVAS program advising site is provided to all students and is kept up to date. Be sure that all advisors understand this process and have access to the information to share
- Conduct an alumni survey as soon as possible
- Conduct an employer survey as soon as possible.

Objective 3 Needs:

- Develop an annual survey of graduates to collect credentialing data.
- Develop an annual survey of graduates to collect employment data.

Student Success Needs (remediation):

The data found was in the Husson Graduate Counseling UDrive in two files. It is not clear if this data represents all the action taken during this period.

- Develop a specific place for all program faculty to store student success plans, academic warning letters, academic probation documentation, and dismissal action so that data can be readily available for program evaluation.

This Program Evaluation report was reviewed by the Counseling Program Advisory Committee on August 25, 2026. The following suggestions were provided:

1. Include information about the addition of CO 714 Advanced Counseling Techniques class as a requirement concurrent with CO 890 practicum specifically to address student feedback that they needed more help with skills and theory. This language is now added to the report under Strengths.
2. Create videos for the website and program information to help prospective and current students better understand what a School Counselor does and what a Clinical Mental Health Counselor does.
3. Develop a mentor pool for students from practicing counseling professionals.
4. Use the language “Accelerated Master’s Program to help describe the Early Start PY-CO programs.
5. Emphasize the fact that in both the on campus and synchronous online pathways students develop relationship with their faculty, their advisor, and fellow students in all marketing materials. Also, that they get a clinical coordinator who assists them with field placements and guides them through practicum and internship to credentialing.

Action Items (From 2022-2023, 2023-2024, and 2024-2025 reports for action in 2025-2026)

Action Item	Tasks	Target completion	Completed
CACREP 2024 Standards alignment	The Curriculum Crosswalk will need to be revised to meet the CACREP 2024 standards by July of 2026. New course syllabi will need to be created in alignment with the CACREP 2024 standards and revised Curriculum Crosswalk by July of 2026	July 31, 2026 as required by CACREP	
Program Evaluation	Complete annually and post to website	Oct. 30, 2023, 2024, 2025	
Vital Statistics report	Complete, send to CACREP, post to website annually	Dec. 31, 2026 for 2025-2026	

ED-CO SC and CMHC Bridge program	Proposal in Course Leaf	Fall 2026	
Enrollment	Continue to collect spring and summer admissions and enrollment data Explore why students do not enroll once admitted. Consider ways to attract these students in order to grow the program. Continue to work with marketing and admissions to attract and enroll more school counseling students. Add data about students who transfer to different majors within the program. Explore why clinical mental health counseling students discontinue. Work to retain all students with appropriate gatekeeping	Ongoing	
Enrollment/Faculty needs	Advocate for additional faculty to address the growth in the program Monitor the FTE and core-noncore calculations Need additional faculty for any growth in the program to occur	Ongoing	
Candidacy	Determine why students who should be eligible for candidacy in 2024-2025 did not apply for candidacy and therefore were not acted on. Follow-up with these students to get candidacy action taken as soon as they meet all requirements.	Spring 2026	
Diverse Student Body	Continue to work with admissions to recruit and enroll diverse applicants Consider ways to attract more males to the program and a more diverse student body	Ongoing	
Retention	Create a column in the CO program Student tracking sheet to keep track of changes of major. Collect data from the student tracking sheet.	Sept 2026	
Retention and graduation	Continue to work with students to stay minimally on a part-time track to completion Seek grants and other opportunities to help support students with internships so that they can afford to take the time away from	Ongoing	

	work to complete required internships in a timely fashion Clarify data tracking and reporting needs moving forward to further support students in on-time graduation.		
GPA by semester data	Collect data on student GPA for each semester. Note threshold of 3.0 and number of students who fell below that threshold.	August 2026	
Student Success Plans, and Dismissal Data	Develop a specific place for all program faculty to store student success plans, academic warning letters, academic probation documentation, and dismissal action so that data can be readily available for program evaluation.	Fall 2026	
Key Performance Indicators (KPIs)	Review the Research and Program Evaluation Course (CO 703) to be sure that the KPI assessment is appropriate and related to course content, conducted, and data is available for review. Ensure that all KPI assessments are clear in all courses, on the syllabus and available for data collection. Review coursework alignment with the CPCE in the areas of concern: Social and Cultural Diversity, Helping Relationships, Group Counseling and Group Work, Career Development, and Research and Program Evaluation.	2025-2026	
PPR	Consider conducting PPR in summer or including evaluation of summer coursework in fall review	Fall 2026	
NCE	Provide more information to students about the National Certified Counselor (NCC) credential and process related to taking the NCE exam	Ongoing	
Alumni Survey	Conduct Alumni Survey in 2026. Collect and review data in 2025-2026 program review	Fall 2026	
Employer Survey	Conduct the employer survey in the fall of 2026 based on information from the alumni survey	Fall 2026	

Annual Survey of Graduates	Develop and administer an annual survey of graduates to collect credentialing and employment data	August 2026	
Evaluation of practicum/ internship sites Internship Site Supervisor Survey	Create new Site Supervisor Survey, Intern Evaluation of Site, and Practicum Evaluation of the Site in Supervision Assist and begin collecting this data again.	Fall 2026 and ongoing Practicum and Internship	
University supervisor and Site supervisor training	Include training on eliciting feedback from students and incorporating it into supervision approaches and assisting students in exploring theoretical approaches in supervision training for University Supervisors and Site Supervisors.	Fall 2026	
Advisory Committees	Schedule advisory committee meeting in the early August of 2026 to review the 2022-2025 report Incorporate feedback from the advisory committee in the 2025-2026 program evaluation	August 2025	
Program Website	Update all website sections on the counseling program and update all marketing materials	Ongoing	
Remove all references to Human Relations program	Remove all reference to the Human Relations program from program title, webpages, marketing materials, mission, goals, objectives, etc.	September 30, 2026	
Advisory Committee feedback	Include information about the addition of CO 714 Advanced Counseling Techniques class as a requirement concurrent with CO 890 practicum specifically to address student feedback that they needed more help with skills and theory. This language is now added to the report under Strengths. Create videos for the website and program information to help prospective and current students better understand what a School Counselor does and what a Clinical Mental Health Counselor does.	August 2026 December 2026	Done

	Develop a mentor pool for students from practicing counseling professionals. Use the language “Accelerated Master’s Program to help describe the Early Start PY-CO programs in marketing materials. Emphasize the fact that in both the on campus and synchronous online pathways students develop relationship with their faculty, their advisor, and fellow students in all marketing materials. Also, that they get a clinical coordinator who assists them with field placements and guides them through practicum and internship to credentialing.	December 2026 October 2026 October 2026	
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