2025-26 SOE Program Report

Counselor Education

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About this report. This 2025-26 report updates the prior 2024-25 report to reflect the counseling program's transition to the 2024 CACREP Standards. Course numbers and titles now follow the PFW catalog and the program's 2026 CACREP Self-Study Report (SSR), the mission statement and program objectives reflect the versions adopted for the self-study, and the assessment framework reflects the five-area Broad Areas of Counseling Practice (BACP) model documented in the 2026 Counselor Education Faculty Guide. Please note that key objective assessment (KOA) results in Section 6 were collected under the program's 2016-aligned framework yet are reported here under the current objective each assessment now supports (per the 2024 CACREP standards).

1. Program Mission Statement

Our mission is to serve as the premiere training institution for counselor preparation, training the next generation of clinically skilled, reflective, compassionate, and research-informed counselors. We are committed to a multidimensional training philosophy that emphasizes an orientation toward wellness rather than pathology, developmental themes across the lifespan, and an interpersonal process perspective that acknowledges our relational embeddedness within tiered, complex sociocultural systems. We maintain that understanding and appreciating multiculturalism, diversity, and social justice is critical to the core preparation of professional counselors, and we are therefore committed to counselor advocacy for individual and systemic change at local through global levels.

The mission statement is reviewed annually. Faculty discuss it at the fall Visioning Meeting, and members of the CMHC and School Counseling advisory councils (which include alumni, site supervisors, and community partners) provide input each spring. Proposed revisions are brought to a full faculty vote before adoption. The mission statement is published on the program web page.

2. Program Objectives (Programmatic Student Learning Outcomes)

Students who successfully complete the Counselor Education graduate program will:

#	Program Objective	BACP Assessment Area
1	Demonstrate mastery of core counseling knowledge including theoretical, conceptual, and practical foundations of counseling, therapeutic relationship and change factors, and case conceptualization skills.	Area A. Building Authentic & Effective Change Practices
2	Demonstrate an understanding of, and effectiveness in, working with a) diversity issues (e.g., moral, social, cultural, racial, sexual, political, and economic) and b) awareness of foundational ethical, legal, and licensing standards, in school or clinical mental health counseling-related contexts.	Area B. Growing Just & Ethical Sociocultural Practices
3	Demonstrate effective skills as scholar-practitioners such as selecting, administering, and interpreting psychological assessments; understanding, critiquing, and applying counseling research; establishing treatment plans; and assessing the effectiveness of a) school counseling programs and work with students and school communities as school counselors, or b) work with clients and agencies as clinical mental health counselors.	Area C. Applying Sound & Coherent Assessment Practices
4	Establish a professional counseling identity by demonstrating effective leadership skills in various professional contexts, promoting systemic change and outcomes.	Area D. Cultivating Proactive & Strategic Leadership Practices
5	Demonstrate mastery of applied clinical counseling competencies through supervised university and field-based professional counseling experiences.	Area E. Enacting Appropriate & Evidence-based Counseling Practices

3. Curriculum Map

Program objectives by course and level of learning. **I** = Introduced; **E** = Expanded and Emphasized; **R** = Reinforced; **M** = Mastered; **A** = Assessed through a BACP Key Objective Assessment (KOA). Course numbers and titles follow the PFW catalog.

Course	Track	PO 1 Area A	PO 2 Area B	PO 3 Area C	PO 4 Area D	PO 5 Area E
Core curriculum (all students)						
EDU 50200 Professional Orientation and Ethics	Core		I, A		I	I
EDU 50300 Individual Theories and Techniques I	Core	I, A		I, A		
EDU 50400 Systemic Theories and Techniques II	Core	E, A		E, A		
EDU 50500 Individual Appraisal: Principles and Procedures	Core			R		
EDU 50601 Essential Skills in Counseling	Core	I	I		I, A	I
EDU 51400 Lifespan Development	Core		E	E		
EDU 52400 Practicum in Counseling	Core	E, A	R	R		R, A
EDU 52500 Advanced Practicum in Counseling	Core	R, A	R	R		R, A
EDU 53200 Group Counseling	Core	R	R	R	M, A	R
EDU 55000 Internship in Counseling	Core	M	M	M	R	M, A
EDU 55100 Advanced Internship in Counseling	Core	M	M	M	M	M, A
EDU 55200 Career Counseling	Core	E		E		E
EDU 56400 Child and Adolescent Counseling	Core	R	R, A			R
EDU 57500 Multicultural Counseling	Core	E	E, A			E
EDU 59001 Research in Counseling and Guidance	Core			M, A		
Clinical Mental Health Counseling (CMHC) concentration						
EDU 52700 Diagnosis and Treatment Planning in Counseling	CMHC			E, A		
EDU 56300 Foundations of Mental Health Counseling	CMHC		R, A		E	E
EDU 56700 Introduction to Marriage and Family Therapy	CMHC	E, A	E	E		
EDU 5800 Trauma and Addictions Counseling	CMHC				R, A	
School Counseling (SC) concentration						
EDU 54200 Organization and Development of Counseling Programs	SC		E, A	E, A	E	
EDU 56200 School Counseling	SC			R	E, A	R
EDU 50501 Special Education	SC		E			

4. Assessment Planning

The faculty evaluates student learning across five Broad Areas of Counseling Practice (BACP), one for each program objective. Within each area, faculty selected 2024 CACREP standards to serve as key performance indicators (KPIs), and each KPI is measured by key objective assessments (KOAs) sequenced across multiple courses and multiple points in time. KOAs are scored on a program-standard rubric (2 = Outstanding/Exceeds Expectations; 1 = Acceptable/Meets Expectations; 0 = Needs Improvement/Below Expectations).

Minimum expectation (students): a score of at least 1 on every section of a KOA rubric. **Course norm (rubrics):** an ideal course average between 1.00 and 1.50; averages outside that range prompt rubric review and, if needed, the formal inter-rater cross-check procedure.

Program Objective 1 (BACP Area A. Building Authentic & Effective Change Practices)

KPIs: Core 3.E.1, 3.E.3, 3.E.9, 3.E.15, 3.E.21, 3.C.6, 3.D.2; CMHC 5.C.5; SC 5.H.15

Assessment Timing	Course	Track	Expected Level of Learning	Measure (KOA)
Fall Year 1	EDU 50300	All	Meets Expectations	Individual Case Conceptualization and Treatment Plan I
Spring Year 1	EDU 50400	All	Meets Expectations	Individual Case Conceptualization and Treatment Plan II
Fall Year 2	EDU 56700	CMHC	Meets Expectations	Systemic Case Conceptualization Paper
Fall Year 2	EDU 52400	All	Meets Expectations	Clinical Case Conceptualization
Spring Year 2	EDU 52500	All	Meets Expectations	Research-Based Clinical Case Conceptualization

Program Objective 2 (BACP Area B. Growing Just & Ethical Sociocultural Practices)

KPIs: Core 3.A.4, 3.A.5, 3.A.10, 3.B.6, 3.B.10, 3.E.11; CMHC 5.C.8; SC 5.H.6

Assessment Timing	Course	Track	Expected Level of Learning	Measure (KOA)
Summer Year 1	EDU 50200	All	Meets Expectations	Ethical Applications Paper
Fall Year 1	EDU 57500	All	Meets Expectations	Advocacy and Engagement Project
Spring Year 1	EDU 56300	CMHC	Meets Expectations	Site Report and Needs Assessment Project
Spring Year 1	EDU 54200	SC	Meets Expectations	Peer Helping Programs Paper
Summer Year 2	EDU 56400	All	Meets Expectations	Ethics, Advocacy, and Counseling Strategies with Children and Teens

Program Objective 3 (BACP Area C. Applying Sound & Coherent Assessment Practices)

KPIs: Core 3.E.13, 3.E.14, 3.G.7, 3.H.1, 3.H.2, 3.H.6; CMHC 5.C.1; SC 5.H.11

Assessment Timing	Course	Track	Expected Level of Learning	Measure (KOA)
Fall Year 1	EDU 50300	All	Meets Expectations	Individual Case Conceptualization and Treatment Plan I (treatment planning and measurable outcomes components)

Assessment Timing	Course	Track	Expected Level of Learning	Measure (KOA)
Spring Year 1	EDU 50400	All	Meets Expectations	Individual Case Conceptualization and Treatment Plan II (treatment planning and measurable outcomes components)
Spring Year 1	EDU 52700	CMHC	Meets Expectations	Biopsychosocial and Treatment Planning Project
Spring Year 1	EDU 54200	SC	Meets Expectations	School Counseling Portfolio and Presentation
Spring Year 3	EDU 59001	All	Meets Expectations	Research Prospectus

Program Objective 4 (BACP Area D. Cultivating Proactive & Strategic Leadership Practices)

KPIs: Core 3.F.2, 3.F.3, 3.F.4, 3.A.2, 3.A.11; CMHC 5.C.7; SC 5.H.7

Assessment Timing	Course	Track	Expected Level of Learning	Measure (KOA)
Summer Year 1	EDU 50601	All	Meets Expectations	Observational Reflection on Group Dynamics
Spring Year 2	EDU 56200	SC	Meets Expectations	School Counseling Group Curriculum Project
Fall Year 3	EDU 58200	CMHC	Meets Expectations	Group Leadership Reflection
Summer Year 3	EDU 53200	All	Meets Expectations	Group Proposal

Program Objective 5 (BACP Area E. Enacting Appropriate & Evidence-based Counseling Practices)

KPIs: clinical application standards mapped in the Practicum Handbook and the CMHC and SC Internship Handbooks

Assessment Timing	Course	Track	Expected Level of Learning	Measure (KOA)
Fall Year 2	EDU 52400	All	Meets Expectations at Levels 2 and 3	Practicum Evaluation I
Spring Year 2	EDU 52500	All	Meets Expectations at Levels 3 and 4	Practicum Evaluation II
Fall Year 3	EDU 55000	All	Meets Expectations at Levels 2 and 3	Internship Evaluation I
Spring Year 3	EDU 55100	All	Meets Expectations at Levels 3 and 4	Internship Evaluation II

Review cycle. KOA, clinical, and disposition data are reviewed at four standing faculty meetings each year: August (Visioning and goal setting), September (spring and summer content and clinical data), February (fall content and clinical data), and April (annual disposition data and cross-area convergent validity data).

5. Description of Key Objective Assessments

Each KOA is evaluated with a descriptive rubric aligned with the 2024 CACREP Standards and with Indiana licensing standards for school and mental health counselors (as applicable to the track).

#	Key Objective Assessment	Description
Program Objective 1 / BACP Area A		
1	EDU 50300 Individual Case Conceptualization and Treatment Plan I (all students)	Students design a case study for an individual client, then provide two theory-based case conceptualizations and two associated treatment plans. Areas of emphasis include demographics, presenting concerns, behavioral descriptions, affective manifestations, cognitive and interpersonal patterns, treatment goals, theoretical approaches, techniques, and self-awareness or countertransference. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.
2	EDU 50400 Individual Case Conceptualization and Treatment Plan II (all students)	Students design a case study for an individual client, then provide one attachment-focused case conceptualization, one theory-based case conceptualization, and two associated treatment plans, using the same areas of emphasis as the EDU 50300 KOA at a more advanced level. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.
3	EDU 56700 Systemic Case Conceptualization Paper (CMHC students)	Students interview a family and conceptualize the interview through multiple theoretical lenses, interpreting family dynamics from structural, experiential, and Emotionally Focused Therapy perspectives. They identify relevant theoretical concepts, select appropriate interventions, and support their analysis with the literature. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for mental health counselors.
4	EDU 52400 Clinical Case Conceptualization (all students)	Builds on the prior case conceptualization KOAs using a real client the student is seeing in the PFW Community Counseling Center. Students prepare and present a formal case conceptualization that includes a diagnosis (CMHC students) and a complete treatment plan to be implemented in session, presenting to the faculty member and a small group of peers to build case presentation and consultation skills. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.
5	EDU 52500 Research-Based Clinical Case Conceptualization (all students)	Extends the EDU 52400 KOA with a research component: in addition to the conceptualization, diagnosis (CMHC students), and treatment plan, students synthesize at least three journal articles on evidence-based and best practices related to the client's presenting concern and discuss how the evidence informs their treatment plan. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.
Program Objective 2 / BACP Area B		
6	EDU 50200 Ethical Applications Paper (all students)	Students identify relevant ethical values and principles, address multicultural concerns, consult with peers, review applicable ethical codes, apply an ethical decision-making model, support a chosen course of action, and explain the advocacy efforts the scenario calls for. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.

#	Key Objective Assessment	Description
7	EDU 57500 Advocacy and Engagement Project (all students)	In research groups, students complete annotated bibliographies and examine both general advocacy roles and practices and population-specific best practices for a selected population. Groups submit a final paper and distribute a best-practices flyer during a topical class presentation. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.
8	EDU 56300 Site Report and Needs Assessment Project (CMHC students)	Students conduct interviews at a community agency and produce a project report that includes a site report, needs assessment, proposal for program design, and program evaluation plan. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for mental health counselors.
9	EDU 54200 Peer Helping Programs Paper (SC students)	Students prepare a paper on the ethical and practical advantages and disadvantages of peer helping programs (peer mentoring, tutoring, and mediation) as a delivery system in schools, accounting for demographic, cultural, legal, and ethical considerations. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school counselors.
10	EDU 56400 Ethics, Advocacy, and Counseling Strategies with Children and Teens (all students)	Students address issues of ethics, prejudice, power, and advocacy, along with strategies for enhancing the counseling experiences of children and adolescents. Responses draw on the AMCD Multicultural Counseling Competencies, the ACA Code of Ethics, and the ACA Advocacy Competencies to articulate the student's personal and professional viewpoint. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.
Program Objective 3 / BACP Area C		
11	EDU 50300 and EDU 50400 Case Conceptualization and Treatment Plan KOAs (all students)	The treatment planning and measurable outcomes components of KOAs 1 and 2 are scored separately against the Area C KPIs (developmentally relevant and culturally sustaining treatment plans, measurable client outcomes, and culturally sustaining assessment for intervention planning).
12	EDU 52700 Biopsychosocial and Treatment Planning Project (CMHC students)	Students conduct an intake interview with a classmate and formalize the information in a Biopsychosocial History Assessment, including a mental status examination and narrative. They then analyze a case to reach an accurate, justifiable diagnosis and build a treatment plan with at least five measurable objectives and interventions, with narrative rationales grounded in evidence-based practice. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for mental health counselors.
13	EDU 54200 School Counseling Portfolio and Presentation (SC students)	Using the ASCA National Model, small groups develop a comprehensive, developmental school counseling program based on actual local school data, assemble a portfolio of program artifacts, and present and advocate for their program design. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school counselors.
14	EDU 59001 Research Prospectus (all students)	In research teams, students develop a formal research proposal (comparable to the first three chapters of a thesis) across six phases: reflection; topic identification and justification; literature review; research questions, hypotheses, and methods; formal introduction; and final paper with abstract, followed by a group presentation and defense. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.
Program Objective 4 / BACP Area D		

#	Key Objective Assessment	Description
15	EDU 50601 Observational Reflection on Group Dynamics (all students)	Students observe and reflect on dynamics in large- and small-group settings, considering how participation, roles, leadership, communication patterns, group climate, and member interactions shape the experience of being both a member and a leader within a group.
16	EDU 56200 School Counseling Group Curriculum Project (SC students)	Students create an eight-week psychoeducational group curriculum for a grade level of their choosing, then reflect on how group leadership skills, group factors, and curriculum learning objectives can promote PK–12 student development.
17	EDU 58200 Group Leadership Reflection (CMHC students)	Students attend two recovery meetings and write a reflection on group dynamics, therapeutic factors, leadership characteristics, professional identity, and continuity of care.
18	EDU 53200 Group Proposal (all students)	Students prepare a proposal for an 8–10 session psychoeducational, counseling, or therapy group in a relevant setting (e.g., a desired work setting or internship site), applying group processes and principles to the developmental needs of a target population. The proposal includes a literature review, planning (member selection, procedural decisions, leadership skills, resources, evaluation plan, and possible adaptations), and a session-by-session outline. This assignment is evaluated using a descriptive rubric aligned with CACREP standards and Indiana licensing standards for school and mental health counselors.
Program Objective 5 / BACP Area E		
19	EDU 52400 Practicum Evaluation I (all students)	Students are assessed directly on performance in the counseling process, including effort, professionalism, and responsiveness to supervision, relative to what is expected at this point in their development. Students are expected to show growth over the semester, which is factored into the supervisor's evaluation. 59 skills, attributes, and behaviors are rated on a 1–4 scale.
20	EDU 52500 Practicum Evaluation II (all students)	The same instrument as Practicum Evaluation I, rated against the higher level of performance expected in the second practicum semester.
21	EDU 55000 Internship Evaluation I (all students)	Completed by the internship site supervisor; evaluates counseling skills, conceptualization and intervention abilities, and professional behavior. Many items align with CACREP standards and professional dispositions. Rating-scale assessment with sections for qualitative supervisor comments.
22	EDU 55100 Internship Evaluation II (all students)	The same instrument as Internship Evaluation I, with increased expectations for the advanced internship semester.

6. Assessment Data

The results below come from the most recent completed KOA data cycle reported in the prior program report, collected while the program used its 2016-aligned BACP framework (four objectives; Areas A, B, C, and D, with Area D split into D.1 clinical practice and D.2 group work). Each row is placed under the current program objective the assessments now support: former Area D.1 (practicum and internship) aligns with Objective 5 and Area E, and former Area D.2 (group work) aligns with Objective 4 and Area D. The first full data cycle under the 2024 KPIs will be reported in the 2027 report.

Program Objective / BACP Area	Assessments (2025–26 data set)	Findings	Intervention / Innovation	Assessment of Intervention / Innovation
Objective 1 Area A. Building Authentic & Effective Change Practices	• Individual Case Conceptualization and Treatment Plan I (EDU 50300; 2025–28 cohort) • Individual Case Conceptualization and Treatment Plan II (EDU 50400; 2024–27 cohort) • Systemic Case Conceptualization (EDU 56700, CMHC; 2024–27 cohort) • Clinical Case Conceptualization (EDU 52400; 2024–27 cohort) • Research-Based Clinical Case Conceptualization (EDU 52500; 2024–27 cohort)	Students were scored across the same 11 standards in 5 courses (15 to 30 students per course). The average of the five course means in 2025–26 was 1.35, within the ideal programmatic range (1.00–1.50) and up from 1.28 in the prior report. Course means ranged from 1.27 (EDU 50300) to 1.46 (EDU 52500). Across courses, the highest standard mean was 1.43 (V.C.1.b) and the lowest was 1.24 (II.F.3.h), both within the ideal range.	**Intervention:** 3 students did not meet all expectations in 50300 and 4 students did not meet all expectations in 50400. Per the *Counselor Education Assessment Handbook*, "If a student scores below 1 on a given section, the course instructor [may choose to] provide the student an opportunity to demonstrate understanding of relevant course material by means of an oral interview or written resubmission or those portions of a KOA in which a student failed to demonstrate competency." In all 7 cases, the instructor followed the protocol to correct the issue within the same course. **Innovation:** No program innovations required. Faculty will monitor the EDU 52500 KOA (1.46), which is near the upper limit of the ideal range. Reviewed annually.	The Area A KOAs remain effective measures of student learning. Although the courses reflect different cohorts, means are generally higher in later courses (EDU 56700, 52500) than in EDU 50300, consistent with the scaffolded design of case conceptualization sequence.
Objective 2 Area B. Growing Just & Ethical Sociocultural Practices	• Ethical Application Paper (EDU 50200; 2025–28 cohort) • Social Justice and Advocacy Project (EDU 57500; 2024–27 cohort) • Service Delivery Project (EDU 56300, CMHC; 2023–26 cohort) • Ethics, Advocacy, and Counseling Strategies (EDU 56400; 2025–28 cohort)	Students were scored across the same 10 standards in 4 courses. The average of the four course means was 1.43 (prior report: 1.08). Excluding EDU 57500, course means ranged from 1.24 (EDU 56300, EDU 56400) to 1.38 (EDU 50200), within the ideal range. The EDU 57500 KOA averaged 1.85, above the ideal range; 5 of its 10 standards averaged 2.00. Across courses, the highest standard mean was 1.49 (II.F.1.e) and the lowest was 1.26	**Intervention:** 2 students did not meet all expectations in 56400, 1 student did not meet all expectations in 57500, and 1 student did not meet all expectations in 54200. Per the *Counselor Education Assessment Handbook*, "If a student scores below 1 on a given section, the course instructor [may choose to]…provide the student an opportunity to demonstrate understanding of relevant course material by means of an oral interview or written resubmission or those portions of the KOA in which the student failed to demonstrate competency." In all 4 cases, the instructors	The EDU 50200, 56300, and 56400 KOAs are functioning as intended. The EDU 57500 result suggests the rubric may not differentiate performance sufficiently, since every student was rated Outstanding on half of its standards; rubric review findings will be reported at the next review cycle meeting.

Program Objective / BACP Area	Assessments (2025–26 data set)	Findings	Intervention / Innovation	Assessment of Intervention / Innovation
		(II.F.5.d). EDU 54200 (Peer Helping Programs Paper, SC) is not part of the 2025–26 data set.	followed the protocol and provided remediation to correct the issue within the same course. **Innovation:** Because the EDU 57500 average exceeds 1.50, the instructor will reevaluate the KOA and rubric for precision and interpretive bias. If the cause remains unclear, a designated faculty member will complete the formal cross-check (two student papers, minimum 80% agreement) per the *Counselor Education Assessment Handbook*.	
Objective 3 Area C. Applying Sound & Coherent Assessment Practices	• Research Prospectus (EDU 59001; 2023–26 cohort) • Biopsychosocial and Treatment Planning Project (EDU 52700, CMHC; 2025–28 cohort): no scores entered	Students (n = 27) scored across 10 standards on the EDU 59001 KOA. The course mean was 1.38, within the ideal range (prior report Area C mean: 1.41). The highest standard mean was 1.77 (V.G.3.h, SC students) and the lowest was 1.00 (II.F.7.l). No EDU 52700 scores have been entered in the 2025–28 database, and EDU 50500 and EDU 54200 are not part of the 2025–26 data set, so the Area C result rests on a single course.	**Intervention:** No student scored below 1 on any rubric section of the EDU 59001 KOA, so no remediation was required. **Innovation:** EDU 52700 scores will be entered in the 2025–28 database before the next review cycle meeting so that Area C reflects multiple measures. The EDU 59001 instructor will review the V.G.3.h rubric criterion, which averaged well above the other criteria.	The Research Prospectus remains an effective measure of research knowledge and skills. Under the 2024 BACP, the Area C sequence also draws on EDU 50300, 50400, and 54200.
Objective 4 Area D. Cultivating Proactive & Strategic Leadership Practices (formerly Area D.2)	• Group Proposal Project (EDU 53200; 2023–26 cohort) • Group Proposal Paper/Presentation (EDU 55100; 2023–26 cohort): no scores entered	Students (n = 27) were scored across the same 3 standards on the EDU 53200 KOA. The course mean was 1.36, within the ideal range (prior report: 1.42). The highest standard mean was 1.48 (II.F.6.e) and the lowest was 1.26 (II.F.6.f). No scores were recorded for the EDU 55100 group KOA.	**Intervention:** No student scored below 1 on any rubric section of the EDU 53200 KOA, so no remediation was required. **Innovation:** The 2024 BACP adds earlier Area D KOAs in EDU 50601, 56200, and 58200. The cohort databases do not yet include scoring sections for EDU 50601 (Essential Skills) or EDU 58200 (Addictions), so these sections will be added before 2026–27 data entry.	The EDU 53200 KOA remains an effective measure of group work knowledge. The missing EDU 55100 data reflect the known limitation that not all internship sites allow graduate students to lead groups, which the new course-embedded Area D KOAs are designed to address.
Objective 5 Area E. Enacting Appropriate & Evidence-based	• Practicum Evaluation I (EDU 52400; 2024–27 cohort) • Practicum Evaluation II (EDU 52500; 2024–27	Ratings use the 1–4 evaluation scale. Practicum I: 24 students rated on 58 items; mean 3.03, with every rating at	**Intervention:** In EDU 52400, 21 of 24 students (88%) received at least one rating below Level 3, for a total of 183 of 1,274 item ratings	Ratings rise from the first to the second practicum semester (3.03 to 3.45) and from internship to advanced internship (3.22

Program Objective / BACP Area	Assessments (2025–26 data set)	Findings	Intervention / Innovation	Assessment of Intervention / Innovation
Counseling Practices (formerly Area D.1)	cohort) • Internship Evaluation I (EDU 55000; 2023–26 cohort) • Internship Evaluation II (EDU 55100; 2023–26 cohort)	or above Level 2. Practicum II: 23 students; mean 3.45; no student averaged below Level 3. Internship I: 28 students rated on 25 items; mean 3.22, with every rating at or above Level 2. Internship II: 27 students; mean 3.63, every rating at or above Level 3.	(14.4%). Students with a rating below Level 3 averaged 8.7 such items (median 8; range 1 to 27). Eleven students had an overall average below Level 3, with the lowest at 2.75. No rating fell below Level 2, so every student met Practicum I expectation of performance at Levels 2/3. Per the Counselor Education Assessment Handbook, items below Level 3 are developmental points of clinical growth and carried forward to EDU 52500, where Level 3 is the expected standard. In EDU 52500, only 1 of the 21 students had any item below Level 3 (a single item), and no student averaged below Level 3. This indicates the first-to-second-semester practicum sequence is working as designed, so no remediations were required.	to 3.63), consistent with progressive skill development. Unlike the prior report, in which 6 students did not meet expectations in EDU 52400, all EDU 52400 students met expectations at Level 2 this year.

7. Data Use to Improve Student Learning

A primary emphasis in our program is using KOAs to evaluate student learning and then providing an immediate opportunity for remediation (i.e., a chance for the student to revise and resubmit inadequate portions of the KOA) within the same course. In doing so, students can correct misunderstandings and faculty can ensure students understand all material before proceeding to the next BACP course in a sequence. As the following metrics show, this process supports greater equity in the learning process.

Evaluated across all BACP standards **following completion** of remediation requirements:

- 100% (n=80; three cohorts) met standards for all criteria across all BACP areas.

Evaluated across all BACP standards **prior to completion** of remediation requirements:

- 87% (n=54; two cohorts) met standards for all criteria in Area A (Objective 1), with 7 students below standard (3 in EDU 50300 and 4 in EDU 50400).
- 95% (n=77; three cohorts) met standards for all criteria in Area B (Objective 2), with 4 students below standard (2 in EDU 56400, 1 in EDU 57500, and 1 in EDU 54200).
- 100% (n=27; one cohort) met standards for all criteria in Area C (Objective 3).
- 100% (n=27; one cohort) met standards for all criteria in group work, former Area D.2 (now Area D, Objective 4).
- 98% (n=52; two cohorts) met standards for all criteria in practicum and internship, former Area D.1 (now Area E, Objective 5). The only below-standard score was a single item in EDU 52500 Advanced Practicum in Counseling, and that student's overall average met the Level 3 expectation. In EDU 52400 Practicum in Counseling, every student met the Practicum I expectation (Levels 2 and 3). Ratings below Level 3 in that course are developmental points of clinical growth carried forward to EDU 52500 (see Section 6).
- 100% of the 11 students who did not meet a given standard in a given course successfully completed remediation within that course, based on the guidelines in the *Counselor Education Assessment Handbook*.
- 100% of CMHC and SC graduates who took licensure examinations passed.

In sum, the BACP framework is designed to maximize real-time intervention when students do not pass particular sub-areas of a KOA, so that data evaluation is geared toward maximizing each student's opportunity for successful learning across all BACP areas.

8. Data Use to Inform Programmatic Change

Our assessment system has been developed steadily over more than ten years, evaluated rigorously through the BACP framework, and continues to evolve in response to changes in accreditation standards and licensure requirements. We are committed to continuous reflection on our assessment procedures and outcomes, with four standing data review meetings each year (August, September, February, and April) serving as the central brainstorming and problem-solving component of the review cycle.

We are confident in the effectiveness of our assessment standards and protocols as set forth in the *Counselor Education Assessment Handbook* and the 2026 *Counselor Education Faculty Guide*. Students consistently meet or exceed the standards set by our national accrediting and state licensing bodies, and the program monitors progress across multiple measures so that remediation is addressed whenever an individual student does not meet KOA expectations. We are dedicated to revising individual KOAs when data indicate an assessment's rigor is in question.

The most significant programmatic change this year is the realignment of the assessment system with the 2024 CACREP Standards. The faculty adopted five program objectives (adding a stand-alone leadership objective), expanded the BACP from four areas to five, and selected 2024 CACREP standards to serve as KPIs in each area. Leadership and group work, previously measured only late in the program (former Area D.2), now has its own sequence of KOAs beginning in the first summer (EDU 50601) and continuing through EDU 56200 (SC), EDU 58200 (CMHC), and EDU 53200. Practicum and internship evaluations (former Area D.1) now constitute Area E. In Area C, the KOA sequence now draws on the treatment planning components of the EDU 50300 and EDU 50400 case conceptualizations, and the EDU 50500 Assessment Report, which averaged above the ideal range, will no longer serve as a BACP KOA (the course has been merged with EDU59001 Research in Counseling).

The program also replaced its prior 20-item, concern-triggered disposition form with the Professional Dispositions Competency Assessment (PDCA-RA at admission and PDCA-R thereafter), so that every student is rated at four formal checkpoints rather than only when a concern is raised. Earlier variation in how limited-term lecturers interpreted KOA rubrics led the program to provide rubric training, and affiliate faculty orientation now covers the BACP, KOAs, and the PDCA process before each course.

We look forward to sharing this report with our CMHC and School Counseling advisory councils, the faculty governance committee in the School of Education, and our accrediting bodies to obtain additional feedback.

9. Program Evaluation Results and Planning

This section summarizes the year's program evaluation results and describes the curriculum modifications and program improvements they inform, consistent with CACREP 2024 Standard 2.F.3.

9.1 Summary of Graduate Outcomes

Graduate outcomes by CACREP specialized practice area, as reported in the program's 2026 CACREP Self-Study Report (2024 data). The program has one delivery type (in person).

Outcome	Established Minimum Threshold	Aggregate Achievement
Pass rates on credentialing examinations	No formal threshold established; graduates are expected to be prepared to pass the NCE and/or NCMHCE (CMHC) and the Indiana school counselor licensure exam (SC)	CMHC: 100% (n=13) SC: 100% (n=11) 100% pass rate in four of the last five years
Degree completion rates	To be formally established (see Section 9.5)	CMHC: 93% SC: 79%
Employment and doctoral admission rates	To be formally established (see Section 9.5)	100% employment among survey respondents (n=6) 1 graduate admitted to a doctoral program

9.2 Program Modifications

Program evaluation data across KOAs, practicum and internship evaluations, licensure outcomes, and stakeholder feedback indicate that the Counselor Education program demonstrates significant strengths in case conceptualization and treatment planning, ethical and sociocultural practice, a real-time remediation model that brings every student to standard, and strong licensure outcomes. Internship-level students consistently meet or exceed expectations, and performance dips are concentrated in the first practicum semester, where they are developmentally expected and resolved through remediation.

Areas for continued development include completing the transition to the 2024 CACREP Standards and collecting the first full cycle of KPI data under the new framework; producing aggregate, trend-level disposition data for every student; strengthening degree completion in the School Counseling concentration; improving response rates and follow-up data from graduates, site supervisors, and employers; giving students earlier and more consistent group leadership experience; reconciling course numbers and titles across the catalog, handbooks, and syllabi; and establishing explicit thresholds for completion and employment outcomes.

9.3 Planned Program Adjustments

Based on the above, the faculty's planned program adjustments for 2026–27 include:

- **Full implementation of the 2024 BACP framework.** All five BACP areas, with their 2024 KPIs and KOA sequences, are in effect for students in all three cohorts. Instructors will submit KOA data under the new rubrics each term, and the first full year of 2024-aligned data will be reviewed at the September 2027 meeting.
- **Universal disposition checkpoints.** The PDCA-RA and PDCA-R will be completed for every student at each formal checkpoint, with continuous-observation ratings logged as they occur. Faculty will review alldisposition data at the April meeting and compile the program's first aggregate disposition trend report.

- **A streamlined, tiered response to concerns.** Faculty are moving to a three-tier process: Tier 1, background flagging and monitoring discussed at weekly program meetings; Tier 2, a one-page Professional Development

Notice with re-rating within six weeks (Program Director notified); and Tier 3, formal remediation under the Student Behavior Review Policy. Handbook language will be updated accordingly.

- **Integrated stakeholder feedback cycle.** The program will run its new feedback calendar: the Annual Student Experience Survey (February), Exit Survey (April), Post-Graduation Follow-Up Survey, combined Site Supervisor and Employer Survey (April and May), and a follow-up survey after each spring advisory council meeting. Results will be summarized for faculty review and synthesized in preparation for the August Visioning Meeting.
- **Retention support in School Counseling.** The School of Education is spearheading a new "high-impact/low enrollment" analysis, involving local and regional stakeholders, to seek new means of SC enrollment growth.

9.4 Plans for Strengthening Clinical and Professional Preparation

Clinical skill development in practicum

- Use the EDU 52400 to EDU 52500 remediation pattern deliberately: share each student's Practicum Evaluation I items below standard with the EDU 52500 instructor at the start of the spring term (EDU 52400, EDU 52500).
- Reinforce foundational skills before practicum through skill practice and feedback in EDU 50601 Essential Skills in Counseling and the case conceptualization KOAs in EDU 50300 and EDU 50400.

Group leadership and professional identity

- Introduce group leadership earlier via the new Area D sequence (EDU 50601 in Year 1 summer; EDU 56200 for SC students and EDU 58200 for CMHC students), so that students build group skills before EDU 53200.

Documentation, risk assessment, and professional practice

- Continue Practicum Orientation for all students and for affiliate faculty who teach practicum, covering Community Counseling Center policies, the ClinicNote electronic health record, client confidentiality requirements, and Suicide Assessment and Intervention Training (EDU 52400, EDU52500).
- Continue instruction in intake, mental status examination, diagnosis, and measurable treatment planning (EDU 52700, EDU 52400, EDU 52500), and in crisis, trauma, and addictions counseling (EDU 58100, EDU 58200).

Curriculum and program-level adjustments

- Review the curriculum map (Section 3) annually so that each objective moves intentionally from introduction to mastery across courses.
- Use site supervisor and employer survey results and advisory council feedback to inform targeted course revisions.
- Continue providing affiliate faculty a pre-course orientation to the BACP, the course's KOA and rubric, and the PDCA process, along with rubric training for instructors who teach KOA courses.

Strengths to sustain and build upon

- Scaffolded case conceptualization and treatment planning across the full program.
- Same-course remediation that brings every student to standard before the next course in a sequence.
- Strong licensure examination outcomes in both concentrations.
- Supervised clinical training in the PFW Community Counseling Center, and student involvement in research through the Institute for Counseling Practice and Research (ICPR).

9.5 Use of Results for Assessment Improvement

Change	Anticipated Timeline and Responsibility	Reason(s) for Change
Collect and analyze the first full year of KOA data under the 2024 BACP KPIs	AY 2026–27; reviewed September 2027 Responsible: Program Director and Program Assessment Coordinator, with all KOA instructors	The 2024 KPIs and KOA sequences replace the 2016-aligned framework; current KOA data were collected under the earlier standards.
Produce an annual aggregate disposition trend report from PDCA checkpoint and continuous-observation data	April 2027 review meeting Responsible: Program Assessment Coordinator	CACREP 2024 Standard 2.E requires aggregate disposition data for entry-level students; prior disposition data were recorded only when a concern arose.
Establish and publish minimum thresholds for degree completion and for employment and doctoral admission rates	August 2027 Visioning Meeting Responsible: Program Director, with core faculty	Standard 2.E asks programs to report graduate outcomes against program-determined thresholds and to state whether each was met.
Improve graduate follow-up response rates through the alumni database, alumni Facebook page, and alumni association	Fall 2026 onward Responsible: Community Relations Coordinator	Employment outcomes currently rest on a small number of respondents (n=6), which limits interpretation.
Pilot an assessment platform (Watermark or the Brightspace Standards tool) for KOA and disposition data	AY 2026–27, beginning with the EDU 50300 KOA Responsible: Department Chair, with program faculty	A central platform would reduce manual data entry and make cross-course and multi-year trend analysis easier.
Cross-check any KOA rubric whose course average falls outside 1.00–1.50	At the review meeting where the result surfaces Responsible: course instructor and a designated faculty reviewer	Maintains rubric validity and inter-rater reliability (minimum 80% agreement) as new 2024 KOAs come online.

9.6 Other Program Updates

- The program submitted its 2026 CACREP Application and Self-Study Report under the 2024 CACREP Standards.
- The program consolidated its assessment and program-management documents into the 2026 *Counselor Education Faculty Guide* (BACP Master Document, PDCA Dispositions Handbook, Student and Stakeholder Feedback Handbook, Recruitment Strategy Handbook, ICPR Informational Guide, and Affiliate Faculty Orientation guidelines).
- The program adopted a revised mission statement and five program objectives (Sections 1 and 2).

9.7 Availability and Notification Statement

The Counselor Education Program Annual Report was posted to the Counselor Education program website on [date], and students, alumni, advisory council members, and other constituents were notified of the updated report on the same date.