NORTHWESTERN COLLEGE

COUNSELING PROGRAM

Annual Program Evaluation Report 2024/25

Clinical Mental Health Counseling Program

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ANNUAL PROGRAM EVALUATION REPORT 2025
Aligned with CACREP Standard 2.F.3

I. Program Mission

The Clinical Mental Health Counseling (CMHC) Program at Northwestern College prepares professional counselors who integrate a biblical worldview with culturally responsive, ethical, and clinically competent counseling practice. The program develops clinicians who demonstrate strong professional dispositions, multicultural humility, ethical integrity, clinical skill, and readiness for service in diverse mental health settings.

II. Stage-by-Stage Overview of the Assessment Year

Table 6.1 – Annual Evaluation Cycle (Stage-by-Stage)

Stage	Timing	Primary Activities	Data Sources / Tools	CACREP Link
Stage 1 – Data Collection	Throughout academic year	Collect course-based KPI scores; administer PCPE in COUN 505, COUN 530, COUN 605, CMHC 615; administer CCS-R in COUN 605, CMHC 615, CMHC 620; gather CPCE/NCE exam scores; track completion, employment, and field placement; administer alumni, employer, and community partner surveys	Blackboard rubrics; PCPE forms; CCS-R forms; CPCE/NCE score reports; program records; Qualtrics surveys	2.D.5; 2.E.1–2.E.4
Stage 2 – Data Aggregation	Late spring / summer	Export KPI data to Program Assessment Master File; summarize PCPE and CCS-R by course and assessment point (Introduced, Reinforced, Assessed); aggregate CPCE/NCE results by cohort; calculate completion, employment, and placement rates	Program Assessment Master File (OneDrive); CCS-R and PCPE summary spreadsheets; CPCE institutional reports	2.D.1–2.D.4; 2.E.1–2.E.4
Stage 3 – Data Analysis	Summer faculty retreat	Review KPI, CPCE, CCS-R, PCPE, completion, employment, and survey results; identify strengths and areas for improvement; consider small-N effects and	Faculty retreat agenda/minutes; assessment summaries	2.D.6–2.D.7; 2.F.3.a

Stage	Timing	Primary Activities	Data Sources / Tools	CACREP Link
		patterns across multiple data sources		
Stage 4 – Program Modifications	Early fall	Approve specific action steps for curriculum, supervision, advising, and evaluation processes; document changes and responsible parties	Faculty meeting minutes; Annual Program Evaluation Report	2.D.8; 2.F.3.b
Stage 5 – Public Disclosure	By October 1	Post updated outcome data and the Annual Program Evaluation Report on the program website	Program website; screenshot documentation	2.E.5; 2.F.4
Stage 6 – Ongoing Monitoring	Following academic year	Monitor implementation of action steps; track new data; close the loop on improvement plans	Program Director and Clinical Coordinator tracking logs; follow-up meeting minutes	2.D.1–2.D.8; 2.F.3.c

III. Summary of Key Outcomes 2025

A. Student Knowledge and CPCE Outcomes

Table 6.2 – CPCE Outcomes by Cohort (Total Score Comparison)

Cohort	NWC n	NWC Total Mean	National/Overall Mean*	Pass Rate	Interpretation
Cohort 1	3	92.7	87.2	100%	Small first cohort scored above the national comparison mean; all students passed on first attempt.
Cohort 2	1 (most recent administration)	98.0	88.3	100%	Second cohort examinee scored well above the national comparison mean; all students who tested passed.

*“National/Overall Mean” refers to the comparison groups reported in the CPCE institutional reports.

Table 6.3 – CPCE Domain-Level Highlights (Combined Narrative Summary)

CPCE Domain	Overall Pattern Relative to Comparison Group	Noted Strengths / Watch Areas
C1 – Professional Orientation & Ethics	Means comparable to or slightly above overall means across administrations	Ethical and professional orientation is solid; continue current curriculum sequence.
C2 – Social & Cultural Diversity	Comparable to overall means	Continue to monitor as additional cohorts test; integrate multicultural case applications.
C3 – Human Growth & Development	Comparable to overall means	No consistent weakness; content appears well covered.
C4 – Career Development	Frequently above national means	Clear area of strength; maintain current content and applied activities.
C5 – Counseling & Helping Relationships	Generally comparable; slight fluctuation by exam due to small N	Will be tracked closely once KPI data for skills courses come online.
C6 – Group Work	Comparable to national means	Early results are encouraging; more data will clarify trends.
C7 – Assessment & Testing	Frequently above national means	Strong alignment with COUN 510 and related courses.
C8 – Research & Program Evaluation	At or above national means	Students demonstrate good research literacy and evaluation skills.

Narrative Summary:

- Both Cohort 1 and Cohort 2 achieved **100% CPCE pass rates**, meeting and exceeding the program's minimum benchmark (≥80% pass).
- For a young program with small cohort sizes, Northwestern's total means are consistently **above the national comparison means**, indicating strong curriculum coverage of CACREP core knowledge areas.
- Domain-level fluctuations are expected with small N; no stable pattern of weakness has emerged.

B. Student Dispositions and Clinical Skills (PCPE and CCS-R)

Table 6.4 – PCPE Disposition Outcomes (Most Recent Year)

Instrument	Courses Using PCPE	Number of PCPE Evaluations	% Meets or Exceeds Expectations	Remediation Required?	Interpretation
PCPE – Professional Counseling Performance Evaluation	COUN 505, COUN 530, COUN 605, CMHC 615	25	100% of students rated "Meets Expectations" or higher on all domains	None	Students are demonstrating appropriate foundational dispositions (professionalism, ethics, interpersonal skills, multicultural sensitivity); no dispositional failures.

Table 6.5 – CCS-R Clinical Skills and Dispositions Outcomes (Aggregated by Stage)

Clinical Stage / Course	CCS-R Use	Benchmark (Program Level)	Aggregate Outcome (Narrative)	Remediation Required?	Interpretation
Pre-Practicum – COUN 605	CCS-R completed by faculty supervisor	≥80% of students at or above program's minimum thresholds for skills and dispositions	All students achieved ratings at or above the minimum thresholds for both skills and dispositions; early developmental skills evident.	No CCS-R-based remediation	Students entered clinical training with appropriate foundational counseling behaviors.
Internship I – CMHC 615	CCS-R completed by site supervisors	Same as above	Aggregate ratings reflect growth from Pre-Practicum; students demonstrate increasing competence in counseling skills, ethics, and professional behavior.	None	Students are progressing as expected into intermediate-level practice.
Internship II –	CCS-R completed	Same as above	Students maintained or improved	None	By Internship II, students function at or above entry-

Clinical Stage / Course	CCS-R Use	Benchmark (Program Level)	Aggregate Outcome (Narrative)	Remediation Required?	Interpretation
CMHC 620	by site supervisors		performance relative to Internship I; no student fell below minimum expectations on skills or dispositions domains.		level expectations across CCS-R domains.

Narrative Summary:

- PCPE and CCS-R data together indicate **no dispositional or clinical skills failures** in the most recent year.
- Growth across the Pre-Practicum → Internship I → Internship II sequence shows the expected developmental trajectory in both counseling behaviors and professional dispositions.

C. Completion, Placement, and Employment

Table 6.6 – Completion, Placement, and Employment Outcomes

Outcome Indicator	Benchmark	Cohort 1	Cohort 2	Aggregate Result	Threshold Met?
Degree completion within 150% of program length	≥80%	75% (6 of 8)	91% (10 of 11)	84%	**Yes (aggregate)** – Cohort 1 shortfall due to voluntary withdrawal/transfer, not academic dismissal.
Practicum placement rate	≥90%	100%	100%	100%	**Yes**
Internship placement rate	≥90%	100%	100%	100%	**Yes**
Employment in counseling/related field within 6 months	≥70%	100% (respondents)	100% (respondents)	100%	**Yes**

D. Stakeholder Feedback

Table 6.7 – Stakeholder Feedback Summary (Most Recent Year)

Stakeholder Group	Positive Themes	Suggestions / Areas for Growth	Planned Use of Feedback
Alumni	Strong faculty support; readiness for clinical practice; solid multicultural preparation; appreciation for integration of faith and practice	Desire for more exposure to documentation and administrative technology tools	Added EHR, documentation, and spreadsheet practice into CMHC 610 and CMHC 615.
Employers	Graduates described as ethical, professional, and clinically prepared; strong rapport-building skills	Recommend more explicit training in documentation, billing, and technology platforms	Faculty enhanced clinical course assignments to include documentation simulations and technology tasks.
Community Partners (practicum/internship sites)	Clear communication with program; students well prepared and professional; willingness to continue partnership	None identified as urgent; partners encouraged ongoing collaboration	Sites remain committed to hosting students; feedback used during supervisor calibration meetings.

IV. Interpretation of Findings

Table 6.8 – Interpretation of Major Findings

Domain	Key Evidence	Interpretation
Knowledge (CPCE)	100% pass rate in both cohorts; NWC total means above national comparison means; domain scores strong in Career Development, Assessment/Testing, and Research/Program Evaluation	Curriculum is providing comprehensive coverage of CACREP core content; students in this young program are performing at or above national norms.
Dispositions (PCPE)	25 PCPE evaluations; 100% Meets or Exceeds Expectations; no dispositional remediation	Students exhibit appropriate professional dispositions; selection, advising, and formative feedback processes are effective.
Clinical Skills (CCS-R)	All students at or above minimum CCS-R thresholds across Pre-Practicum and Internship courses; developmental growth	Clinical training sequence is producing steady growth in counseling skills and professional

Domain	Key Evidence	Interpretation
	noted from stage to stage; no CCS-R-based remediation	behaviors appropriate for entry-level clinicians.
Completion & Employment	Aggregate 84% completion within 150% of program length; 100% placement in practicum/internship; 100% employment (respondents)	Outcomes are strong for a young program; CACREP benchmarks are met or exceeded at the aggregate level.
Stakeholder Feedback	High satisfaction from alumni, employers, and community partners; specific suggestion to enhance technology and documentation skills	Program is responsive to feedback and has already implemented targeted adjustments in clinical courses.

Narrative Summary of Strengths

- External CPCE results provide **strong validation** that students are mastering CACREP core knowledge areas.
- PCPE and CCS-R data jointly confirm that students are developing the **dispositions and counseling skills** expected of entry-level professional counselors, without any cases requiring formal remediation in the most recent year.
- Completion, placement, and employment data are **robust for a new program**, meeting or exceeding CACREP minimum expectations.

Narrative Areas for Continued Attention

- Small cohort sizes can create variation in CPCE domain means; faculty will focus on **multi-year trends** rather than single administrations when making curricular decisions.
- Employer feedback about documentation and technology has prompted curricular enhancements that will be monitored in upcoming CCS-R and survey data.
- As KPI data become available beginning in 2026, these will be integrated with CPCE, CCS-R, PCPE, and AQIs to deepen evidence-based decision making.

V. Program Modifications Based on Annual Review (2.F.3.b)

Table 6.9 – Data-Driven Program Modifications

Data Source / Finding	Analysis Summary	Program Modification Implemented	Timeline
Cohort 1 completion rate (75%) slightly below 80% benchmark	Attrition due to non-academic reasons (withdrawal/transfer) highlighted need for earlier support and monitoring	Implemented structured advising check-ins and early-alert system during first year	Implemented 2023; ongoing
Employer and alumni feedback	Graduates requested more explicit training in EHR	Added documentation and technology modules to	Implemented 2024

Data Source / Finding	Analysis Summary	Program Modification Implemented	Timeline
regarding technology and documentation	systems, documentation, and spreadsheets	CMHC 610 and CMHC 615, including practice with EHR-style notes and basic data tools	
Need for consistent use of CCS-R across sites	Faculty and site supervisors benefit from shared expectations and calibration	Initiated annual supervisor calibration conversations, including review of CCS-R anchors and expectations for student performance	Implemented 2024; repeated annually
Desire to sustain strong CPCE performance as cohorts grow	CPCE pass rates are currently 100%; faculty wish to maintain this as program scales	Developed optional CPCE preparation resources and workshops (online study guide, sample questions)	Implemented 2025

VI. Next-Year Action Plan (2.F.3.c)

Table 6.10 – Action Plan for Upcoming Year

Goal	Planned Actions	Responsible Parties	Evidence of Completion
1. Fully implement KPI assessment system	Finalize KPI rubrics; embed KPI assignments in all courses; begin routine export to Master File	Program Director; Course Instructors	Completed KPI map; first full KPI dataset in Master File
2. Integrate CCS-R and PCPE summaries into progression reviews	Review disposition and CCS-R summaries each semester; flag students for early support	Program Director; Clinical Coordinator; Faculty	Meeting minutes showing review; remediation plans if needed
3. Monitor CPCE performance by cohort and domain	Track pass rates and domain means; compare to national means; discuss annually at retreat	Program Director; Faculty	CPCE summary tables in Annual Report; documented discussion in retreat minutes
4. Increase alumni and employer survey participation	Send multiple reminders; use brief mobile-friendly surveys; engage advisory board to encourage responses	Clinical Coordinator	Higher response rate compared to previous year

Goal	Planned Actions	Responsible Parties	Evidence of Completion
5. Maintain transparent public reporting	Update website with new Annual Program Evaluation Report and outcome data by October 1; archive prior reports	Program Director	Website screenshot and posting log (Appendix H)

VII. Conclusion

The most recent annual evaluation demonstrates that the Northwestern College CMHC Program is functioning effectively as a young program and is using a **robust, stage-by-stage system** of data collection, analysis, program modification, and public reporting. CPCE, CCS-R, PCPE, completion, employment, and placement data together indicate that students are acquiring the knowledge, skills, and dispositions required by CACREP and are transitioning successfully into the counseling profession. With KPI and multi-year trend data coming online, the program is well positioned to further strengthen its continuous-improvement processes and to sustain high levels of graduate readiness and stakeholder satisfaction.

VIII. WEBSITE PUBLIC DISCLOSURE (STANDARD 2.F.4 AND 2.E.5)

Overview
The CMHC Program has corrected all deficiencies noted by reviewers regarding public disclosure of student outcome data and the annual program evaluation report. The program now maintains clear, accurate, and transparent website content consistent with CACREP Standards 2.F.4 and 2.E.5.

Because the revised curriculum was implemented in Fall 2024, full KPI and AQI data (including CPCE trends and KPI multi-year analysis) will not be available until January/Summer 2026, when the first full cycle of students under the revised curriculum completes all benchmarked assessments. However, the program now publicly posts all outcome data that currently exist and clearly communicates when full CACREP-required categories will be published.

The following content is posted verbatim on the CMHC Program's website.

Posted on Program Website

Clinical Mental Health Counseling Program
Public Disclosure of Student Outcome Data

The Clinical Mental Health Counseling (CMHC) Program at Northwestern College implemented a revised curriculum in Fall 2024 based on the CACREP Self-Study and forthcoming accreditation cycle. Because the first cohort under this revised structure will complete the full assessment sequence in 2026, complete CACREP-required outcome data (including KPIs, CPCE performance trends, and internship evaluations) will be published beginning January/Summer 2026.

In accordance with CACREP Standards 2.E.5 and 2.F.4, the program is committed to transparency and posts all currently available outcome data below:

Currently Available Outcome Data
• Completion rates for Cohorts A and B
• CPCE and NCE pass rates for graduates who have taken these examinations
• Fieldwork placement rates (practicum and internship)
• Employment outcomes for graduates who responded to surveys
• Alumni, employer, and community partner survey feedback
• Student climate survey results
• Annual Program Evaluation Report (posted below)

Outcome Data as of 2025
Completion Rates
Cohort A (Fall 2022 start): 75% (6 of 8)

Cohort B (Fall 2023 start): 91% (10 of 11)
Aggregate completion rate: 84% — meets program benchmark

Fieldwork Placement Rates
Practicum placement rate: 100%
Internship placement rate: 100%

Credentialing Exam Pass Rates
CPCE Pass Rate: 100%
NCE Pass Rate: 100%

Employment Outcomes
• 100% of survey respondents employed in the counseling or human-services field within 6 months
• 1% of graduates reported doctoral program admission

Graduate Salary Information
Salary ranges reported by graduates:
$31,000 – $50,000+ depending on license status, employer type, and region.

Qualitative Feedback from Employers and Community Partners
• "Graduates demonstrate strong foundational counseling skills and professionalism."
• "I did not expect to feel so prepared for the counseling world, but once I graduated, I was confident my education prepared me."
• Employers requested increased preparation in technology tools such as documentation systems and spreadsheets.
• Community partners expressed ongoing commitment to serving as practicum and internship sites.

Student Climate Survey Highlights
Students rated the program highly for:
• Faculty support
• Multicultural preparation
• Policy transparency
• Department climate
• Integration of diverse perspectives

Annual Program Evaluation Report
The most recent Annual Program Evaluation Report is available here:
[Insert hyperlink to posted report once uploaded]

When Complete CACREP-Required Data Will Be Posted
Full outcome data categories (completion, field placement, credentialing pass rates, job placement, and KPI trend data) will be published beginning January/Summer 2026. All required categories will be updated annually by October 1.

Contact Information
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APPENDIX A — KPI SUMMARY REPORTS & TREND TABLES

Appendix A.1 — KPI Aggregate Summary Report (Annual Use Template)

Table A.1 – KPI Aggregate Summary Report

KPI Category	Program Benchmark	Aggregate Outcome	Threshold Met?	Notes / Action Needed
Course-Based KPIs (Knowledge & Skills)	80% of students score ≥ 85%	**No aggregate yet** (new curriculum; first KPI cycle begins AY 2025–2026)	N/A	KPI rubrics implemented Fall 2025; first full cohort evaluation expected 2026.
CCS-R Skills (Part 1)	80% of students score ≥ 45/60	**100% of students at or above minimum performance expectation; mean increases from practicum → internship**	**Yes**	No skill-based remediation required. Continue supervisor calibration and developmental sequencing.
CCS-R Dispositions (Part 2)	80% of students score ≥ 44/55	**100% of students met or exceeded minimum; strong growth by Internship II**	**Yes**	Continue to monitor for dispositional trends; maintain consultation mechanism when concerns arise.
PCPE Disposition Ratings	80% "Meets Expectations"	**100% Meets Expectations (25/25)**	**Yes**	No PCPE-triggered remediation to date. Continue annual reporting of PCPE aggregate data.
CPCE Subscales	≥80% of cohort scores within 1 SD of the national mean	**Consistently within or above national means; 100% pass rate**	**Yes**	Continue trend monitoring; incorporate multi-year domain analysis beginning 2026.
Alumni & Employer Ratings	75% of respondents rate graduates ≥ 4/5	**≥90% rate graduates ≥ 4/5**	**Yes**	Strengthen clinical documentation and technology training based on employer narrative feedback.

Appendix A.2 — KPI Trend Analysis (3-Year Format)

Table — KPI Trend Analysis (3-Year Format)

KPI Category	Year 1 (Cohort 1)	Year 2 (Cohort 2)	Year 3 (Pending Cohort 3)	Trend Summary
Course-Based KPIs	Not yet implemented (pre-2024 curriculum)	Framework implemented — data collection begins	Formal assessment begins Summer 2026	KPI system launch completed; first analyzable cycle expected 2026; faculty calibrating rubrics and benchmarks.
CCS-R Skills	All students met minimums	All students met minimums; internship students show highest gains	Initial practicum data pending	Strong developmental gains across practicum→internship; no remediation triggered; faculty–supervisor calibration strengthened.
CCS-R Dispositions	All students met expectations	All students met expectations; performance improved at Internship II	Initial practicum data pending	High dispositional readiness; no failures; consistent strengthening over stages; aligns with PCPE.
CPCE Subscales	100% pass rate; total mean ~ equal to or > national; strongest: Career, Assessment, Research	100% pass rate; multiple domain means > national	Early exams reported	Performance at or above national norms; external validation that curriculum is effective.
PCPE Ratings	100% “Meets Expectations”; no remediation	100% “Meets Expectations”; no remediation	Next cycle scheduled	Stable dispositional success; consistent supervisor affirmation; system functioning well.
Alumni & Employer Feedback	Positive faculty support; strong multicultural humility	Employers confirm ethical practice and readiness; need ↑ documentation/EHR skills	Next annual cycle	Program strengths confirmed; targeted improvements implemented in CMHC 610 & 615 to address documentation/electronic systems.

The KPI system was formally implemented with the 2025 curriculum aligned to 2024 CACREP standards. Course-embedded KPIs will generate complete assessment cycles beginning in Summer 2026. Until sufficient cycle data are available, the program uses reliable external indicators and standardized field instruments (CPCE, CCS-R, PCPE) to track knowledge, skills, and dispositions at the student level and across cohorts. Results to date indicate students meet or exceed minimum competency expectations in clinical skills, professional dispositions, and external knowledge assessment. Early trends show developmental progression across fieldwork stages and consistent pass rates on external examinations.

APPENDIX B — KPI ALIGNMENT MAP (SLO → KPI → Course)

Appendix B.1 — KPI Alignment Table

CACREP Core Area	SLO	KPI Measure	Course	Assessment Point
A — Ethics	SLO A.1	Ethics Paper	COUN 515	Introduced
		Addiction Podcast Episode #3	CMHC 570	Reinforced
		CCS-R Ethics Items	CMHC 620	Assessed
B — Diversity	SLO B.1	Cultural Immersion Paper	COUN 520	Introduced
		Diversity in Mental Illness Presentation	CMHC 520	Reinforced
		CPCE Diversity Subscale	CPCE	Assessed
C — Human Development	SLO C.1	Theory Meets Therapy Project	COUN 525	Introduced
		Psychopharm Case Study #3	CMHC 575	Reinforced
		CPCE Human Development Subscale	CPCE	Assessed
D — Career Development	SLO D.1	Determine Approaches Presentation	COUN 551	Introduced
		Career Development Program	COUN 580	Reinforced
		CPCE Career Development Subscale	CPCE	Assessed
E — Helping Relationships	SLO E.1	Recording 6 + CCS-R	COUN 605	Introduced
		CCS-R Midterm	CMHC 615	Reinforced

CACREP Core Area	SLO	KPI Measure	Course	Assessment Point
		CCS-R Final	CMHC 620	Assessed
F — Group Work	SLO F.1	Buechner Process Reflection	COUN 530	Introduced
		Case Conceptualization	CMHC 615	Reinforced
		CPCE Group Work Subscale	CPCE	Assessed
G — Assessment	SLO G.1	Assessment Case Study Report	COUN 510	Introduced
		Career Assessment Paper	COUN 580	Reinforced
		CPCE Assessment Subscale	CPCE	Assessed
H — Research	SLO H.1	Dyad/Triad Presentation	COUN 510	Introduced
		Program Evaluation Paper	COUN 585	Reinforced
		CPCE Research Subscale	CPCE	Assessed
CMHC Specialty	SLO CMHC.1	Case Conceptualization Presentation	CMHC 610	Introduced
		Case Conceptualization Presentation	CMHC 615	Reinforced
		Case Conceptualization Presentation	CMHC 620	Assessed

APPENDIX C — DISPOSITION ASSESSMENT INSTRUMENTS

Appendix C.1 — PCPE (Professional Counseling Performance Evaluation) Summary Table

Domain	Description	Benchmark
Professionalism	Ethical behavior, communication, responsibility	80% “Meets Expectations”
Interpersonal Competence	Emotional maturity, multicultural sensitivity	80% “Meets Expectations”
Clinical Readiness	Openness to feedback, reflective capacity	80% “Meets Expectations”

Appendix C.2 — CCS-R Disposition Items Summary

Domain	Items Assessed	Minimum Threshold
Professional Behaviors	Ethics, engagement, responsibility	≥ 40/55
Counseling Dispositions	Empathy, congruence, presence	≥ 40/55

APPENDIX D — ACADEMIC QUALITY INDICATORS (AQI) SUMMARY

AQI Category	Benchmark	Most Recent Data	Threshold Met?	Notes
CPCE Pass Rates	80%	100%	Yes	
NCE Pass Rates	80%	100%	Yes	
Completion Rates	80%	84% aggregate	Yes	Cohort A 75%, B 91%
Employment Rates	70%	100%	Yes	
Doctoral Admission Rates	70%	——	No	Not a program priority.
Fieldwork Placement	90%	100%	Yes	

APPENDIX E — ALUMNI, EMPLOYER, AND COMMUNITY PARTNER SURVEYS

Appendix E.1 — Alumni Survey Template

Domains assessed:

- Counseling skills
- Dispositions
- Multicultural competence
- Ethical practice
- Career readiness
- Job placement
- Satisfaction with training

Sample items (1–5 scale):

1. The program prepared me to work effectively with diverse populations.
2. I feel confident in my counseling skills.
3. I was prepared for licensure exams.
4. Faculty supported my development.
5. I would recommend this program to others.

Appendix E.2 — Employer Survey Template

Domains:

- Graduate competence
- Professionalism
- Work readiness
- Ethical behavior
- Clinical judgment
- Communication skills

Sample items:

1. The graduate demonstrates strong counseling skills.
2. The graduate behaves professionally.
3. The graduate communicates effectively in clinical settings.

Appendix E.3 — Community Partner Survey Template

Domains:

- Collaboration
- Communication
- Preparedness of practicum/internship students
- Responsiveness of program
- Quality of partnership

Sample items:

1. Communication with program faculty is timely and effective.
2. Students are well prepared for their practicum/internship roles.

APPENDIX F — ANNUAL PROGRAM EVALUATION REPORT TEMPLATE

Section	Required Content
Executive Summary	Annual findings and highlights
KPI Review	KPI tables and benchmark analysis
AQI Review	CPCE, NCE, completion, employment
Disposition Review	PCPE + CCS-R summary
Stakeholder Input	Alumni, employer, partner feedback
Program Modifications	Data-based changes
Next-Year Plan	Improvement goals and strategies

APPENDIX G — REMEDIATION PLAN TEMPLATE

Student Name:
Concern Identified:
Assessment Source: PCPE / CCS-R / KPI / Faculty Report
Competency Area:
Plan Components:
Timeline:
Criteria for Successful Completion:
Signatures: Student, Faculty, Program Director

APPENDIX H — WEBSITE PUBLIC DISCLOSURE EVIDENCE TEMPLATE

Appendix H.1 — Screenshot Requirements

Screenshot attached with:

- Completion rates
- CPCE/NCE pass rates
- Job placement rates
- Fieldwork placement rates
- Link to Annual Program Evaluation Report
- URL visible

Appendix H.2 — Web Posting Confirmation Table

Data Posted	Website Location	Date Updated	Reviewed By
Completion Rates	under Reports	11/25	program director
CPCE/NCE Pass Rates	under Reports	11/25	program director
Employment Rates	under Reports	11/25	program director
Fieldwork Placement	under Reports	11/25	program director
Annual Report	under Reports	11/25	program director

Narrative

The KPI system aligned to the 2024 CACREP standards was implemented with the revised curriculum. While the first full assessment cycle will be completed in 2026, we are currently using validated external and field-based measures — CPCE, CCS-R, and PCPE — to monitor student knowledge, skills, and dispositions. These data already show strong outcomes and are informing program decisions.

We monitor both minimum thresholds and developmental growth. While no student has fallen below minimum benchmarks, we do identify and address growth areas through formative feedback, supervision, and advising processes.

CPCE serves as an external validation measure. Internal KPI data aligned to CACREP standards are now embedded across the curriculum and will provide additional internal evidence beginning with the first full cycle.

This is a young program that has undergone intentional redesign aligned with the 2024 CACREP standards. While full-cycle KPI data are forthcoming, all systems are now fully implemented, and current outcome data already demonstrate strong student performance and program effectiveness."