



OUR LADY OF THE LAKE UNIVERSITY MASTER OF ARTS IN COUNSELING PROGRAM

Clinical Mental Health Counseling – School Counseling – Clinical Rehabilitation Counseling



PROGRAM EVALUATION ANNUAL REPORT

2023/2024

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OLLU MASTER OF ARTS IN COUNSELING PROGRAM

The Master of Arts in Counseling program at Our Lady of the Lake University is a fully on-line graduate program offering three professional specializations: Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling.

Program Mission & Vision Statements

The mission of the Master of Arts in Counseling Program, in support of the mission of Our Lady of the Lake University, is to empower our graduates to serve the needs of diverse communities as ethical, reflective, and knowledgeable counselors. The program promotes a learning environment rich in appreciation for diversity, inclusiveness, social justice, and accessibility by fostering the professional, personal, and spiritual development of our students.

The OLLU Master of Arts in Counseling Program strives to be the national online counseling program of choice for those who are seeking a learner centered, strength-based, and application-focused program with a low student to instructor ratio. We inspire our graduates to become leaders in the field, advocates for social justice, and underscore importance of global citizenship.

The OLLU Master of Arts in Counseling Program recognizes the importance of addressing the needs of a progressively growing diverse population. The program strives to increase the educational opportunities for all student populations and to create an atmosphere where the values and concerns of diverse populations receive attention and respect. These values are integrated into the Program's curriculum and align with the ethical guidelines of the counseling profession.

Program Objectives

The MAC Program's objectives, outcomes, and KPIs have been developed through thoughtful collaboration and consideration with program stakeholders. The following table outlines the program's objectives and lists the various data sources used to measure and evaluate each objective.

PROGRAM OBJECTIVE 1:
Make continuous efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.
Measures of Program Objective 1: <ul style="list-style-type: none">• Demographics Data (applicants, students, graduates)• Admissions Data• Program Completion Data• Alumni Surveys
PROGRAM OBJECTIVE 2:
Provide counselors-in-training with learning experiences that build knowledge and skills in the eight core areas designated by CACREP and their chosen specialization: (a) professional counseling orientation and ethical practice; (b) social and cultural diversity; (c) human growth and development; (d) career development; (e) counseling and helping relationships; (f) group counseling and group work; (g) assessment and testing; (h) research and program evaluation; and (i) Clinical Mental Health, Clinical Rehabilitation, or School Counseling.

Measures of Program Objective 2:

- Aggregate knowledge and skills assessment data - [Key Performance Indicators \(KPIs\)](#)

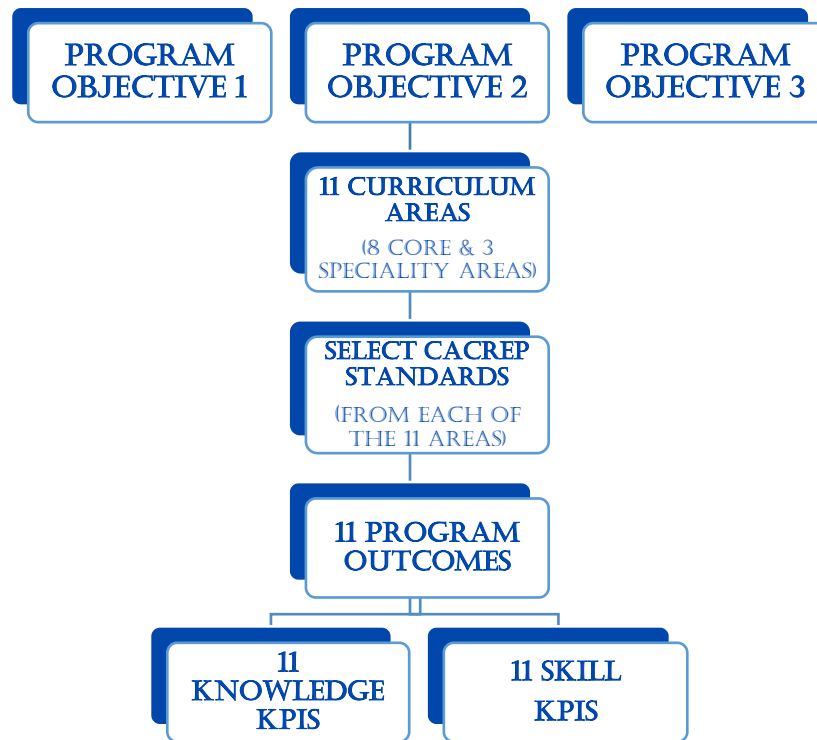
PROGRAM OBJECTIVE 3:

Develop and graduate competent counselor candidates that demonstrate the knowledge, skills, and disposition expected of professional counselors (according to student's respective specialization area).

Measures of Program Objective 3:

- CCS-R Counselor Competencies Evaluations (Aggregate)
- Fitness-to-Practice Evaluations (Aggregate)
- Comprehensive Exam Results (Aggregate)
- Employer & Site Supervisor Surveys
- Credentialing Exam Pass Rates

The MAC Program's objectives, learning outcomes, and key performance indicators are interconnected (as illustrated in the diagram below), therefore it is necessary to view them in relation to one another to fully understand their purpose. Three major program objectives provide the foundation for our program evaluation plan. Program objective 2 is broken down into 11 program learning outcomes that address student learning in the eight core curriculum areas and three relevant specialization areas. Each program learning outcome is further defined by two corresponding key performance indicators (one knowledge and one skill KPI for each PLO).



Program Evaluation Plan

The program objectives, learning outcomes, and key performance indicators have all been developed with consideration to student assessment and program evaluation. Each program objective, outcome, and KPI can be measured to inform program planning and improvement. Measures and assessments for each objective and outcome are indicated within our Program Evaluation Plan:

PROGRAM EVALUATION PLAN	
CORE AREA 1: PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE	
<p>PLO 1: Facilitate professional counselor identity development as ethically sound, reflective, and multiculturally competent counselors who adhere to the standards of professional counseling organizations and credentialing bodies.</p>	
<p>KPI 1.1 (Knowledge SLO): Counselors-in-training will demonstrate knowledge of multiculturally-competent ethical and legal considerations of professional counseling practices.</p>	<p>CACREP STANDARDS 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice</p>
<p>KPI 1.2 (Skill SLO): Counselors-in-training engage in multiculturally-competent personal and professional self-evaluation practices aligned with ethical and legal standards of the counseling profession.</p>	
ASSESSMENTS:	
<p><i>Knowledge SLO: COUN 6315 Ethical Case Study</i></p>	
<p><i>Skill SLO: COUN 8390 Tapescript Assignment #2</i></p>	
CORE AREA 2: SOCIAL & CULTURAL DIVERSITY	
<p>PLO 2: Prepare multiculturally competent counselors-in-training to effectively serve diverse populations through ethical and socially just counseling and advocacy strategies.</p>	
<p>KPI 2.1 (Knowledge SLO): Counselors-in-training will demonstrate knowledge of multicultural counseling competencies.</p>	<p>CACREP Standards 2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy 2.F.2.c. multicultural counseling competencies</p>
<p>KPI 2.2 (Skill SLO): Counselors-in-training demonstrate multicultural counseling competencies when working with diverse clients.</p>	
ASSESSMENTS:	
<p><i>Knowledge SLO: COUN 8314 Cultural Research Project</i></p>	
<p><i>Skill SLO: CCSR Evaluations (Internship II)</i></p>	
CORE AREA 3: HUMAN GROWTH & DEVELOPMENT	
<p>PLO 3: Prepare counselors-in-training to promote optimal development and wellness of diverse clients across the lifespan through utilization of ethical and multiculturally sensitive counseling strategies.</p>	

KPI 3.1 (Knowledge SLO): Counselors-in-training will demonstrate knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior of diverse clients.	CACREP Standards 2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and behavior 2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimal development and wellness across the lifespan
KPI 3.2 (Skill SLO): Counselors-in-training apply ethical and multiculturally sensitive strategies for promoting resilience, optimal development, and wellness of diverse clients across the lifespan.	
ASSESSMENTS:	
<i>Knowledge SLO: COUN 7337 Human Development Case Study Analysis</i>	
<i>Skill SLO: COUN 8390 Multicultural Case Presentation</i>	
CORE AREA 4: CAREER DEVELOPMENT	
PLO 4: Prepare counselors-in-training to address career development through use of ethical and multiculturally sensitive theories and models of career counseling with diverse clients.	
KPI 4.1 (Knowledge): Counselors-in-training demonstrate knowledge of theories and models of career development, counseling, and decision making.	CACREP Standards 2.F.4.a. theories and models of career development, counseling, and decision making 2.F.4.j. ethical and culturally relevant strategies for addressing career development
KPI 4.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for addressing career development with diverse clients.	
ASSESSMENTS:	
<i>Knowledge SLO: COUN 6330 Personal Career Development Analysis</i>	
<i>Skill SLO: COUN 6330 Case Study Analysis</i>	
CORE AREA 5: COUNSELING & HELPING RELATIONSHIPS	
PLO 5: Prepare counselors-in-training to establish and maintain helping relationships that utilize appropriate counseling theories, models, and skills to ethically and multiculturally promote the welfare of diverse clients.	
KPI 5.1 (Knowledge): Counselors-in-training demonstrate knowledge of ethical and multiculturally sensitive theories and models of counseling that promote establishment and maintenance of helping relationships with diverse clients.	CACREP Standards 2.F.5.a. theories and models of counseling 2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
KPI 5.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive counseling theories and techniques to establish and maintain helping relationships with diverse clients.	
ASSESSMENTS:	
<i>Knowledge SLO: COUN 8302 Theory Implementation Paper Two</i>	
<i>Skill SLO: COUN 8390 Tapescript Assignment #2</i>	
CORE AREA 6: GROUP COUNSELING & GROUP WORK	
PLO 6: Prepare counselors-in-training to design and facilitate counseling groups using ethical and multiculturally sensitive strategies informed by theoretical foundations of group work.	

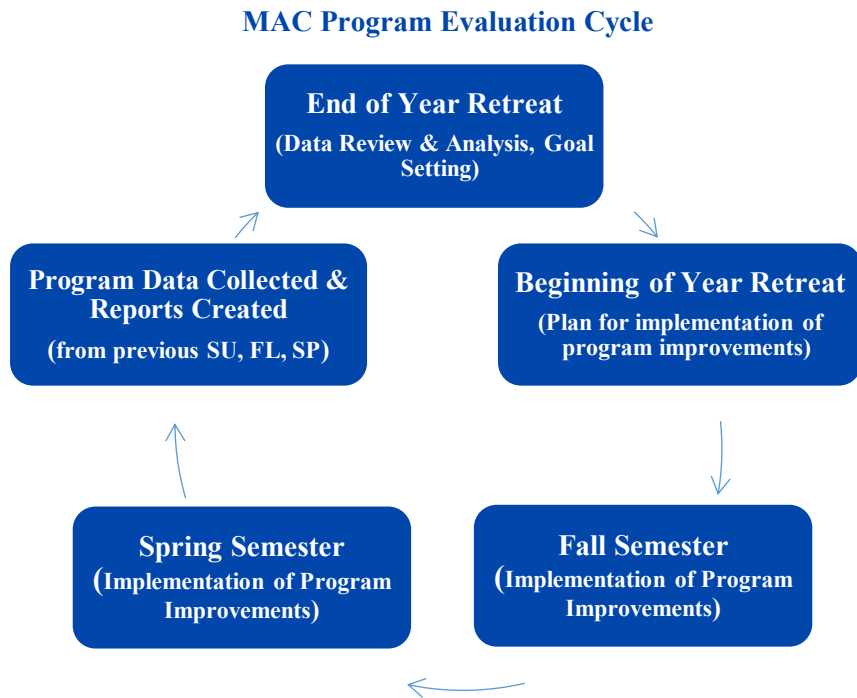
KPI 6.1 (Knowledge): Counselors-in-training demonstrate knowledge of group counseling theories, as well as ethical and multiculturally sensitive strategies for designing and facilitating counseling groups.	CACREP Standards 2.F.6.a. theoretical foundations of group counseling and group work 2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups
KPI 6.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for designing and facilitating counseling groups.	
ASSESSMENTS:	
<i>Knowledge SLO: COUN 8312 Group Formation Project</i>	
<i>Skill SLO: COUN 8312 Group Participation Project</i>	
CORE AREA 7: ASSESSMENT & TESTING	
PLO 7: Prepare counselors-in-training to effectively utilize assessments for diagnostic and intervention planning in an ethical and multiculturally sensitive manner.	
KPI 7.1 (Knowledge): Counselors-in-training demonstrate knowledge of assessments appropriate for use in diagnostic and intervention planning with diverse clients.	CACREP Standards 2.F.7.e. use of assessments for diagnostic and intervention planning purposes 2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
KPI 7.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for selecting, administering, and/or interpreting assessment and test results.	
ASSESSMENTS:	
<i>Knowledge SLO: COUN 6325 Career Counseling and Business Assessments</i>	
<i>Skill SLO: COUN 8390 Multicultural Case Presentation</i>	
CORE AREA 8: RESEARCH & PROGRAM EVALUATION	
PLO 8: Prepare counselors-in-training to effectively utilize ethical and multiculturally sensitive research strategies to inform counseling practice and program evaluation.	
KPI 8.1 (Knowledge): Counselors-in-training identify ethical and multiculturally sensitive research strategies for utilization in counseling practice and/or program evaluation.	CACREP Standards 2.F.8.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practices 2.F.8.b. Identification of evidence-based counseling practices
KPI 8.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for conducting, interpreting, and/or reporting the results of research and/or program evaluation.	
ASSESSMENTS:	
<i>Knowledge SLO: COUN 6360 Quantitative Research Proposal</i>	
<i>Skill SLO: COUN 8314 Cultural Research Project</i>	
CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION	
PLO 9: Prepare Clinical Mental Health Counselors-in-training to meet the needs of diverse client populations through ethical and multiculturally sensitive counseling techniques in varied roles and settings within the counseling profession.	
KPI 9.1 (Knowledge): Counselors-in-training identify ethical and multiculturally sensitive interventions for a	CACREP Standards

broad range of mental health issues to meet the needs of diverse client populations.	5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
KPI 9.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive interventions for a broad range of mental health issues to meet the needs of diverse client populations.	5.C.2.j. cultural factors relevant to clinical mental health counseling 5.C.2.l. legal and ethical considerations specific to clinical mental health counseling
ASSESSMENTS:	
<i>Knowledge SLO: COUN 8317 Technique Paper</i>	
<i>Skill SLO: COUN 8390 Tapescript Assignment #2</i>	
SCHOOL COUNSELING SPECIALIZATION	
PLO 10: Prepare school counselors-in-training to plan, deliver, and evaluate a comprehensive school counseling program that is responsive to the educational, career, personal, and social needs of all students.	
KPI 10.1 (Knowledge): School counselors-in-training demonstrate knowledge of comprehensive school counseling program models that meet the needs of diverse student populations through delivery of ethical and multiculturally sensitive school counseling services.	CACREP Standards 5.G.1.b. models of school counseling programs 5.G.2.n. legal and ethical considerations specific to school counseling
KPI 10.2 (Skill): School counselors-in-training provide ethical and multiculturally sensitive school counseling services according to comprehensive school counseling program models to meet the needs of diverse student populations.	
ASSESSMENTS:	
<i>Knowledge SLO: COUN 6323 Final Exam</i>	
<i>Skill SLO: COUN 8325 School Counseling Intern Performance Evaluation</i>	
CLINICAL REHABILITATION COUNSELING SPECIALIZATION	
PLO 11: Prepare clinical rehabilitation counselors-in-training to apply ethical and multiculturally sensitive rehabilitation counseling interventions to serve diverse clients in a wide variety of circumstances within the clinical rehabilitation counseling context, including persons with disabilities.	
KPI 11.1 (Knowledge): Counselors-in-training identify roles, skills, and activities performed by rehabilitation counselors in a wide variety of circumstances within the clinical rehabilitation counseling context.	CACREP Standards 5.D.2.a. roles and settings of rehabilitation counselors 5.D.2.s. cultural factors relevant to rehabilitation counseling 5.D.2.w. legal and ethical considerations specific to clinical rehabilitation counseling
KPI 11.2 (Skill): Counselors in training apply ethical and multiculturally sensitive strategies for rehabilitation counseling services and rehabilitation service delivery systems including case management.	
ASSESSMENTS:	
<i>Knowledge SLO: COUN 8368 Final Exam</i>	
<i>Skill SLO: COUN 8390 Tapescript Assignment #2</i>	

Program Evaluation Process

Program Data Collection & Analysis

The MAC Program faculty continuously make efforts to improve various aspects of the program throughout each year. In addition to informal evaluation and improvement, the MAC Program recently implemented a more intentional and structured process for program evaluation and improvement (see graphic below). Several categories of data are collected and analyzed to evaluate program objectives and guide program planning.



MAC Program core faculty now participate in program retreats at the beginning and end of each academic year (BOY in August and EOY in May). The program retreats provide the opportunity to review, evaluate, and plan for our program. The EOY (May) retreat’s purpose is to review the previous year’s program data and feedback to determine areas of strength, identify areas in need of improvement, and set goals for program improvements that will be implemented throughout the following year. The BOY (August) retreat is dedicated to planning for program implementation and improvements for the upcoming year. Program improvement goals continue to be discussed during regularly scheduled core faculty meetings throughout the year.

Program Improvement Process

Program improvements are primarily discussed and decided on by program faculty during the end-of-year faculty retreat (following a thorough review of all program data from the preceding year). Upon reviewing each of the program data sources utilized in program evaluation, faculty identify areas in need of growth, particularly those areas that do not meet expectations according to program benchmarks. The faculty lead for each respective area leads a discussion proposing potential improvements to address the

area(s) in need of improvements. Once the core faculty unit reaches a consensus as to the program improvement(s) that should be implemented, a goal for the following academic year is set. At the beginning-of-year faculty retreat program improvements are further discussed and plans for implementation are outlined. Faculty leads are then responsible for overseeing program improvements in their respective areas and reporting on their progress at regularly scheduled program faculty meetings throughout the academic year.

Curriculum evaluation and improvement planning occurs during the BOY and EOY faculty retreats through analysis of student assessment data, however it is also an ongoing process that continues throughout the academic year. Course evaluations are reviewed by faculty and program leadership each semester to identify areas of concern among the student feedback. Plans for course modifications and re-developments are then made accordingly to address any issues that are consistently identified by students. Similarly, feedback from adjunct faculty is regularly solicited by core faculty course leads. This feedback is also taken into consideration when planning for course improvements and re-developments.

Program Evaluation Data 2023/2024

Program Data ~ Applicants, Enrolled Students, Graduates

The MAC Program collects and analyzes various data sets to examine the diversity of our applicants, enrolled students, and graduates. The following tables summarize the data representing these groups.

Student Enrollment and Diversity by Program and Specialization

OLLU MAC Program - Enrolled Students (2023/2024)			
Race/Ethnicity	FL 2023	SP 2024	SU 2024
Hispanic/Latinx	102 (65%)	91(66.4%)	93 (69.5%)
Asian	1 (0.6%)	1 (0.7%)	2 (1.5%)
Black or African American	12 (8%)	11 (8%)	7 (5.2%)
White, Non-Hispanic	38 (24.4%)	30 (22%)	30 (22%)
Unknown	3 (1.9%)	4 (2.9%)	2 (1.5%)
Total Students Enrolled	156	137	134

Clinical Mental Health Counseling Specialization – Enrolled Students (SU24)			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	-	2 (1.79%)	-
Black or African American	-	7 (6.25%)	-
Hispanic/ Latinx	7 (6.25%)	66 (58.94%)	-
White, Non-Hispanic	2 (1.79%)	26 (23.22%)	-
Unknown	-	2 (1.79%)	-
Total Students	9	103	-
<i>6 CMHC students with military affiliation (1 male; 5 female)</i>			

Clinical Rehabilitation Counseling Specialization – Enrolled Students (SU24)			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	-	-	-
Black or African American	-	-	-
Hispanic/ Latinx	-	3 (60%)	-
White, Non-Hispanic	-	1 (20%)	-
Unknown	-	1 (20%)	-
Total Students	-	5	-
<i>1 CRC student with military affiliation (female)</i>			

School Counseling Specialization – Enrolled Students (SU24)			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	-	-	-
Black or African American	-	-	-
Hispanic/ Latinx	-	16 (94.12%)	-
White, Non-Hispanic	-	-	-
Unknown	-	1 (5.88%)	-
Total Students	-	17	-
<i>2 SC students with military affiliation (female)</i>			

Admissions Data and Applicant Diversity by Program and Specialization

OLLU MAC Program Admissions Data (Fall 2023 - Summer 2024)						
	FL 2023		SP 2024		SU 2024	
	Applied	Admitted	Applied	Admitted	Applied	Admitted
Male Applicants						
Asian	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-
Hispanic/Latinx	-	-	-	-	1 <i>(CMHC)</i>	1 <i>(CMHC)</i>
White, Non-Hispanic	-	-	1 <i>(CMHC)</i>	-	-	-
Female Applicants						
Asian	1 <i>(CMHC)</i>	-	1 <i>(CMHC)</i>	1 <i>(CMHC)</i>	1 <i>(CMHC)</i>	1 <i>(CMHC)</i>
Black or African American	-	-	1 <i>(CMHC)</i>	-	1 <i>(CRC)</i>	-
Hispanic/Latinx	12 <i>(11 CMHC 1 SC)</i>	10 <i>(8 CMHC 1 SC)</i>	-	-	5 <i>(4 CMHC 1 SC)</i>	5 <i>(4 CMHC 1 SC)</i>
White, Non-Hispanic	2 <i>(CMHC)</i>	2 <i>(CMHC)</i>	3 <i>(CMHC)</i>	1 <i>(CMHC)</i>	1 <i>(CMHC)</i>	1 <i>(CMHC)</i>
Total Applicants	15	12	6	2	9	8

Retention and Completion Data by Term, Program, and Specialization

OLLU MAC Program Retention Data (Fall 2023 - Summer 2024)			
	FL 2023	SP 2024	SU 2024
Students Enrolled in Previous Term	158	161	139
Graduates (finished program in previous semester)	10	19	10
Students Eligible to Return	148	142	129
Program Withdraws	2	1	0
Total Continuing Enrollments	151	135	118
Term-to-Term Retention Percentage	91%	90%	89%

OLLU MAC Program Graduates (Fall 2023 - Summer 2024)			
	CMHC	SC	CRC
FL23	17 graduates	2 graduates	(None)
SP24	7 graduates	2 graduates	(None)
SU24 (Projected)	8 graduates	3 graduates	(None)

OLLU MAC Program Completion Data (Graduates Fall 2023 - Summer 2024)						
	FL23		SP24		SU24 (Projected)	
	CMHC	SC	CMHC	SC	CMHC	SC
Male Graduates						
Asian	-	-	-	-	-	-
Black or African American	-	-	1	-	-	-
Hispanic	2	-	-	-	-	-
White	1	-	-	-	-	-
Female Graduates						
Asian	-	-	-	-	1	-
Black or African American	1	1	-	1	-	-
Hispanic	8	1	5	-	4	2
White	5	-	1	1	3	1
Specialization Total	17	2	7	2	8	3
TOTAL	19 Graduates		9 Graduates		11 Graduates*	
<i>Note: No graduates from CRC specialization in 2023/2024</i>					<i>*(Projected)</i>	

OLLU MAC Program Completion Data (Program Completion Within 5 Years*)			
	# Students Admitted in FL19	# Graduated in 5 Years	% Completed in 5 Years
CMHC	24 Students	15 Graduates	62.5%
SC	3 Students	3 Graduates	100%
CRC	2 Students	1 Graduate	50%
MAC Program	29 Students	19 Graduates	65.55%
<i>*Based on FL19 Start Term</i>			

Evaluation Summary:

The MAC Program student body's racial diversity is representative of the racial diversity of the [San Antonio population](#). There is a notably higher percentage of female students as compared to male students. This trend is consistent with university demographics, as Our Lady of the Lake University's student body is predominately made up of female students.

The demographic makeup of MAC program applicants is fairly consistent with the demographic makeup of currently enrolled students (and that of the greater [San Antonio population](#)). A decrease in overall program admissions numbers has been identified by program faculty. This trend is partially expected, as the MAC Program lowered semester admissions caps to improve student:faculty FTE for CACREP.

Program Data ~ Student Assessment (Knowledge, Skills, Dispositions)

The following categories of aggregate student assessment data measure program objective 2 (program wide student learning outcomes):

Key Performance Indicators Outcome Data

MAC Program KPI Outcome Reporting 2023/2024				
KPI OUTCOME MEASURES	Total # Students	Ratings by #	Ratings by %	Program Outcome
KPI 1.1 (Knowledge) COUN 6315 Ethical Case Study	<i>n=15</i>	<i>Advanced (90-100%) - 11 Proficient (80-89%) - 3 Emerging (70-79%) - 0 Unsatisfactory (<70%) - 1</i>	<i>73.33% of students 20% of students 0% of students 6.66% of students</i>	93.33% of students met or exceeded expectations of this KPI
KPI 1.2 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n= 25</i>	<i>Advanced (90-100%) - 21 Proficient (80-89%) - 2 Emerging (70-79%) - 1 Unsatisfactory (<70%) - 1</i>	<i>84% of students 8% of students 4% of students 4% of students</i>	92% of students met or exceeded expectations of this KPI
KPI 2.1 (Knowledge) COUN 8314 Cultural Research Project	<i>n= 14</i>	<i>Advanced (90-100%) - 10 Proficient (80-89%) - 4 Emerging (70-79%) - 0 Unsatisfactory (<70%) - 0</i>	<i>71.4% of students 28.6% of students 0% of students 0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 2.2 (Skill) Internship II CCSR Eval (2F Multicultural Competence)	<i>n= 115</i>	<i>Meets (4-5 Rating) - 115 Does not Meet (1-3 Rating)- 1</i>	<i>99% of evaluations 1% of evaluations</i>	99% of students met or exceeded expectations of this KPI
KPI 3.1 (Knowledge) COUN 7335 Human Development Case Study Analysis	–	–	–	<i>No Outcome Data Collected in 23/24 (NEW)</i>
KPI 3.2 (Skill) COUN 8390 Multicultural Case Presentation	–	–	–	<i>No Outcome Data Collected in 23/24</i>
KPI 4.1 (Knowledge) COUN 6330 Personal Career Development Analysis	–	–	–	<i>No Outcome Data Collected in 23/24</i>
KPI 4.2 (Skill) COUN 6330 Case Study Analysis	<i>n= 30</i>	<i>Advanced (90-100%) - 30 Proficient (80-89%) - 0 Emerging (70-79%) - 0 Unsatisfactory (<70%) - 0</i>	<i>100% of students 0% of students 0% of students 0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 5.1 (Knowledge) COUN 8302 Theory Implementation Paper Two	<i>n= 4</i>	<i>Advanced (90-100%) - 4 Proficient (80-89%) - 0 Emerging (70-79%) - 0 Unsatisfactory (<70%) - 0</i>	<i>100% of students 0% of students 0% of students 0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 5.2 (Skill)		<i>Advanced (90-100%) - 21</i>	<i>84% of students</i>	92% of students met or exceeded expectations of

COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 25	<i>Proficient (80-89%)</i> - 2 <i>Emerging (70-79%)</i> - 1 <i>Unsatisfactory (<70%)</i> - 1	8% of students 4% of students 4% of students	this KPI
KPI 6.1 (Knowledge) COUN 8312 Group Formation Project	<i>n</i> = 25	<i>Advanced (90-100%)</i> - 25 <i>Proficient (80-89%)</i> - 0 <i>Emerging (70-79%)</i> - 0 <i>Unsatisfactory (<70%)</i> - 0	100% of students 0% of students 0% of students 0% of students	100% of students met or exceeded expectations of this KPI
KPI 6.2 (Skill) COUN 8312 Group Participation Project				<i>No Outcome Data Collected in 23/24 (NEW)</i>
KPI 7.1 (Knowledge) COUN 6325 Career Counseling and Business Assessments	<i>n</i> =43	<i>Advanced (90-100%)</i> - 34 <i>Proficient (80-89%)</i> - 4 <i>Emerging (70-79%)</i> - 1 <i>Unsatisfactory (<70%)</i> - 4	79% of students 9.3% of students 2.3% of students 9.3% of students	88.3% of students met or exceeded expectations of this KPI
KPI 7.2 (Skill) COUN 8390 Multicultural Case Presentation				<i>No Outcome Data Collected in 23/24</i>
KPI 8.1 (Knowledge) COUN 6360 Quantitative Research Proposal				<i>No Outcome Data Collected in 23/24 (NEW)</i>
KPI 8.2 (Skill) COUN 8314 Cultural Research Project	<i>n</i> = 14	<i>Advanced (90-100%)</i> - 10 <i>Proficient (80-89%)</i> - 4 <i>Emerging (70-79%)</i> - 0 <i>Unsatisfactory (<70%)</i> - 0	71.4% of students 28.6% of students 0% of students 0% of students	100% of students met or exceeded expectations of this KPI
KPI 9.1 (Knowledge) COUN 8317 Technique Paper				<i>No Outcome Data Collected in 23/24 (NEW)</i>
KPI 9.2 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 25	<i>Advanced (90-100%)</i> - 21 <i>Proficient (80-89%)</i> - 2 <i>Emerging (70-79%)</i> - 1 <i>Unsatisfactory (<70%)</i> - 1	84% of students 8% of students 4% of students 4% of students	92% of students met or exceeded expectations of this KPI
KPI 10.1 (Knowledge) COUN 6323 Final Exam	<i>n</i> = 7	<i>Advanced (90-100%)</i> - 4 <i>Proficient (80-89%)</i> - 2 <i>Emerging (70-79%)</i> - 1 <i>Unsatisfactory (<70%)</i> - 0	57.14% of students 28.57% of students 14.29% of students 0% of students	83.71% of students met or exceeded expectations of this KPI
KPI 10.2 (Skill) COUN 8330 School Counselor Intern Performance Evaluation				<i>No Outcome Data Collected in 23/24 (NEW)</i>
KPI 11.1 (Knowledge) COUN 8368 Final Exam				<i>No Outcome Data Collected in 23/24</i>
KPI 11.2 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 25	<i>Advanced (90-100%)</i> - 21 <i>Proficient (80-89%)</i> - 2 <i>Emerging (70-79%)</i> - 1 <i>Unsatisfactory (<70%)</i> - 1	84% of students 8% of students 4% of students 4% of students	92% of students met or exceeded expectations of this KPI

MAC Program KPI Benchmark- Individual Data	Students should achieve a rating of ‘proficient’ (80-89%) or ‘advanced’ (90-100%) on all KPI assignments.
MAC Program KPI Benchmark- Aggregate Data	The average of aggregate KPI assignment data should fall within the ‘proficient’ (80-89%) or ‘advanced’ (90-100%) range.

Evaluation Summary: All KPI assignments met benchmark expectations (average >80%). Only two KPI assignments had an average that fell below 90%.

On KPI 10.1 (School Counseling – knowledge measure) 83.71% of students met or exceeded expectations. Although this is the lowest percentage among all KPIs, this percentage may be skewed by the small number of scores being considered. Only 1 student did not meet expectations on this KPI, and this had a greater impact on the overall percentage due to only 7 scores being considered. This course (COUN 6323) was recently redeveloped so SP24 was the first semester that the final exam (KPI) was administered and the KPI was measured. In addition, this course has low enrollment numbers as a school counseling specialization course. Due to the questionable validity of this data, the school counseling specialization lead will monitor progress on this KPI in 2024/2025 and re-evaluate again at the end of the next program evaluation cycle.

KPI 10.1 (Knowledge) COUN 6323 Final Exam	<i>n</i> = 7	<i>Advanced (90-100%) - 4 Proficient (80-89%) - 2 Emerging (70-79%) - 1 Unsatisfactory (<70%) - 0</i>	<i>57.14% of students 28.57% of students 14.29% of students 0% of students</i>	<i>83.71% of students met or exceeded expectations.</i>
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On KPI 7.1 (Assessment & Testing – knowledge measure) 88.3% of students met or exceeded expectations. Upon further analysis of the outcome data, it was discovered that the 4 students who scored ‘unsatisfactory’ (<70%) received a grade of zero because they did not complete the assignment. Due to the questionable validity of this data, the COUN 6325 course lead will monitor progress on this KPI in 2024/2025 and re-evaluate again at the end of the next program evaluation cycle. Course evaluations for COUN 6325 will also be reviewed to identify any student feedback that may provide insight into the number of students who did not complete the KPI assignment.

KPI 7.1 (Knowledge) COUN 6325 Counseling & Business Assessments	<i>n</i> = 43	<i>Advanced (90-100%) - 34 Proficient (80-89%) - 4 Emerging (70-79%) - 1 Unsatisfactory (<70%) - 4</i>	<i>79% of students 9.3% of students 2.3% of students 9.3% of students</i>	<i>88.3% of students met or exceeded expectations.</i>
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Comprehensive Exams Data by Term

MAC Program Comprehensive Exam Scores 2023/2024			
	SU23	FL23	SP24
Raw Average	273.8	265.12	268.6
% Average	91%	88%	90%
Pass Rate	100%	100%	100%

MAC Program Comprehensive Exam Benchmark- Individual Data	Students must achieve a minimum score of 240/300 (80%) to pass their comprehensive exam.
MAC Program Comprehensive Exam Benchmark- Aggregate Data	A minimum of 90% of students should pass their comprehensive exam on their first attempt.

Evaluation Summary: 100% of students who sat for comprehensive exams achieved a passing score, therefore the program benchmark of 90% of students passing the comprehensive exam on their first attempt has been achieved for the 23/24 evaluation cycle.

CCS-R (Skills) Evaluation Data



Accreditation Standard
 Counselor Competency Scale CCSR Dates
 8/28/23-5/31/24

Programs
 School Counseling, Clinical Mental Health
 Counseling, Clinical Rehabilitation Counseling

Total Students Being Assessed:57

STANDARD LEVEL COUNTS		
Standards	Meets*	Does Not Meet*
1.A Nonverbal Skills Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence, etc.	119 (94%)	7 (6%)
1.B Encouragers Includes minimal encouragers & door openers	118 (93%)	9 (7%)
1.C Questioning Use of appropriate open & closed questioning	120 (94%)	7 (6%)
1.D Reflecting (Paraphrasing) Basic reflection of content - paraphrasing	119 (94%)	8 (6%)
1.E Reflecting (Feeling) Reflection of feelings	116 (92%)	10 (8%)
1.F Reflecting (Summarizing) Summarizing content, feelings, behaviors, & future plans	116 (91%)	11 (9%)
1.G Advanced Reflection (Meaning) Advanced reflection of meaning, including values & core beliefs	110 (87%)	17 (13%)
1.H Confrontation Counselor challenges clients to recognize & evaluate inconsistencies	105 (83%)	22 (17%)

1.I Goal Setting Counselor collaborates with clients to establish realistic, appropriate, and attainable therapeutic goals	118 (93%)	9 (7%)
1.J Focus of Counseling Counselor focuses (or refocuses) clients on their therapeutic goals	118 (93%)	9 (7%)
1.K Facilitate Therapeutic Environment Expresses empathy & care	120 (94%)	7 (6%)
1.L Facilitate Therapeutic Environment Expresses respect & compassion for clients	121 (95%)	6 (5%)

STANDARD LEVEL COUNTS		
2.A Professional Ethics Adheres to the ethical guidelines of ACA, ASCA, IAMFC, APA & NBCC	124 (98%)	3 (2%)
2.B Professional Behavior Behaves in a professional manner towards supervisors, peers, & clients	126 (99%)	1 (1%)
2.C Professional & Personal Boundaries Maintains appropriate boundaries with supervisors, peers, & clients	125 (99%)	1 (1%)
2.D Adherence to Site & Course Policies Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	124 (98%)	2 (2%)
2.E Record Keeping & Task Completion Completes all weekly record keeping & tasks correctly & properly	124 (98%)	2 (2%)
2.F Multicultural Competence in Counseling Relationship Demonstrates respect for culture	119 (94%)	7 (6%)
2.G Emotional Stability & Self-Control Demonstrates self-awareness and emotional stability	121(96%)	5 (4%)
2.H Motivated to Learn & Grow/Initiative Demonstrates engagement in learning & development of counseling competencies	123 (99%)	1 (1%)
2.I Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	125 (99%)	1 (1%)
2.J Flexibility & Adaptability Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations	123 (98%)	3 (2%)
2.K Congruence & Genuineness Demonstrates ability to be present and 'be true to oneself'	124 (99%)	1 (1%)

MAC Program CCSR Benchmark- <i>Individual Data</i>	Students should achieve a minimum rating of <i>'meets expectations'</i> (4) on all 23 competencies evaluated on the CCS-R.
MAC Program CCSR Benchmark- <i>Aggregate Data</i>	For each competency rated on the CCS-R, a minimum of 90% of evaluations should <i>'meet expectations'</i> (4) or <i>'exceed expectations'</i> (5).

Evaluation Summary: Two competencies stood out as not meeting expectations more frequently than any other competencies:

- *IG. Advanced reflection of meaning* (87%)
- *IH. Confrontation* (83%)

Fitness-to-Practice (Professional Disposition) Evaluation Data

OLLU MAC PROGRAM FITNESS TO PRACTICE OUTCOME DATA 2023/2024				
PROFESSIONAL DISPOSITIONS - PROFESSIONALISM	0 - No Concern	1 - Concerned	2 - Highly Concerned	N/A - Not Observed
The student conducts themselves in a manner consistent with the professional and ethical standards of the counseling profession and OLLU Counseling Program.	82 (100%)	-	-	-
The student conducts themselves in a manner consistent with Our Lady of the Lake University's core values (community, integrity, trust, service).	82 (100%)	-	-	-
The student demonstrates a respectful attitude towards peers, professors, and others.	82 (100%)	-	-	-
The student demonstrates sensitivity to real and ascribed differences in power between them and others.	81 (98.8%)	1 (1.2%)	-	-
The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	81 (98.8%)	-	1 (1.2%)	-
The student is timely and adheres to course schedules and assignment due dates.	80 (97.6%)	2 (2.4%)	-	-
The student willingly increases knowledge (and implementation) of effective counseling strategies.	81 (98.8%)	1 (1.2%)	-	-
The student presents themselves professionally within course discussions and assignments.	82 (100%)	-	-	-
PROFESSIONAL DISPOSITIONS - GENERAL COMPETENCY	0 - No Concern	1 - Concerned	2 - Highly Concerned	N/A - Not Observed

The student recognizes the boundaries of their particular competencies and limitations of their expertise.	81 (98.8%)	-	1 (1.2%)	-
The student takes responsibility for compensating for their deficiencies in a timely manner.	80 (97.6%)	1 (1.2%)	1 (1.2%)	-
The student takes responsibility for assuring client welfare when faced with the boundaries of their expertise.	81 (98.8%)	1 (1.2%)	-	-
The student provides only those services, and applies only those techniques, for which they are qualified by education, training, supervision, or experience.	81 (98.8%)	1 (1.2%)	-	-
The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.	81 (98.8%)	1 (1.2%)	-	-
The student demonstrates oral and written language skills consistent with a graduate level education.	82 (100%)	-	-	-
The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	79 (96.4%)	2 (2.4%)	1 (1.2%)	-
PROFESSIONAL DISPOSITIONS - SOCIAL & EMOTIONAL MATURITY	0 - No Concern	1 - Concerned	2 - Highly Concerned	N/A - Not Observed
The student demonstrates appropriate self-control (e.g. anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	82 (100%)	-	-	-
The student is honest.	82 (100%)	-	-	-
The student is aware of their own belief systems, values, needs, and limitations and the effect of these on their counseling work.	81 (98.8%)	1 (1.2%)	-	-
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	81 (98.8%)	1 (1.2%)	-	-
The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	81 (98.8%)	1 (1.2%)	-	-
The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	82 (100%)	-	-	-

The student contributes appropriately to classroom and supervisory discussions.	82 (100%)	-	-	-
PROFESSIONAL DISPOSITIONS - Integrity & Ethical Conduct	0 - No Concern	1 - Concerned	2 - Highly Concerned	N/A - Not Observed
The student refrains from making statements which are false, misleading, or deceptive.	82 (100%)	-	-	-
The student avoids improper and potentially harmful dual relationships.	81 (98.8%)	-	1 (1.2%)	-
The student respects the fundamental rights, dignity, and worth of all people.	82 (100%)	-	-	-
The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	82 (100%)	-	-	-
The student respects cultural, individual, and role differences, including those of age, gender, race, ethnicity, nationality, religion, sexual orientation, disability, language, and socio-economic status.	82 (100%)	-	-	-
The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	81 (98.8%)	1 (1.2%)	-	-
PROFESSIONAL DISPOSITIONS - CLINICAL COMPETENCY	0 - No Concern	1 - Concerned	2 - Highly Concerned	N/A - Not Observed
The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	82 (100%)	-	-	-
The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	81 (98.8%)	1 (1.2%)	-	-
The student demonstrates a capacity for understanding the influence of others on their own development (e.g. family or origin).	81 (98.8%)	-	1 (1.2%)	-
The student demonstrates a willingness and an ability to explore their own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.	82 (100%)	-	-	-
The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation for others, and an ability to interact with others in an appropriate manner.	81 (98.8%)	1 (1.2%)	-	-

The student demonstrates a potential for working effectively with distressful emotions (their own and the emotions of others).	82 (100%)	-	-	-
The student presents a professional demeanor and image at field placement sites.	82 (100%)	-	-	-
The student regularly attends class, is on time for class, and stays for the entire class meeting.	82 (100%)	-	-	-
In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester.	82 (100%)	-	-	-

MAC Program FTP Benchmark- <i>Individual Data</i>	Students should achieve a rating of 'no concerns' or 'not observed' on each item of the FTP evaluation.
MAC Program FTP Benchmark- <i>Aggregate Data</i>	A minimum of 98% of evaluations should 'meet expectations' ('no concerns' or 'not observed') on each FTP competency.

Evaluation Summary: Three FTP evaluation competencies did not meet expectations according to the program benchmark.

- *The student is timely and adheres to course schedules and assignment due dates (97.6%)*
- *The student takes responsibility for compensating for their deficiencies in a timely manner (97.6%)*
- *The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors (96.4%)*

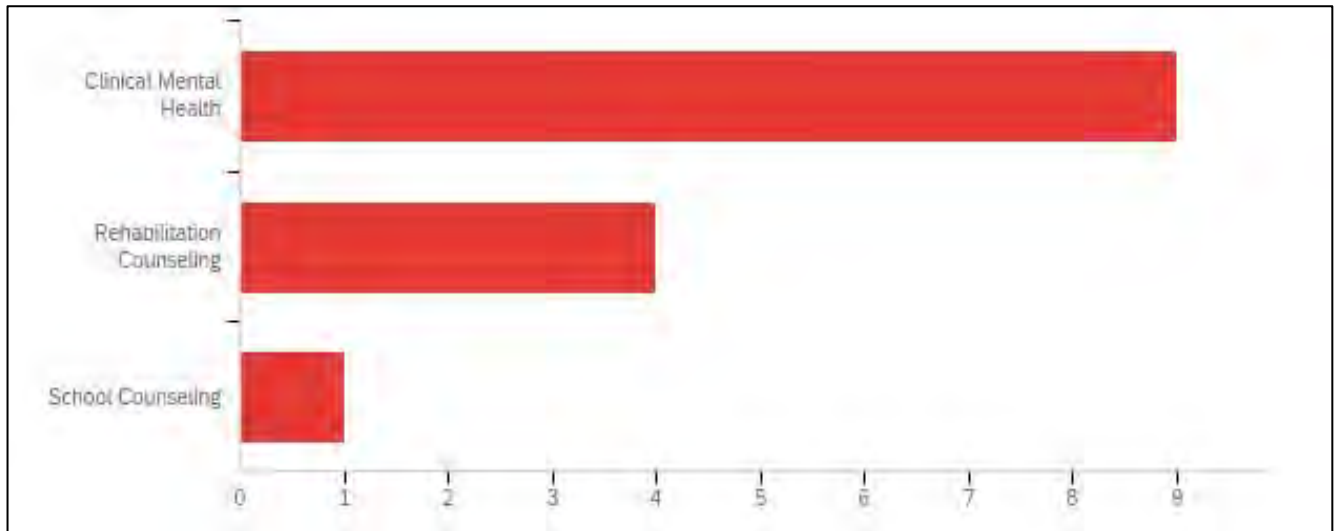
Program Data ~ Follow-Up Survey Data

Alumni Survey Feedback

OLLU MAC Program

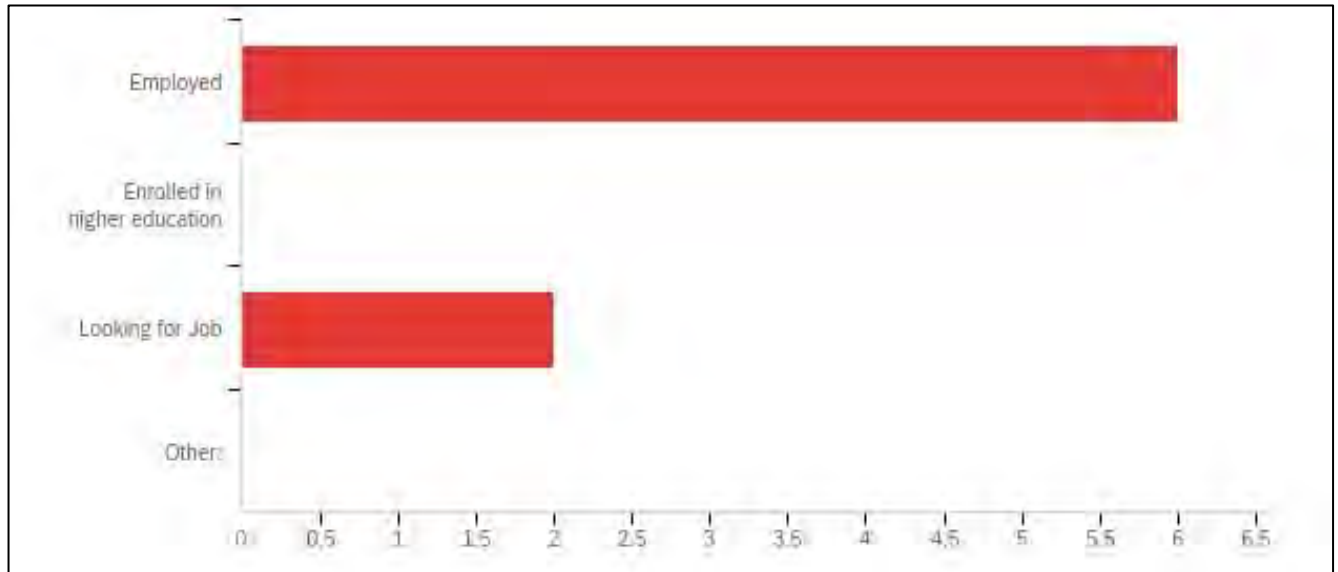
Alumni Survey – 2022/2023

Select your degree specialization:



#	Answer	%	Count
1	Clinical Mental Health	64.29%	9
2	Rehabilitation Counseling	28.57%	4
3	School Counseling	7.14%	1
	Total	100%	14

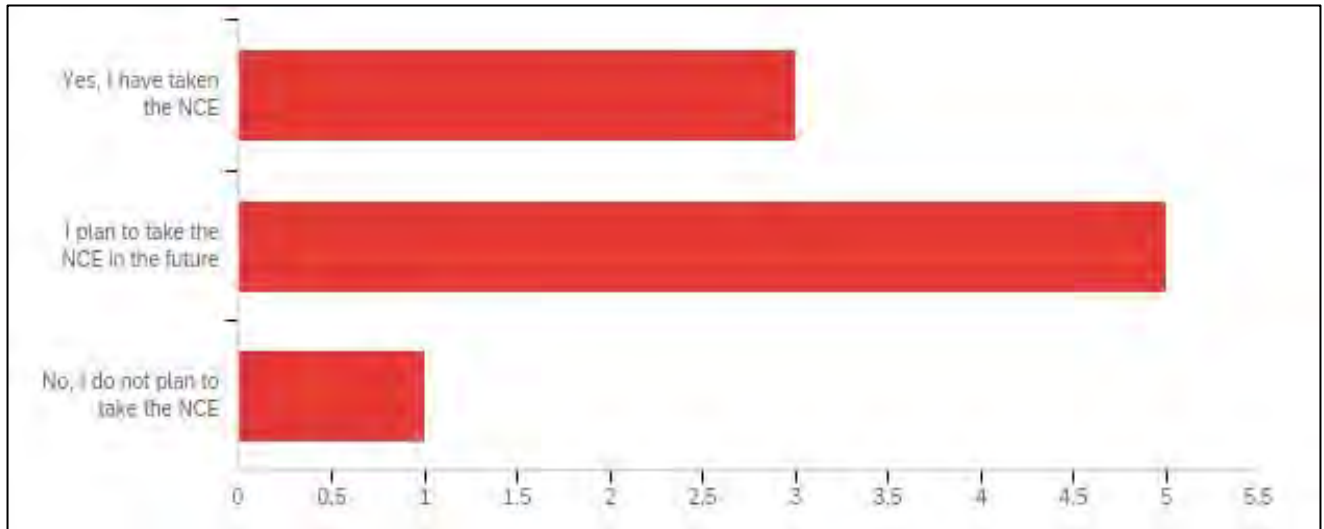
Please indicate the option that best describes your employment status:



#	Field	Min	Max	Mean	Std Dev	Variance	Count
1	Please indicate the option that best describes your employment status. - Selected Choice	1.00	3.00	1.50	0.87	0.75	8

#	Answer	%	Count
1	Employed	75.00%	6
2	Enrolled in higher education	0.00%	0
3	Looking for Job	25.00%	2
4	Other:	0.00%	0
	Total	100%	8

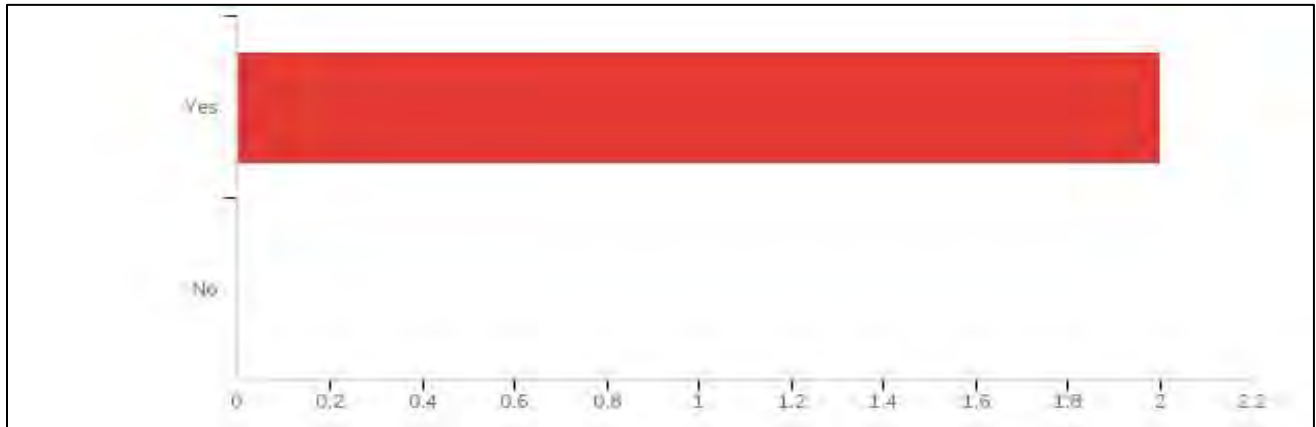
Have you taken or do you plan to take the National Counselor Exam (NCE)?



#	Field	Min	Max	Mean	Std Dev	Variance	Count
1	Have you taken or do you plan to take the National Counselor Exam (NCE)?	1.00	3.00	1.78	0.63	0.40	9

#	Answer	%	Count
1	Yes, I have taken the NCE	33.33%	3
2	I plan to take the NCE in the future	55.56%	5
3	No, I do not plan to take the NCE	11.11%	1
	Total	100%	9

Did you pass the NCE?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you pass the NCE?	1.00	1.00	1.00	0.00	0.00	2

#	Answer	%	Count
1	Yes	100.00%	2
4	No	0.00%	0
	Total	100%	2

Please share any other comments about your graduate school experience in our program:

I enjoyed the online program. It helped me balance work while I completed coursework. The internship process was difficult due to having to work less to finish the internship classes.

From inquiring about the program, to admissions, being enrolled, and graduation, OLLU's counseling program was STELLAR!!!! The level of heartfelt support, timely communication, and advocacy on my behalf by faculty, made my experience peaceful and seamless. I know that the success of my time in this program is a result of the genuine, student-focused, service each faculty and staff member uphold. I have nothing but wonderful things to say about OLLU and OLLU's Counseling program!!!

As a graduate student we come into this program as caregivers, parents and as a worker with responsibilities. I would say that if the course had a class that would help the students understand the NCE would be great! And also, someone who would be able to understand and empathize with the students that they are not alone.

I experienced a wide range in professors' ability and dedication to teach online. The good ones were outstanding. Rock stars like Dr Holbrook made this program great for me.

Evaluation Summary: The 2022/2023 alumni survey was sent out in December of 2023 and received limited responses to the questions regarding employment status and credentialing exams. Since this is the program's only source of data for these vital program statistics, we plan to modify our distribution approach in an attempt to improve the response rate. We plan to wait at least 6 weeks after graduation to send initial surveys to alumni. We also plan to follow-up with alumni 6 months and 1 year post graduation to elicit additional responses. We also suspect that we will get a more realistic idea of the employment and credentialing exam rates for our alumni after they have had ample time to secure a position and take/pass their credentialing exam(s).

A question has also been added to the alumni survey to better evaluate program objective #1:

Indicate your level of agreement with the following statement: "The OLLU MAC Program provides a supportive and inclusive learning environment."

- Areas of Strength:
 - Faculty support was cited as a positive aspect of the program.
 - The online format of the program was also cited as a strength.
 - The core areas that alumni rated the highest in terms of their preparedness and confidence were 1.) *Social and Cultural Diversity*, and 2.) *Human Growth and Development*.
- Areas for Improvement:
 - A low number of students reported taking the NCE. This may be due to survey distribution being too soon after graduation.
 - The core areas that alumni rated the lowest in terms of their perceived preparedness were 1.) *Assessment and Testing*, and 2.) *Career Development*.

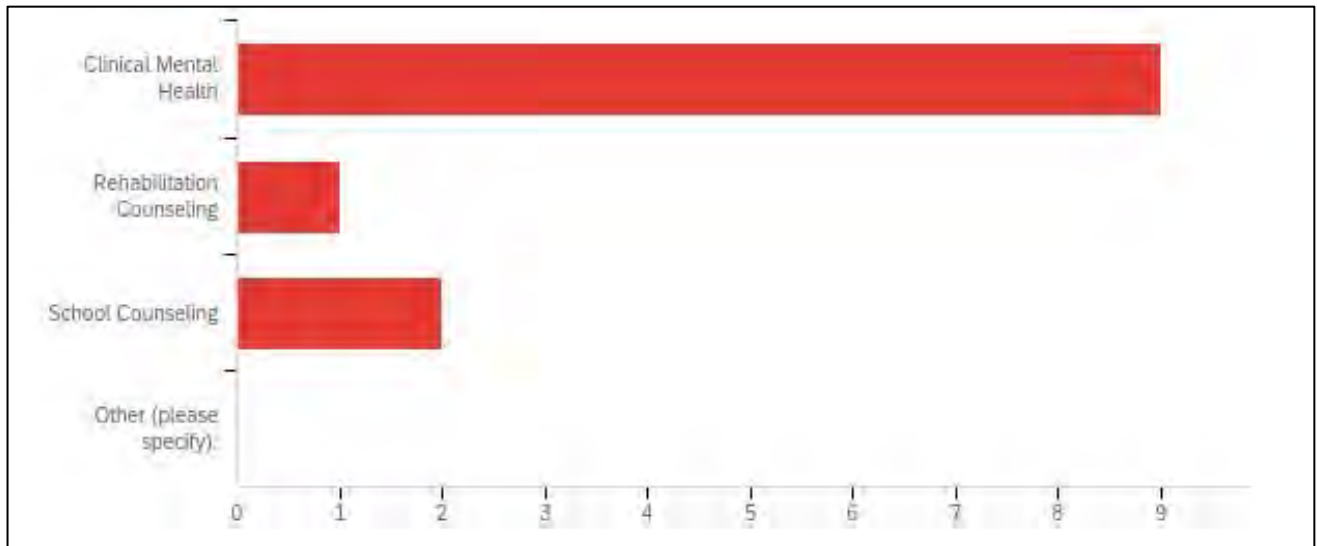
Employer & Site Supervisor Survey Feedback

OLLU Counseling Program

Employer & Site Supervisor Survey

Results - 2022/2023

Please select the specialization area your feedback pertains to:



#	Answer	%	Count
1	Clinical Mental Health	75.00%	9
2	Rehabilitation Counseling	8.33%	1
3	School Counseling	16.67%	2
5	Other (please specify):	0.00%	0
	Total	100%	12

In your opinion, what are the greatest strengths of the OLLU Counseling Program and/or our graduate(s)/intern(s)?

Able to ask questions and advocate for self.

My student is a joy to have. She is responsible and well organized.

My intern has been eager to learn and has been very open to feedback and supervision.

Professionalism and ethical behavior

I think this intern brought with them strong motivation and desire to explore counseling within this site's population. They brought openness and willingness to support a variety of different programs within the agency and showed flexibility in the areas of work they were willing to engage in.

Counseling methods and theories appropriate to age of children

In your opinion, what areas of our counseling curriculum/program should be strengthened?

Direct practice and various scenarios prior to seeing clients.

Crisis Response Working with suicidal clients Play Therapy & Expressive Arts

Learning more basic counseling skills prior to practicum.

Skills associated with chosen theoretical orientation.

More proficient to the Texas Model of School Counseling

Would you consider a graduate or intern from Our Lady of the Lake University as a potential candidate for a future opening? Why or why not?

Yes

yes, they are well prepared

YES

yes! I think the school is doing a great job preparing the students

I would consider a graduate from OLLU because the intern I have is responsible and wants to be a great counselor.

Yes, I would because your intern came prepared to help and has a willingness to learn.

Yes. Intern appears to be very genuine and caring in wanting to help her students in the counseling role.

Other comments about our program and/or graduates/interns that you would like to share:

None
none! super happy to have the one I have with us today
My intern consistently displays an attitude of wanting to help her students as much as possible and always being very passionate to the helping profession of counseling.

Evaluation Summary: Unfortunately, we have received very limited survey responses from employers. This is in part because we are depending on our alumni to provide their employer’s contact information when completing their alumni survey, however we have received limited responses on the alumni survey and even less responses that provide employer contact information. Program faculty have decided to also distribute the employer survey to site supervisors of our graduating students, as these individuals are potential employers and can provide valuable feedback regarding the preparedness of our graduates. The 2022/2023 employer survey was sent out to employers and site supervisors of graduating students in December of 2023.

- Areas of Strength:
 - Interns were described as professional, ethical, eager to learn, flexible, and open to feedback.
 - When asked if they would consider a graduate or intern from OLLU’s MAC Program a strong candidate for a future opening, respondents replied “yes”.
- Areas for Improvement:
 - In response to the question, “*In your opinion, what areas of our counseling curriculum/program should be strengthened?*”, three of five responses suggested additional skills instruction or practice prior to seeing clients.

Credentialing Examination Data

Due to the limited number of responses on our alumni survey, our credentialing exam data is not robust. Of the 9 alumni that responded, 3 reporting taking the National Counselor Examination (NCE).

	Clinical Mental Health Counseling		Clinical Rehabilitation Counseling		School Counseling		Total
Yes, I have taken the NCE	75.00%	3	0.00%	0	0.00%	0	3
I plan to take the NCE in the future	66.67%	4	33.33%	1	0.00%	0	5
No, I do not plan to take the NCE	0.00%	0	0.00%	0	100.00%	1	1
Total		7		1		1	

Of the 3 alumni that reported taking the NCE, 2 reported that they passed and 1 did not respond.

	Clinical Mental Health Counseling		Clinical Rehabilitation Counseling		School Counseling		Total
	%	#	%	#	%	#	
Passed the NCE	66.66%	2	0.00%	0	0.00%	0	2
Did Not Pass the NCE	0.00%	0	0.00%	0	0.00%	0	0
No Response	33.33%	1	0.00%	0	0.00%	0	1
Total		3		0		0	

The school counselor certification exam results are more reliable, as the program has direct access to this data rather than relying on self-reported alumni data. Of the 5 students that attempted the school counselor certification exam in 2023/2024, 4 passed on their first attempt.

School Counselor Certification Exam	%	#
Passed	80.00%	4
Not Passed	20.00%	1
Total	100%	5

Job Placement Data

Due to the limited number of responses on our alumni survey, our job placement data is not robust. Of the 8 alumni that responded, 6 reported that they were employed (within 0-6 months after graduation).

Employment Status	%	Count
Employed	75.00%	6
Enrolled in higher education	0.00%	0
Looking for Job	25.00%	2
Other:	0.00%	0
Total	100%	8

Of the 6 CMHC alumni that responded, 5 reported being employed (83.33% employed). One SC alumni responded and reported being employed (100% employed). One CRC alumni responded and reported that they were still seeking a position (0% employed).

	Clinical Mental Health Counseling		Clinical Rehabilitation Counseling		School Counseling		Total
	%	#	%	#	%	#	
Employed	83.33%	5	0.00%	0	100.00%	1	6
Enrolled in Higher Education	0.00%	0	0.00%	0	0.00%	0	0
Looking for Job	16.67%	1	100.00%	1	0.00%	0	2
Total		6		1		1	

Program Modifications

Modifications Addressing Program Evaluation Data

Upon review of the 2023/2024 program data report, faculty identified aspects of the program in need of improvement. Relevant program evaluation data and resulting program modifications are described below.

Employer & Site Supervisor Survey Feedback

In response to the question, “In your opinion, what areas of our counseling curriculum/program should be strengthened?”, three of seven respondents suggested that we implement additional skills instruction or additional skills application practice prior to seeing clients in Practicum.

In response to this feedback, the new clinical director has re-developed the Pre-Practicum (skills) course to ensure that students are adequately prepared to begin seeing clients in practicum. Our skills course was in the process of being revised in Spring 2024, as faculty had previously identified the need for improvement, however the 23/24 program evaluation data further validated this need. The updated Pre-Practicum course includes additional skills practice sessions and a 2nd transcript assignment. Students were previously expected to complete one tapescript assignment requiring them to record and transcribe a mock counseling session with a volunteer “client”. The addition of a 2nd tapescript assignment provides students with another opportunity to practice their developing counseling skills and receive valuable feedback from their instructor.

Alumni Survey Feedback

The faculty noted that a low number of alumni reported taking the NCE. This may be due in part to the survey being distributed shortly after graduation, however encouraging professional identity development is an ongoing program goal so additional improvements were carried out regardless.

To increase the fostering of professional identity development of our counselors-in-training, the MAC program faculty implemented the following:

- Added a section devoted to professional counselor identity development to the MAC Program Community Page in the program LMS (Engage).
- An overview of professional pathways in the counseling field was added to the synchronous new student orientation session (attended by new students each semester).
- A MAC Program student organization (Aspiring Counselors in Action) has been established since the surveyed alumni completed the program. This organization provides students with the opportunity to easily engage in a professional organization and continue to build their counselor identity development outside of the context of their courses.

CCS-R (Skills) Outcome Data

Two counseling skills/competencies did not meet the program benchmark (90%) for CCS-R outcomes:

- 1G. *Advanced reflection of meaning* (87% met expectations)
- 1H. *Confrontation* (83% met expectations)

In response to this identified area for improvement, the new clinical director has re-developed the Pre-Practicum (skills) course to ensure that students receive adequate counseling skills training prior to seeing clients in practicum. The updated Pre-Practicum course includes additional skills practice sessions and a 2nd transcript assignment. Students were previously expected to complete one tapescript assignment requiring them to record and transcribe a mock counseling session with a

volunteer ‘client’. The addition of a 2nd tapescript assignment provides students with another opportunity to practice their developing counseling skills and receive valuable feedback from their instructor.

Fitness-to-Practice (Professional Disposition) Evaluation Data

Three FTP evaluation competencies did not meet expectations according to the program benchmark:

- *The student is timely and adheres to course schedules and assignment due dates (97.6%)*
- *The student takes responsibility for compensating for their deficiencies in a timely manner (97.6%)*
- *The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors (96.4%)*

In response to these concerns, the program faculty made efforts to increase consistent communication of program policies and expectations and improve the faculty advising process.

To increase clear and consistent communication of program expectations:

- The core faculty began offering adjunct support meetings as a built-in opportunity for connection building, communication, and support of non-core faculty. Adjunct faculty members have always been provided with a thorough asynchronous orientation training, however a need for reinforcement of this training was identified. Adjunct faculty members expressed a desire for additional guidance in areas of program policy and procedures so synchronous adjunct support meetings are now held approximately once a month by core faculty. Within the adjunct support meetings core faculty review and clarify program expectations to ensure adjunct faculty are clear on expectations and consistent in their communications to students.
- Added academic policies and program expectations to the synchronous new student orientation (attended by new students each semester).
- Added information on academic policies and program expectations to the MAC Program Community Page in the program LMS (Engage).
- Reviewed the program handbook for inconsistencies or missing information and made corrections accordingly.

To improve the faculty advising process:

- Faculty advising assignments were updated and faculty advising roles were more clearly outlined to ensure students have consistent academic/advising support from a core faculty member within their specialization area.
- The degree plan documents/templates for each specialization were updated to provide additional information to students (recommended course sequencing, academic requirements such as GPA). This information is provided to students in other locations, such as the program's student handbook, however this additional documentation makes the information more accessible to students for degree planning purposes.

Additional Program Modifications

Clinical Experiences

Various improvements have been made to the clinical application process. Many students were pausing their participation in the program at the point of beginning clinical experiences, so faculty identified the need to provide additional support in this area. Recent improvements include:

- Additional clinical orientation meetings offered each semester (to students becoming eligible to apply for practicum)
- The structure of the program's clinical team has been improved to include a faculty clinical director role in addition to the faculty clinical coordinator role and field education coordination specialist.

Admissions Process

Various improvements to the program's admissions process have been implemented:

- Admissions interview process has been updated to include improved interview questions and additional faculty interviewers present for each interview.
- Limited the number of applicants accepted to the program each semester.

Curriculum

Additional documentation of coverage and assessment of CACREP curriculum standards has been implemented in course assignments, rubrics, and course syllabi.

Degree Plans

The degree plan for the School Counseling specialization was changed to 60 hours to comply with updates to CACREP standards and state licensure requirements.

Inquiries related to the contents of this report can be directed to the MAC Program’s CACREP Liaison:

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MASTER OF ARTS IN COUNSELING PROGRAM

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