

2025–2026 Annual Program Evaluation Report

Emporia State University Counselor Education Programs

Purpose of the Report

This Annual Program Evaluation Report summarizes program evaluation results for the 2025–2026 academic year, including achievement of required academic quality indicators (AQIs). It also documents subsequent data-informed curriculum modifications and program improvements and other significant program changes.

Report Contents

- Key Performance Indicators (KPIs)
- Professional Dispositions
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- Other significant program changes

1. Key Performance Indicators (KPIs)

Minimum threshold: At least 80% of assessed students meet the designated KPI performance criterion, generally a score of 80% or higher.

KPI #	Course / Measure	KPI Assessment	2025–2026 Result(s)	Threshold Status
1	CE 825 Counseling Theories	Integrated Paper	Fall: XA 43%; XB 80% Spring: XA 60%; XB 93%	2/4 met threshold
2	CE 893 Legal, Ethical, & Professional Issues in Counseling	Final Exam or Final Paper	Fall: 100%	Met
3	SC 700 Issues & Best Practices in High School Counseling	Four Lesson Plans	Spring: XA 66.7%; XB 100%	1/2 met threshold
4	SC 705 Issues & Best Practices in Middle School and Elementary Counseling	Four Lesson Plans	Fall: 93%	Met
5	CE 708 Multicultural Counseling	Multicultural-Themed Book/Movie Review	Fall: Data not available	Data unavailable
6	CE 732 Lifespan Development & Disability	Presentation Discussion: Spina Bifida, Cerebral Palsy, and Prelingual Deafness	Fall: 93% Spring: XA 50%; XB 100% Summer: 85%; 86.7%	4/5 met threshold
7	CE 820 Career Counseling and Development	Online Assessments Paper	Spring: 100%	Met
8	CE 810 Counseling Microskills	Triadic Observation Sessions	Fall: XA 100%; XB 100%; XC 100%	Met
9	CE 898 Practicum	Supervisor Evaluation Form of Students	Fall: 100% Spring: 100%	Met
10	CE 899 Internship	Three Case Studies on Diagnosis/Treatment and Treatment Plans	Fall: 100% Spring: 100%	Met

KPI #	Course / Measure	KPI Assessment	2025–2026 Result(s)	Threshold Status
11	SC 871 Practicum	Case Conceptualizations	Fall: 100% Spring: 100%	Met
12	SC 881 Internship	Case Conceptualizations	Fall: 100% Spring: 100%	Met
13	CE 830 Group Processes in Counseling	Group Facilitation Sessions	Fall: 93% Spring: XA 100%; XB data not available Summer: XA 100%; XB 100%	Met; 1 result unavailable
14	CE 833 Diagnosis & Treatment of Mental Disorders	KPI 1: Mental Status Examination KPI 2: Quizzes	Fall XA: KPI 1 91.7%; KPI 2 70.0% Fall XB: KPI 1 92.3%; KPI 2 89.2% Fall XC: KPI 1 92.3%; KPI 2 93.8%	5/6 met threshold
15	SD 820 Assessment in Schools	Final Exam	Not offered Fall 2025; no data collected	No data collected; course not offered
16	CE 694 Vocational Assessment and Employment Opportunities	KPI 1: Transferability of Skills Analysis KPI 2: Assessment Analysis Presentation	Spring: 100% aggregate course result	Met
17	CE 740 Research & Program Evaluation in Counseling	Research or Program Evaluation Proposal Paper	Fall: XA 100%; XB 100%	Met
18	CE 712 Substance Abuse in Counseling	Case Vignette Treatment Plan and Narrative	Spring: XA 38.5%; XB 85%	1/2 met threshold
19	CE 735 Integrated Treatment of Co-Occurring Disorders	Final Exam	Summer: 5/7 students (71%)	0/1 met threshold
20	CE 770 Relationship & Family Counseling	Case Conceptualization Development & Presentation	Spring: XA 100%; XB 100%; XC 100%	Met
21	CE 751 Case Management in Addiction & Rehabilitation Counseling	Capstone: Professional Identity in Rehabilitation/Addictions	Spring: 100%	Met
22	CE 731 Medical Aspects of Disability	Emerging Disability Case Study Conceptualization	Fall: 93%	Met
23	SC 715 Counseling Consultation & Collaboration	School-Wide Intervention Paper	Spring: 100%	Met
24	SC 860 Leadership & Advocacy	Final Exam	Fall: 100%	Met
25	Comprehensive Exam	Comprehensive Exam	Addictions: 0 Students Clinical Mental Health: Fall 6/6 (100%); Spring 14/14 ultimately passed (100%); Summer 4/4 (100%) Clinical Rehabilitation: 6/6 (100%) School: 12/12 across Fall and Spring (100%)	Met
26	CE 746 Psychopharmacology	Exam 3 (Final Exam)	Spring: XA 87%; XB 100%	Met

Program review of below-threshold results. CACREP program faculty will review courses with results below the established KPI threshold to determine whether a pattern is present that warrants remediation or other action at the course level.

2. Professional Dispositions

Minimum threshold: At least 80% of assessed students earn an average CCS-R score of 3.0 or higher.

Students take courses with peers across specialized program areas. Professional disposition assessments are completed at the course level for each individual student. Each instructor completes a Counselor Competencies Scale-Revised (CCS-R) for each student enrolled in the instructor's course section.

Term	Students at/above 3.0	Percent Meeting Threshold	Threshold Status
Fall 2025	312 of 316	98.7%	Met
Spring 2026	375 of 382	98.2%	Met
Summer 2026	238 of 243	97.9%	Met

Students with professional disposition scores below the identified threshold were brought to the attention of their academic advisor to be addressed on an individualized basis.

3. Credentialing Examination Outcomes

Minimum threshold: At least 70% pass.

Credentialing Exam	Program / Specialized Practice Area	Reporting Cycle	Passed / Tested	Pass Rate	Threshold Status
	Clinical Counseling				
NAADAC Level II Exam	Addiction Counseling	2025-2026 academic year	No test-takers	N/A	Not evaluated
National Counselor Examination (NCE)	Clinical Mental Health Counseling	2025-2026 academic year	21 of 24	87.5%	Met
Certified Rehabilitation Counselor (CRC) Exam	Clinical Rehabilitation Counseling	2024-2025 academic year	7 of 12	58%	Not met
Praxis	School Counseling	2025-2026 academic year	11 of 12	91.7%	Met

CRC results shown are the most recent program-level outcome data available. CRCC reports program outcomes only when at least five eligible students or recent graduates complete the examination during the reporting cycle; later Spring and Summer 2026 program-level results were not available because the reporting threshold was not met.

4. Degree Completion

Minimum threshold: At least 60% complete within seven years of initial enrollment.

Degree completion is evaluated by academic-year entering cohort. The degree completion rate is calculated as the number of students who graduated divided by the total number of students in the original entering cohort. Students who exited without graduating remain in the denominator.

Only cohorts for which the full seven-year completion period has elapsed are evaluated against the established minimum threshold. More recent cohorts provide additional positive context, with several already exceeding the 60% minimum degree completion threshold despite remaining within the seven-year completion window.

For the 2018–2019 entering cohort, 30 of 45 students graduated, resulting in an overall seven-year degree completion rate of 66.7%, which met the established 60% minimum threshold. More recent cohorts provide additional positive context, with several

already exceeding the 60% minimum degree completion threshold despite remaining within the seven-year completion window. Because some students in these cohorts are still enrolled and have additional time to complete their degrees, their final completion rates may continue to increase.

Entering Cohort	Program / SPA / Degree Option	First-Time Enrolled	Graduated	Exited Without Graduation	Still Enrolled	Degree Completion Rate to Date	7-Year Threshold Status
2018–2019	Clinical Counseling						
2018–2019	Addiction Counseling	2	2	0	0	100.0%	Met
2018–2019	Clinical Mental Health Counseling	12	9	3	0	75.0%	Met
2018–2019	Clinical Rehabilitation Counseling	3	2	1	0	66.7%	Met
2018–2019	General	2	1	1	0	50.0%	See CRC aggregate
2018–2019	Deaf/Hard of Hearing	1	1	0	0	100.0%	See CRC aggregate
2018–2019	School Counseling	28	17	11	0	60.7%	Met
2018–2019	All CACREP Programs	45	30	15	0	66.7%	Met
2019–2020	Clinical Counseling						
2019–2020	Addiction Counseling	3	3	0	0	100.0%	7-year window not elapsed
2019–2020	Clinical Mental Health Counseling	34	24	10	0	70.6%	7-year window not elapsed
2019–2020	Clinical Rehabilitation Counseling	3	3	0	0	100.0%	7-year window not elapsed
2019–2020	Deaf/Hard of Hearing	3	3	0	0	100.0%	7-year window not elapsed
2019–2020	School Counseling	32	26	6	0	81.3%	7-year window not elapsed
2019–2020	All CACREP Programs	72	56	16	0	77.8%	7-year window not elapsed
2020–2021	Clinical Counseling						
2020–2021	Addiction Counseling	6	5	1	0	83.3%	7-year window not elapsed
2020–2021	Clinical Mental Health Counseling	16	11	4	1	68.8%	7-year window not elapsed
2020–2021	Clinical Rehabilitation Counseling	23	18	5	0	78.3%	7-year window not elapsed

Entering Cohort	Program / SPA / Degree Option	First-Time Enrolled	Graduated	Exited Without Graduation	Still Enrolled	Degree Completion Rate to Date	7-Year Threshold Status
2020–2021	General	17	13	4	0	76.5%	7-year window not elapsed
2020–2021	Autism Spectrum Disorder	5	4	1	0	80.0%	7-year window not elapsed
2020–2021	Deaf/Hard of Hearing	1	1	0	0	100.0%	7-year window not elapsed
2020–2021	School Counseling	18	13	5	0	72.2%	7-year window not elapsed
2020–2021	All CACREP Programs	63	47	15	1	74.6%	7-year window not elapsed
2021–2022	Clinical Counseling						
2021–2022	Addiction Counseling	4	2	2	0	50.0%	7-year window not elapsed
2021–2022	Clinical Mental Health Counseling	32	24	8	0	75.0%	7-year window not elapsed
2021–2022	Clinical Rehabilitation Counseling	15	14	1	0	93.3%	7-year window not elapsed
2021–2022	General	3	3	0	0	100.0%	7-year window not elapsed
2021–2022	Autism Spectrum Disorder	8	7	1	0	87.5%	7-year window not elapsed
2021–2022	Deaf/Hard of Hearing	4	4	0	0	100.0%	7-year window not elapsed
2021–2022	School Counseling	21	15	5	1	71.4%	7-year window not elapsed
2021–2022	All CACREP Programs	72	55	16	1	76.4%	7-year window not elapsed
2022–2023	Clinical Counseling						
2022–2023	Addiction Counseling	1	1	0	0	100.0%	7-year window not elapsed
2022–2023	Clinical Mental Health Counseling	34	22	9	3	64.7%	7-year window not elapsed
2022–2023	Clinical Rehabilitation Counseling	15	12	3	0	80.0%	7-year window not elapsed

Entering Cohort	Program / SPA / Degree Option	First-Time Enrolled	Graduated	Exited Without Graduation	Still Enrolled	Degree Completion Rate to Date	7-Year Threshold Status
2022–2023	General	11	9	2	0	81.8%	7-year window not elapsed
2022–2023	Autism Spectrum Disorder	2	1	1	0	50.0%	7-year window not elapsed
2022–2023	Deaf/Hard of Hearing	2	2	0	0	100.0%	7-year window not elapsed
2022–2023	School Counseling	17	8	4	5	47.1%	7-year window not elapsed
2022–2023	All CACREP Programs	67	43	16	8	64.2%	7-year window not elapsed
2023–2024	Clinical Counseling						
2023–2024	Addiction Counseling	1	1	0	0	100.0%	7-year window not elapsed
2023–2024	Clinical Mental Health Counseling	24	13	7	4	54.2%	7-year window not elapsed
2023–2024	Clinical Rehabilitation Counseling	9	2	5	2	22.2%	7-year window not elapsed
2023–2024	General	5	0	5	0	0.0%	7-year window not elapsed
2023–2024	Autism Spectrum Disorder	3	1	0	2	33.3%	7-year window not elapsed
2023–2024	Deaf/Hard of Hearing	1	1	0	0	100.0%	7-year window not elapsed
2023–2024	School Counseling	21	7	6	8	33.3%	7-year window not elapsed
2023–2024	All CACREP Programs	55	23	18	14	41.8%	7-year window not elapsed
2024–2025	Clinical Counseling						
2024–2025	Addiction Counseling	2	0	2	0	0.0%	7-year window not elapsed
2024–2025	Clinical Mental Health Counseling	26	7	5	14	26.9%	7-year window not elapsed
2024–2025	Clinical Rehabilitation Counseling	4	0	1	3	0.0%	7-year window not elapsed

Entering Cohort	Program / SPA / Degree Option	First-Time Enrolled	Graduated	Exited Without Graduation	Still Enrolled	Degree Completion Rate to Date	7-Year Threshold Status
2024–2025	General	3	0	1	2	0.0%	7-year window not elapsed
2024–2025	Autism Spectrum Disorder	1	0	0	1	0.0%	7-year window not elapsed
2024–2025	School Counseling	32	0	10	22	0.0%	7-year window not elapsed
2024–2025	All CACREP Programs	64	7	18	39	10.9%	7-year window not elapsed
2025–2026	Clinical Counseling						
2025–2026	Addiction Counseling	1	0	1	0	0.0%	7-year window not elapsed
2025–2026	Clinical Mental Health Counseling	23	0	2	21	0.0%	7-year window not elapsed
2025–2026	Clinical Rehabilitation Counseling	4	0	1	3	0.0%	7-year window not elapsed
2025–2026	General	3	0	1	2	0.0%	7-year window not elapsed
2025–2026	Autism Spectrum Disorder	1	0	0	1	0.0%	7-year window not elapsed
2025–2026	School Counseling	13	0	3	10	0.0%	7-year window not elapsed
2025–2026	All CACREP Programs	41	0	7	34	0.0%	7-year window not elapsed

5. Employment / Doctoral Admission

Minimum threshold: At least 75% of graduates with known outcomes are employed in a counseling-related position and/or admitted to a doctoral program within 12 months.

Program / Specialized Practice Area	Graduates	Employed and/or Doctoral Admission	Outcome Rate	Threshold Status
Clinical Counseling				
Addiction Counseling	0	0	—	—
Clinical Mental Health Counseling	32	32	100%	Met
Clinical Rehabilitation Counseling	5	3	60%*	—
School Counseling	12	12	100%	Met
Total	49	46	93.4%	Met

Graduates from the 2025–2026 academic year remain within the 12-month employment reporting window; therefore, threshold status for Clinical Rehabilitation Counseling has not yet been determined. No Clinical Counseling or School Counseling graduates entered doctoral programs during the reporting period.

6. Practicum Placement

Minimum threshold: At least 95% of eligible students seeking practicum placement are successfully placed.

Program	Terms Offered	Placement Rate	Threshold Status
Clinical Counseling	Fall 2025, Spring 2026, Summer 2026	100%	Met
School Counseling	Fall 2025, Spring 2026	100%	Met

7. Internship Placement

Minimum threshold: At least 95% of eligible students seeking internship placement are successfully placed.

Program	Terms Offered	Placement Rate	Threshold Status
Clinical Counseling	Fall 2025, Spring 2026, Summer 2026	100%	Met
School Counseling	Fall 2025, Spring 2026	100%	Met

Trend Analysis

Longitudinal review of available academic quality indicator data reflects generally strong and stable program outcomes, with several areas warranting continued monitoring. Most KPI results met established minimum thresholds across the reporting period. Areas showing repeated or variable performance include CE 732, CE 825, SC 700, CE 735, and selected components of CE 833. In several instances, later-term results improved after earlier variability, including CE 732, which returned to above-threshold performance in Summer 2026. These patterns will continue to be reviewed longitudinally to determine whether they represent isolated cohort or section variation or a sustained area for program improvement.

Professional disposition outcomes have remained consistently strong. CCS-R results were 98.7% in Fall 2025, 98.2% in Spring 2026, and 97.9% in Summer 2026, all well above the established minimum threshold. Practicum and internship placement rates also remained at 100% during the reporting period for both Clinical Counseling and School Counseling, supporting the program's continued capacity to provide required fieldwork experiences.

Degree completion data also reflect positive longitudinal outcomes. The 2018–2019 entering cohort, the only cohort for which the full seven-year completion period has elapsed, achieved an overall completion rate of 66.7% and met the established 60% minimum threshold. Several subsequent cohorts already have completion rates to date above the 60% numerical benchmark, including 77.8% for 2019–2020, 74.6% for 2020–2021, 76.4% for 2021–2022, and 64.2% for 2022–2023. Because students in these cohorts remain within the allowable seven-year completion period, they are not yet formally evaluated against the threshold and their final completion rates may continue to increase. More recent cohorts include larger proportions of students who remain actively enrolled and therefore are not yet appropriate for threshold determination.

Taken together, available longitudinal data indicate sustained strength in professional dispositions, fieldwork placement, and degree progression, while course-level KPI variability remains the primary area for continued monitoring. Program faculty will continue to review these outcomes across subsequent reporting periods to identify persistent patterns and determine whether additional curriculum or program modifications are warranted.

Data-Informed Curriculum Modifications and Program Improvements

A primary program improvement priority during the 2025–2026 academic year was aligning the accredited specialized practice areas with the 2024 CACREP Standards within the required implementation timeline. As part of this process, faculty reviewed curriculum mapping, Key Performance Indicator placement, professional disposition measures, and other available program evaluation data to ensure that required standards were taught and assessed in appropriate courses.

Longitudinal review of KPI results identified several courses with repeated or variable performance across sections or reporting periods, including CE 732, CE 825, SC 700, CE 735, and selected components of CE 833. These findings informed

continued course-level review of content, assignments, assessment practices, and instructional approaches. Isolated below-threshold findings are monitored and do not automatically result in program modification; however, repeated or emerging patterns are reviewed by program faculty to determine whether additional action is warranted.

Professional disposition, degree completion, and fieldwork placement outcomes did not indicate a need for broad program-level remediation during the reporting period. Professional disposition outcomes remained substantially above the established threshold, the mature 2018–2019 degree completion cohort met the program’s seven-year threshold, and practicum and internship placement remained at 100%. These outcomes supported continued use of existing program structures while allowing faculty to focus improvement efforts on identified areas of KPI variability.

In addition to data-informed course-level review, curriculum and assessment processes were updated as needed to support implementation of the 2024 CACREP Standards, including review and relocation of KPIs within the curriculum where appropriate. Ongoing curriculum review also incorporates developments in the counseling field, evolving pedagogical standards, student feedback, and institutional and Kansas Board of Regents requirements.

Other Significant Program Changes

During the 2025-2026 academic year, the Counselor Education program experienced several significant staffing changes. A new core faculty member with a dual School Counseling and Clinical Counseling professional identity joined the program in Fall 2025. A CACREP Programs Field Services Coordinator was also added in Fall 2025. In Spring 2026, a new core Clinical Counseling faculty member with a dual Addiction Counseling and Clinical Mental Health Counseling professional identity joined the program.

During the 2025-2026 academic year, three Rehabilitation Services Administration (RSA) grants that provided funding support for students in the Clinical Rehabilitation Counseling program concluded.