



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

2024/2025

TABLE OF CONTENTS

PROGRAM MISSION & VISION STATEMENTS	- 3 -
PROGRAM OBJECTIVES	- 3 -
PROGRAM EVALUATION PLAN	- 5 -
PROGRAM EVALUATION PROCESS	- 10 -
<i>Program Data Collection & Analysis</i>	- 10 -
<i>Program Improvement Process</i>	- 10 -
PROGRAM EVALUATION DATA 2024/2025	- 12 -
<i>Program Data ~ Applicants, Enrolled Students, Graduates</i>	- 12 -
Student Enrollment and Diversity by Program and Specialization	- 12 -
Admissions Data and Applicant Diversity by Program and Specialization	- 13 -
Retention and Completion Data by Term, Program, and Specialization	- 13 -
<i>Program Data ~ Student Assessment (Knowledge, Skills, Dispositions)</i>	- 16 -
Key Performance Indicators Outcome Data	- 16 -
Comprehensive Exams Data by Term	- 18 -
CCS-R (Skills) Evaluation Data	- 19 -
Fitness-to-Practice (Professional Disposition) Evaluation Data	- 21 -
<i>Program Data ~ Follow-Up Survey Data</i>	- 25 -
Alumni Survey Feedback	- 25 -
Employer & Site Supervisor Survey Feedback	- 27 -
Credentialing Examination Data	- 28 -
Job Placement Data	- 28 -
EVALUATION OF PROGRAM OBJECTIVES	- 30 -
<i>Program Objective 1</i>	- 30 -
Evaluation Of Program Objective 1	- 30 -
<i>Program Objective 2</i>	- 31 -
Evaluation Of Program Objective 2	- 31 -
<i>Program Objective 3</i>	- 32 -
Evaluation Of Program Objective 3	- 32 -
PROGRAM MODIFICATIONS	- 34 -
<i>Modifications Addressing Program Evaluation Outcomes</i>	- 34 -
<i>Additional Program Modifications</i>	- 35 -

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: • 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

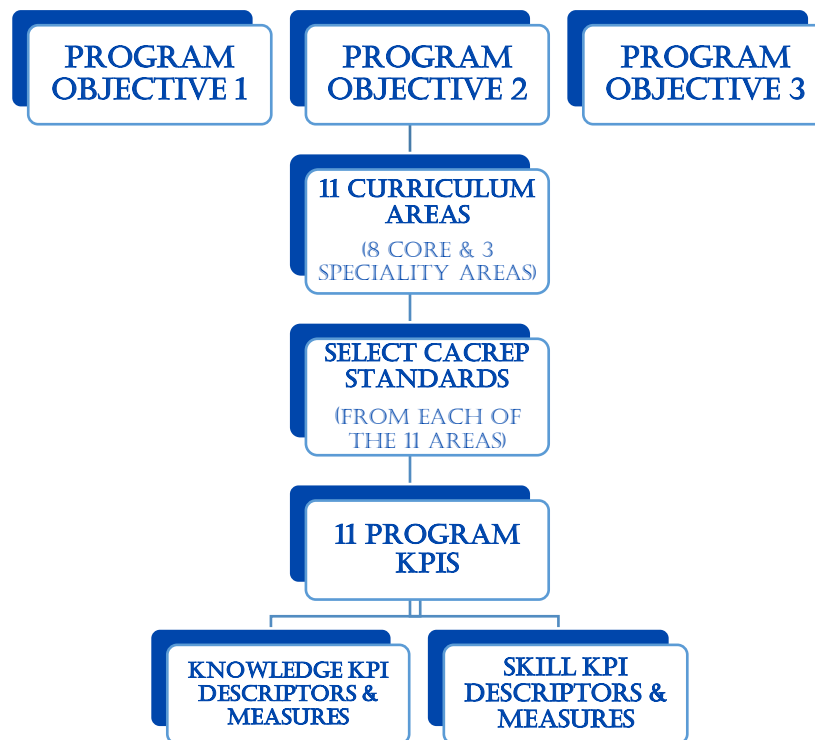
PROGRAM OBJECTIVE 3:

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 and 11 key performance indicators that address student learning in the eight core curriculum areas and three relevant specialization areas. Each key performance indicator is further defined by two descriptors (one knowledge and one skill for each KPI).



Program Evaluation Plan

The program objectives, learning outcomes, and key performance indicators have 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 for each objective and outcome are indicated in the following Program Evaluation Alignment Table.

PROGRAM EVALUATION PLAN	
CORE AREA 1: PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE	
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.	
KPI #1: Counselors-in-training demonstrate knowledge of multiculturally-competent ethical and legal considerations of professional counseling practices and engage in multiculturally-competent personal and professional self-evaluation practices aligned with ethical and legal standards of the counseling profession.	
1.1 (Knowledge): Counselors-in-training will demonstrate knowledge of multiculturally-competent ethical and legal considerations of professional counseling practices.	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
1.2 (Skill): Counselors-in-training engage in multiculturally competent personal and professional self-evaluation practices aligned with ethical and legal standards of the counseling profession.	
ASSESSMENTS:	
Knowledge SLO: COUN 6315 Ethical Case Study	
Skill SLO: COUN 8390 Tapescript Assignment #2	
CORE AREA 2: SOCIAL & CULTURAL DIVERSITY	
PLO #2: Prepare multiculturally competent counselors-in-training to effectively serve diverse populations through ethical and socially just counseling and advocacy strategies.	
KPI #2: Counselors-in-training demonstrate knowledge of multicultural counseling competencies and utilize ethical and socially just counseling and advocacy strategies to serve diverse populations.	
2.1 (Knowledge): Counselors-in-training will demonstrate knowledge of multicultural counseling competencies.	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
2.2 (Skill): Counselors-in-training demonstrate multicultural counseling competencies when working with diverse clients.	
ASSESSMENTS:	
Knowledge SLO: COUN 8314 Cultural Research Project	
Skill SLO: CCSR Evaluations (Internship II)	
CORE AREA 3: HUMAN GROWTH & DEVELOPMENT	

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.	
KPI #3: Counselors-in-training demonstrate knowledge of various factors that affect human development, functioning, and behavior to promote resilience, optimal development, and wellness of diverse clients across the lifespan.	
3.1 (Knowledge): 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
3.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for promoting resilience, optimal development, and wellness of diverse clients across the lifespan.	
ASSESSMENTS:	
Knowledge SLO: COUN 7335 Human Development Case Study Analysis	
Skill SLO: COUN 8390 Multicultural Case Presentation	
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: Counselors-in-training demonstrate knowledge of theories and models of career development, counseling, and decision making to address career development of diverse clients through ethical and multiculturally sensitive strategies.	
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
4.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for addressing career development with diverse clients.	
ASSESSMENTS:	
Knowledge SLO: COUN 6330 Personal Career Development Analysis	
Skill SLO: COUN 6330 Case Study Analysis	
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: Counselors-in-training utilize ethical and multiculturally sensitive theories and models of counseling that promote establishment and maintenance of helping relationships with diverse clients.	
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

5.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive counseling theories and techniques to establish and maintain helping relationships with diverse clients.	2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
ASSESSMENTS:	
Knowledge SLO: COUN 8302 Theory Implementation Paper Two	
Skill SLO: COUN 8390 Tapescript Assignment #2	
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: Counselors-in-training design and facilitate counseling groups using ethical and multiculturally sensitive strategies informed by theoretical foundations of group work.	
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
6.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for designing and facilitating counseling groups.	
ASSESSMENTS:	
Knowledge SLO: COUN 8312 Group Formation Project	
Skill SLO: COUN 8312 Group Participation Project	
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: Counselors-in-training utilize assessments appropriate for diagnostic and intervention planning with diverse clients in an ethical and multiculturally sensitive manner.	
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
7.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for selecting, administering, and/or interpreting assessment and test results.	
ASSESSMENTS:	
Knowledge SLO: COUN 6325 Career Counseling and Business Assessments	
Skill SLO: COUN 8390 Multicultural Case Presentation	
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: Counselors-in-training utilize ethical and multiculturally sensitive research strategies to inform counseling practice and program evaluation.	

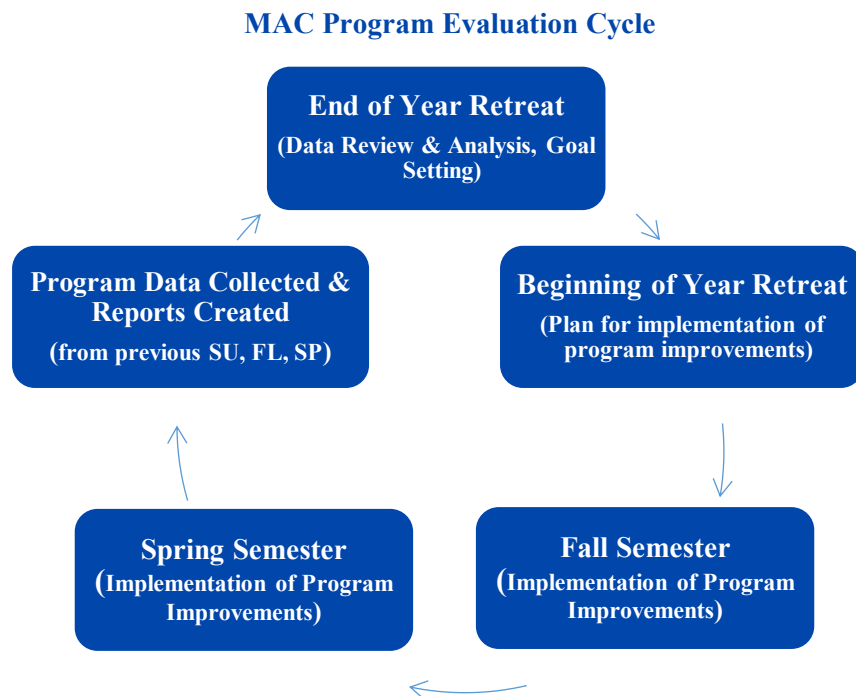
8.1 (Knowledge): Counselors-in-training identify ethical and multiculturally sensitive research strategies for utilization in counseling practice and/or program evaluation.	CACREP Standards 2.F.8.a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practices
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.	2.F.8.b. Identification of evidence-based counseling practices
ASSESSMENTS:	
Knowledge SLO: COUN 6360 Quantitative Research Proposal	
Skill SLO: COUN 8314 Cultural Research Project	
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: Clinical mental health counselors-in-training demonstrate knowledge of ethical and multiculturally sensitive counseling interventions to address a broad range of mental health issues with diverse client populations in various counseling contexts.	
9.1 (Knowledge): Counselors-in-training identify ethical and multiculturally sensitive interventions for a broad range of mental health issues to meet the needs of diverse client populations.	CACREP Standards 5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
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.i. legal and ethical considerations specific to clinical mental health counseling
ASSESSMENTS:	
Knowledge SLO: COUN 8317 Technique Paper	
Skill SLO: COUN 8390 Tapescript Assignment #2	
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: School counselors-in-training demonstrate knowledge of comprehensive school counseling program models and meet the needs of diverse student populations through delivery of ethical and multiculturally sensitive school counseling services according to a comprehensive school counseling program model.	
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

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:	
Knowledge SLO: COUN 6323 Final Exam	
Skill SLO: COUN 8325 School Counseling Intern Performance Evaluation	
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: Clinical rehabilitation counselors-in-training identify a wide variety of roles, skills, and activities performed by clinical rehabilitation counselors and apply ethical and multiculturally sensitive strategies to serve diverse clients within the clinical rehabilitation counseling context.	
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
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:	
Knowledge SLO: COUN 8368 Final Exam	
Skill SLO: COUN 8390 Tapescript Assignment #2	

Program Evaluation Process

Program Data Collection & Analysis

The MAC Program faculty engage in the MAC Program Evaluation Cycle pictured below. Faculty systematically evaluate the program's objectives to guide program planning and continuously make improvements to various aspects of the program throughout each year. More specifically, annual program evaluation data is analyzed to evaluate program objectives and identify targeted program improvements to address program deficiencies.



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 2024/2025

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 (Summer 2024 – Spring 2025)			
Race/Ethnicity	SU 2024	FL 2024	SP 2025
Hispanic/Latinx	88 (69.8%)	89(70.6%)	80 (75.5%)
Asian	2 (1.6%)	3 (2.4%)	2 (1.9%)
Black or African American	7 (5.6%)	7 (5.6%)	4 (3.8%)
White, Non-Hispanic	27 (21.4%)	25 (19.8%)	19 (17.9%)
Unknown	2 (1.6%)	2 (1.6%)	1 (0.9%)
Total Students Enrolled	126	126	106

Clinical Mental Health Counseling Specialization – Enrolled Students			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	-	3 (2.33%)	-
Black or African American	-	7 (5.43%)	-
Hispanic/ Latinx	9 (6.98%)	80 (62.02%)	-
White, Non-Hispanic	2 (1.55%)	27 (20.93%)	-
Unknown	-	1 (0.78%)	-
Total Students	11	118	-

Clinical Rehabilitation Counseling Specialization – Enrolled Students			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	1(11.11%)	-	-
Black or African American	-	-	-
Hispanic/ Latinx	-	6 (66.67%)	-
White, Non-Hispanic	-	1 (11.11%)	-
Unknown	-	1 (11.11%)	-
Total Students	1	8	-

School Counseling Specialization – Enrolled Students			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	-	-	-
Black or African American	-	1 (5.26%)	-
Hispanic/ Latinx	-	17 (89.47%)	-
White, Non-Hispanic	-	1(5.26%)	-
Unknown	-	-	-
Total Students	-	19	-

Admissions Data and Applicant Diversity by Program and Specialization

OLLU MAC Program Admissions Data (Summer 2024 - Spring 2025)						
	SU 2024		FL 2024		SP 2025	
	Applied	Admitted	Applied	Admitted	Applied	Admitted
Male Applicants						
Asian	-	-	1	1	-	-
Black or African American	-	-	-	-	-	-
Hispanic/Latinx	2	2	1	0	1	1
White, Non-Hispanic	-	-	-	-	-	-
Female Applicants						
Asian	1	1	1	1	-	-
Black or African American	1	0	3	3	2	1
Hispanic/Latinx	7	7	8	4	14	11
White, Non-Hispanic	2	2	3	2	6	5
Total Applicants	13	12	17	11	23	18

Retention and Completion Data by Term, Program, and Specialization

OLLU MAC Program Retention Data (Summer 2024 - Spring 2025)			
	SU 2024	FL 2024	SP 2025
Students Enrolled in Previous Term	138	126	126
Graduates (finished program in previous semester)	9	10	21
Students Eligible to Return	129	116	105
Program Withdraws	15	8	17
Total Continuing Enrollments	114	108	88
Term-to-Term Retention Percentage	88%	93%	83%

OLLU MAC Program Graduates (Summer 2024 - Spring 2025)			
	CMHC	SC	CRC
SU24	8 graduates	3 graduates	0 graduates
FL24	17 graduates	2 graduates	2 graduates
SP25	7 graduates	1 graduate	1 graduate

OLLU MAC Program Completion Data (Graduates Summer 2024 - Spring 2025)									
	SU24			FL24			SP25		
	CMHC	SC	CRC	CMHC	SC	CRC	CMHC	SC	CRC
Male Graduates									
Asian									
Black or African American									
Hispanic									
White				2					
Female Graduates									
Asian	1								
Black or African American							1	1	1
Hispanic	4	2		10	2	1	6		
White	3	1		5					
Two+ Races						1			
Specialization Total	8	3	0	17	2	2	7	1	1
TOTAL	11 Graduates			21 Graduates			9 Graduates		

OLLU MAC Program Completion Data (Program Completion Within 5 Years*)			
	# Students Admitted in FL20	# Graduated in 5 Years	% Completed in 5 Years
CMHC	48 Students	18 Graduates	37.5%
SC	5 Students	1 Graduate	20%
CRC	3 Students	2 Graduates	66%
MAC Program	56 Students	21 Graduates	37.5%
<i>*Based on FL20 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 faculty have identified recruitment as an area for focused efforts in 25/26.

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 2024/2025				
KPI OUTCOME MEASURES	Total # Students	Ratings by #	Ratings by %	Program Outcome
KPI 1 (Knowledge) COUN 6315 Ethical Case Study	<i>n</i> = 24	<i>Advanced (90-100%) - 17</i> <i>Proficient (80-89%) - 5</i> <i>Emerging (70-79%) - 1</i> <i>Unsatisfactory (<70%) - 1</i>	<i>70.83% of students</i> <i>20.83% of students</i> <i>4.17% of students</i> <i>4.17% of students</i>	91.66% of students met or exceeded expectations of this KPI
KPI 1 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 40	<i>Advanced (90-100%) - 21</i> <i>Proficient (80-89%) - 16</i> <i>Emerging (70-79%) - 3</i> <i>Unsatisfactory (<70%) - 0</i>	<i>52.5% of students</i> <i>40% of students</i> <i>7.5% of students</i> <i>0% of students</i>	92.5% of students met or exceeded expectations of this KPI
KPI 2 (Knowledge) COUN 8314 Cultural Research Project	<i>n</i> = 18	<i>Advanced (90-100%) - 18</i> <i>Proficient (80-89%) - 0</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>100% of students</i> <i>0% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 2 (Skill) Internship II CCSR Eval (2F Multicultural Competence)	<i>n</i> = 47 (#evals)	<i>Advanced (90-100%) - 42</i> <i>Proficient (80-89%) - 5</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>89.46% of students</i> <i>10.64% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 3 (Knowledge) COUN 7335 Human Development Case Study Analysis	<i>n</i> = 19	<i>Advanced (90-100%) - 17</i> <i>Proficient (80-89%) - 0</i> <i>Emerging (70-79%) - 2</i> <i>Unsatisfactory (<70%) - 0</i>	<i>89.47% of students</i> <i>0% of students</i> <i>10.53% of students</i> <i>0% of students</i>	89.47% of students met or exceeded expectations of this KPI
KPI 3 (Skill) COUN 8390 Multicultural Case Presentation	<i>n</i> = 40	<i>Advanced (90-100%) - 31</i> <i>Proficient (80-89%) - 7</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 2</i>	<i>77.5% of students</i> <i>17.5% of students</i> <i>0% of students</i> <i>5% of students</i>	95% of students met or exceeded expectations of this KPI
KPI 4 (Knowledge) COUN 6330 Personal Career Development Analysis	<i>n</i> = 17	<i>Advanced (90-100%) - 14</i> <i>Proficient (80-89%) - 3</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>82.35% of students</i> <i>17.65% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 4 (Skill) COUN 6330 Case Study Analysis	<i>n</i> = 17	<i>Advanced (90-100%) - 17</i> <i>Proficient (80-89%) - 0</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>100% of students</i> <i>0% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI

KPI 5 (Knowledge) COUN 8302 Theory Implementation Paper Two	<i>n</i> = 21	<i>Advanced (90-100%) - 19</i> <i>Proficient (80-89%) - 2</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>90.48% of students</i> <i>9.52% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 5 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 40	<i>Advanced (90-100%) - 21</i> <i>Proficient (80-89%) - 16</i> <i>Emerging (70-79%) - 3</i> <i>Unsatisfactory (<70%) - 0</i>	<i>52.5% of students</i> <i>40% of students</i> <i>7.5% of students</i> <i>0% of students</i>	92.5% of students met or exceeded expectations of this KPI
KPI 6 (Knowledge) COUN 8312 Group Formation Project	<i>n</i> = 40	<i>Advanced (90-100%) - 35</i> <i>Proficient (80-89%) - 1</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 4</i>	<i>87.5% of students</i> <i>2.5% of students</i> <i>0% of students</i> <i>10% of students</i>	90% of students met or exceeded expectations of this KPI
KPI 6 (Skill) COUN 8312 Group Participation Project	<i>n</i> = 40	<i>Advanced (90-100%) - 37</i> <i>Proficient (80-89%) - 3</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>92.5% of students</i> <i>7.5% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 7 (Knowledge) COUN 6325 Career Counseling and Business Assessments	<i>n</i> = 37	<i>Advanced (90-100%) - 27</i> <i>Proficient (80-89%) - 9</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 1</i>	<i>73% of students</i> <i>24.30% of students</i> <i>0% of students</i> <i>2.70% of students</i>	97.30% of students met or exceeded expectations of this KPI
KPI 7 (Skill) COUN 8390 Multicultural Case Presentation	<i>n</i> = 40	<i>Advanced (90-100%) - 31</i> <i>Proficient (80-89%) - 7</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 2</i>	<i>77.5% of students</i> <i>17.5% of students</i> <i>0% of students</i> <i>5% of students</i>	95% of students met or exceeded expectations of this KPI
KPI 8 (Knowledge) COUN 6360 Quantitative Research Proposal	<i>n</i> = 30	<i>Advanced (90-100%) - 24</i> <i>Proficient (80-89%) - 5</i> <i>Emerging (70-79%) - 1</i> <i>Unsatisfactory (<70%) - 0</i>	<i>80% of students</i> <i>16.66% of students</i> <i>3.33% of students</i> <i>0% of students</i>	96.66% of students met or exceeded expectations of this KPI
KPI 8 (Skill) COUN 8314 Cultural Research Project	<i>n</i> = 18	<i>Advanced (90-100%) - 18</i> <i>Proficient (80-89%) - 0</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>100% of students</i> <i>0% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 9 (Knowledge) COUN 8317 Technique Paper	<i>n</i> = 25	<i>Advanced (90-100%) - 23</i> <i>Proficient (80-89%) - 0</i> <i>Emerging (70-79%) - 2</i> <i>Unsatisfactory (<70%) - 0</i>	<i>92% of students</i> <i>0% of students</i> <i>8% of students</i> <i>0% of students</i>	92% of students met or exceeded expectations of this KPI
KPI 9 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 40	<i>Advanced (90-100%) - 21</i> <i>Proficient (80-89%) - 16</i> <i>Emerging (70-79%) - 3</i> <i>Unsatisfactory (<70%) - 0</i>	<i>52.5% of students</i> <i>40% of students</i> <i>7.5% of students</i> <i>0% of students</i>	92.5% of students met or exceeded expectations of this KPI
KPI 10 (Knowledge) COUN 6323 Final Exam	<i>N/A</i>	<i>N/A</i> <i>Course not run in</i> <i>24/25</i>	<i>N/A</i> <i>Course not run in</i> <i>24/25</i>	<i>N/A</i> <i>Course not run in</i> <i>24/25</i>

KPI 10 (Skill) COUN 8330 School Counselor Intern Performance Evaluation	$n = 2$	Advanced (90-100%) - 2 Proficient (80-89%) - 0 Emerging (70-79%) - 0 Unsatisfactory (<70%) - 0	100% of students 0% of students 0% of students 0% of students	100% of students met or exceeded expectations of this KPI
KPI 11 (Knowledge) COUN 8368 Final Exam	$n = 1^*$	Advanced (90-100%) - 1 Proficient (80-89%) - 0 Emerging (70-79%) - 0 Unsatisfactory (<70%) - 0	100% of students 0% of students 0% of students 0% of students	100% of students met or exceeded expectations of this KPI
KPI 11 (Skill) COUN 8390 Week 11 Tapescript Assignment	$n = 40$	Advanced (90-100%) - 21 Proficient (80-89%) - 16 Emerging (70-79%) - 3 Unsatisfactory (<70%) - 0	52.5% of students 40% of students 7.5% of students 0% of students	92.5% of students met or exceeded expectations of this KPI

*Course taken once in 24/25 as an independent study.

MAC Program KPI Benchmark- <i>Individual Data</i>	Students should achieve a rating of 'proficient' (80-89%) or 'advanced' (90-100%) on all KPI assignments.
MAC Program KPI Benchmark- <i>Aggregate Data</i>	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 one KPI assignment had an average that fell below 90%.

KPI 3 (Knowledge) – 89.47% of students met or exceeded this standard. This KPI assignment was replaced with a new KPI assignment for 25/26 that is a more valid and reliable assessment of student knowledge in this domain (Human Growth & Development).

Comprehensive Exams Data by Term

MAC Program Comprehensive Exam Scores 2024/2025			
	SU24	FL24	SP25
Raw Average	255.33	268.33	261
% Average	85.11%	89.4%	87%
Pass Rate	100%	100%	80%

MAC Program Comprehensive Exam Benchmark- <i>Individual Data</i>	Students must achieve a minimum score of 240/300 (80%) to pass their comprehensive exam.
MAC Program Comprehensive Exam Benchmark- <i>Aggregate Data</i>	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 in SU24 and FL24 achieved a passing score. Five students attempted their comprehensive exams in SP25 and 4 of 5 passed. Partially influenced by the small cohort taking comps that semester, the percentage of students who passed dropped to 80% with only one student who did not pass. The average pass rate for 24/25 is 93.33%, therefore the program successfully met the program benchmark of 90% of students passing the comprehensive exam on their first attempt.

CCS-R (Skills) Evaluation Data



School Counseling, Clinical

Mental Health Counseling,

Clinical Rehabilitation Counseling

Rubric

Dates

CCS-R

8/24/24-5/1/25

STANDARD LEVEL COUNTS			
Standards	Meets*	Does Not Meet*	Not Observed
1.A Nonverbal Skills Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence, etc.	162 (99%)	1(<1%)	1(<1%)
1.B Encouragers Includes minimal encouragers & door openers	164 (99%)	1(<1%)	1(<1%)
1.C Questioning Use of appropriate open & closed questioning	163 (99%)	1(<1%)	2(1%)
1.D Reflecting (Paraphrasing) Basic reflection of content - paraphrasing	159 (97%)	1(<1%)	5(2%)
1.E Reflecting (Feeling) Reflection of feelings	161 (98%)	1(<1%)	3(2%)
1.F Reflecting (Summarizing) Summarizing content, feelings, behaviors, & future plans	160 (97%)	0 (%)	5(3%)
1.G Advanced Reflection (Meaning) Advanced reflection of meaning, including values & core beliefs	155 (93%)	1(<1%)	10(7%)
1.H Confrontation Counselor challenges clients to recognize & evaluate inconsistencies	157 (90%)	0 (0%)	17(10%)
1.I Goal Setting Counselor collaborates with clients to establish realistic, appropriate, and attainable therapeutic goals	152 (92%)	0 (0%)	14(8%)
1.J Focus of Counseling Counselor focuses (or refocuses) clients on their therapeutic goals	153 (93%)	0 (0%)	11(7%)
1.K Facilitate Therapeutic Environment Expresses empathy & care	164 (99%)	0 (0%)	1(<1%)
1.L Facilitate Therapeutic Environment Expresses respect & compassion for clients	165 (99%)	0 (0%)	1(<1%)
STANDARD LEVEL COUNTS			
2.A Professional Ethics Adheres to the ethical guidelines of ACA, ASCA, IAMFC, APA & NBCC	165 (99%)	0 (0%)	1(<1%)

[\[TABLE OF CONTENTS\]](#)

2.B Professional Behavior Behaves in a professional manner towards supervisors, peers, & clients	166 (100%)	0 (0%)	
2.C Professional & Personal Boundaries Maintains appropriate boundaries with supervisors, peers, & clients	166 (100%)	0 (0%)	
2.D Adherence to Site & Course Policies Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	163 (98%)	2 (1%)	2 (1%)
2.E Record Keeping & Task Completion Completes all weekly record keeping & tasks correctly & properly	165 (99%)	2 (1%)	
2.F Multicultural Competence in Counseling Relationship Demonstrates respect for culture	159 (95%)	7 (4%)	6(3%)
2.G Emotional Stability & Self-Control Demonstrates self-awareness and emotional stability	166(97%)	5 (3%)	
2.H Motivated to Learn & Grow/Initiative Demonstrates engagement in learning & development of counseling competencies	165 (99%)	1(<1%)	
2.I Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	164 (99%)	1(<1%)	1(<1%)
2.J Flexibility & Adaptability Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations	164 (99%)	3 (1%)	
2.K Congruence & Genuineness Demonstrates ability to be present and 'be true to oneself'	165 (99%)	1(<1%)	

MAC Program CCSR Benchmark- <i>Individual Data</i>	Students should achieve a minimum rating of 'meets expectations' (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 'meet expectations' (4) or 'exceed expectations' (5).

Evaluation Summary: All skill competencies met expectations according to the program benchmark.

Fitness-to-Practice (Professional Disposition) Evaluation Data

OLLU MAC PROGRAM FITNESS TO PRACTICE OUTCOME DATA 2024/2025				
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.	85 (100%)	-	-	-
The student conducts themselves in a manner consistent with Our Lady of the Lake University's core values (community, integrity, trust, service).	85 (100%)	-	-	-
The student demonstrates a respectful attitude towards peers, professors, and others.	84 (100%)	-	-	-
The student demonstrates sensitivity to real and ascribed differences in power between them and others.	84 (100%)	-	-	-
The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	84 (100%)	-	-	-
The student is timely and adheres to course schedules and assignment due dates.	80 (98%)	2 (2%)	-	-
The student willingly increases knowledge (and implementation) of effective counseling strategies.	83 (100%)	-	-	-
The student presents themselves professionally within course discussions and assignments.	81 (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.	82 (100%)	-	-	-
The student takes responsibility for compensating for their deficiencies in a timely manner.	82 (100%)	-	-	-
The student takes responsibility for assuring client welfare when faced with the boundaries of their expertise.	81 (100%)	-	-	-
The student provides only those services, and applies only those techniques, for which they are qualified by education, training, supervision, or experience.	80 (100%)	-	-	-
The student demonstrates basic cognitive, affective, and sensory	82 (100%)	-	-	-

capacities necessary for working therapeutically with clients and their respective problems.				
The student demonstrates oral and written language skills consistent with a graduate level education.	83 (100%)	-	-	-
The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	82 (100%)	-	-	-
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.	83 (100%)	-	-	-
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	82 (100%)	-	-	-
The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	81 (100%)	-	-	-
The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	79 (99%)	1 (1%)	-	-
The student contributes appropriately to classroom and supervisory discussions.	80 (99%)	1 (1%)	-	-
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.	81 (100%)	-	-	-
The student avoids improper and potentially harmful dual relationships.	80 (100%)	-	-	-
The student respects the fundamental rights, dignity, and worth of all people.	81 (100%)	-	-	-
The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	81 (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.	81 (100%)	-	-	-
The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	81 (100%)	-	-	-
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.	80 (100%)	-	-	-
The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	80 (100%)	-	-	-
The student demonstrates a capacity for understanding the influence of others on their own development (e.g. family or origin).	80 (100%)	-	-	-
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.	80 (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.	80 (100%)	-	-	-
The student demonstrates a potential for working effectively with distressful emotions (their own and the emotions of others).	80 (100%)	-	-	-
The student presents a professional demeanor and image at field placement sites.	72 (100%)	-	-	-
The student regularly attends class, is on time for class, and stays for the entire class meeting.	78 (100%)	-	-	-
In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester.	72 (100%)	-	-	-

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

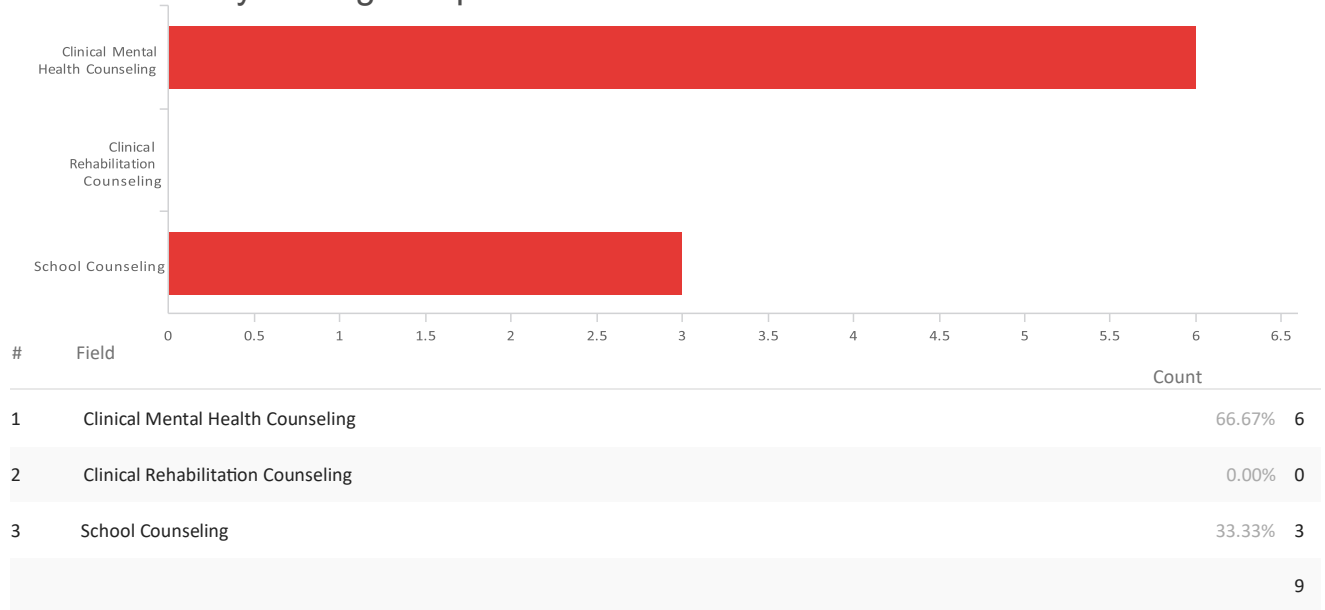
Evaluation Summary: All FTP evaluation competencies met expectations according to the program benchmark.

Program Data ~ Follow-Up Survey Data
Alumni Survey Feedback

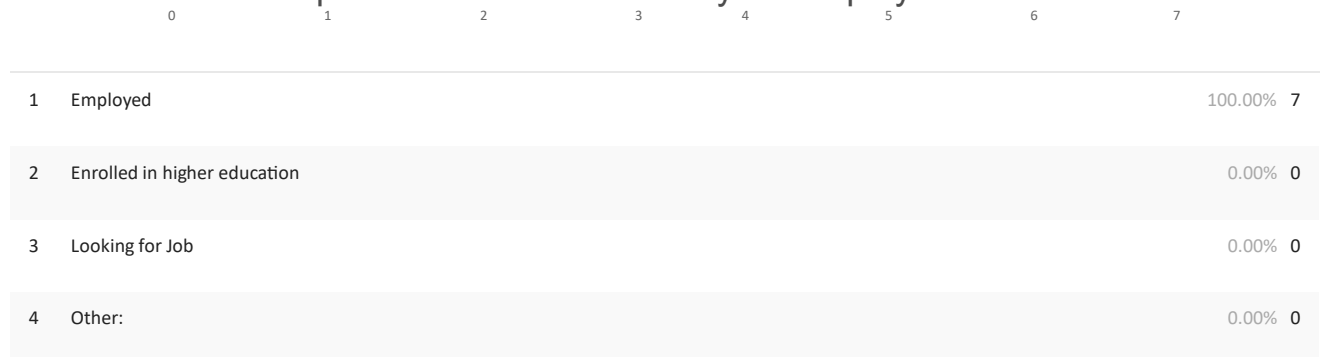
SP25 EOY Report

Alumni Survey – OLLU MAC Program

Please select your degree specialization:



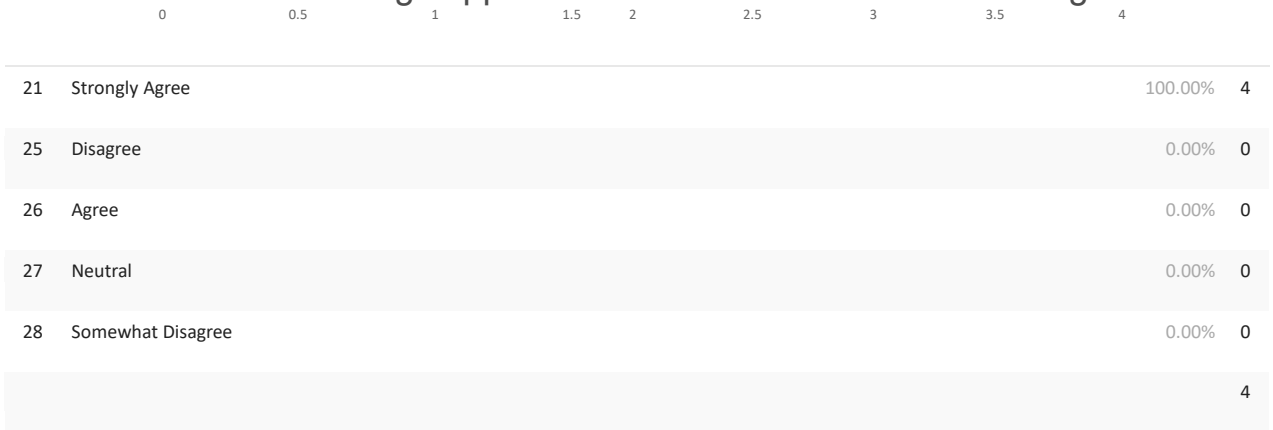
Please select the option that best describes your employment status:



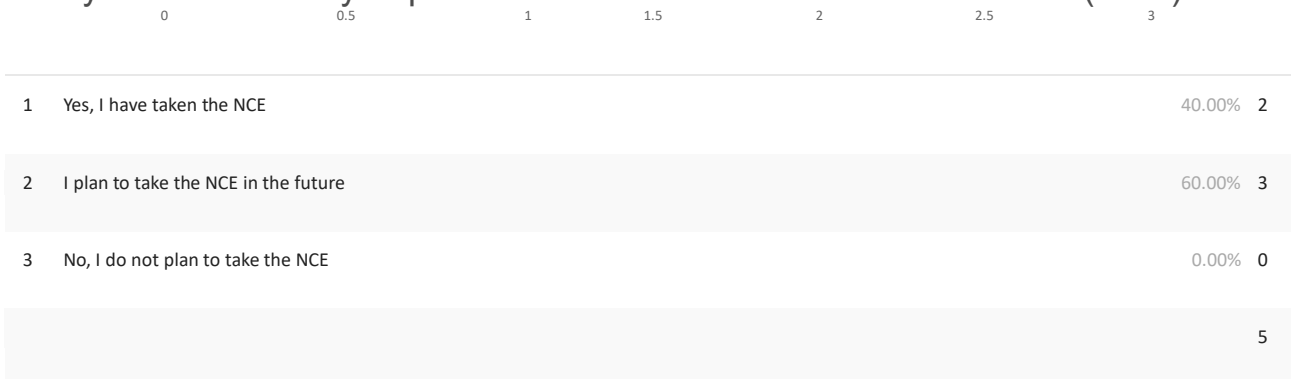
Indicate your level of agreement with the following statement: "The OLLU MAC Program provides a supportive and inclusive learning environment."



Indicate your level of agreement with the following statement: "I am satisfied with the academic advising support I received in the OLLU MAC Program."



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



Did you pass the NCE?

		0	0.2	0.4	0.6	0.8	1	1.2	1.4	1.6	1.8	2	2.2		
1	Yes													100.00%	2
4	No													0.00%	0
															2

Please include any other comments you would like to share about your experience in our program:

“The curriculum is challenging and well-balanced. I appreciate that students' well-being was considered as important as assignments. I experienced significant personal hardships during my time in the program, but I graduated because of the support I received from the faculty in the counseling department. Getting the required documents together, finding a supervisor, and scheduling the NCE should be part of the work done during Internship I and definitely Internship II/III. Some guidance and help during the last semester would really benefit students and provide a smoother transition into the workforce. I meet many people who want to go back to school for counseling, and I refer them to OLLU because the program has the best training, the faculty is supportive, and it's online. Because of what I learned in the MAC program, I feel confident in my ability to provide ethically and culturally competent counseling and prepared to work with clients experiencing a variety of mental health concerns.”

Evaluation Summary: The program’s alumni surveys have been inconsistently distributed. 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.

- Areas of Strength:
 - All alumni respondents reported that OLLU’s MAC Program provides a supportive and inclusive learning environment.
 - Advising support was also perceived as a program strength.
- Areas for Improvement:
 - A low number of alumni responses overall.
 - A low number of students reported taking the NCE. This may be due to survey distribution being too soon after graduation.

Employer & Site Supervisor Survey Feedback

N/A – Survey data unavailable

Evaluation Summary: Unfortunately, we have received no 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.

Credentialing Examination Data

Due to the limited number of responses on our alumni survey, our credentialing exam data is not robust. Of the 5 alumni that responded to the question regarding the NCE, 2 reporting taking the National Counselor Examination (NCE). The other 3 respondents reported that they plan to take the NCE in the future.

	Clinical Mental Health Counseling		Clinical Rehabilitation Counseling		School Counseling		Total
Yes, I have taken the NCE	40%	2	-	-	-	-	2
I plan to take the NCE in the future	40%	2	-	-	20%	1	3
No, I do not plan to take the NCE	-	-	-	-	-	-	-
Total	80%	4		-	20%	1	5

Both of the alumni that reported taking the NCE also reported that they passed.

	Clinical Mental Health Counseling		Clinical Rehabilitation Counseling		School Counseling		Total
Passed the NCE	100%	2	-	-	-	-	2
Did Not Pass the NCE	-	-	-	-	-	-	-
No Response	-	-	-	-	-	-	-
Total		2		-		-	

Of the 7 students that attempted the Texas school counselor certification exam in 2024/2025, 7 passed on their first attempt.

School Counselor Certification Exam	%	#
Passed	100%	7
Not Passed		
Total	100%	7

Job Placement Data

Due to the limited number of responses on our alumni survey, our job placement data is not robust. Of the 7 alumni that responded, all 7 reported that they were employed (within 0-6 months after graduation).

Employment Status	%	Count
Employed	100%	7
Enrolled in higher education		
Looking for Job		
Other:		
Total	100%	7

	Clinical Mental Health Counseling		Clinical Rehabilitation Counseling		School Counseling		Total
Employed	57.15%	4	-	-	42.85%	3	7
Enrolled in Higher Education	-	-	-	-	-	-	-
Looking for Job	-	-	-	-	-	-	-
Total		4		-		3	7

Evaluation of Program Objectives

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.

Evaluation Of Program Objective 1

The MAC Program faculty collect and analyze demographic data to examine the diversity of our applicants, enrolled students, and graduates. Further, program admissions data and program completion data are collected and examined to evaluate program outcomes in terms of recruitment, enrollment, and retention. Conclusions drawn from 2024/2025 data analysis are summarized below:

Measure	Evaluation	Plans for Improvement
Demographic Data of Applicants, Students, and Graduates	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 and alumni is fairly consistent with the demographic makeup of currently enrolled students (and that of the greater San Antonio population).	To ensure we are meeting our goal of recruiting and enrolling a diverse group of students, a recruitment task force was created. The faculty members on the recruitment task force will meet at minimum once each semester to identify recruitment opportunities and strategies that will achieve program objective 1.
Admissions Data	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.	[See above]
Program Completion Data	Faculty identified longer degree completion times than anticipated (>5 years). Faculty also noted retention issues at the start of the synchronous field-based portion of the degree plan. Many students paused their participation in the program at the point of beginning clinical experiences.	To provide additional support in this area, various improvements will be made to the clinical application process: • The pre-practicum (skills) course will be revised to meet every week. This additional meeting time allows for more guidance and support during the initial clinical application period. • The program's site supervisor training will also be revised to improve engagement. A recorded video training with embedded quiz will be created to engage site supervisors who aren't able to attend a synchronous training.
Alumni Surveys	Although the Alumni survey is yielding valuable feedback and data from our graduates, the survey is not being consistently sent.	Faculty will clarify and strengthen communication channels and process for alumni and employer/site supervisor survey distribution. Review and confirm who will send, timing/frequency, and emails being used.

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.

Evaluation Of Program Objective 2

The MAC Program faculty collect and analyze aggregate student assessment data (KPI outcomes) to examine program-wide outcomes in terms of knowledge, skill, and disposition. The 2024/2025 KPI outcome data is summarized below:

Aggregate Student Assessment Data (Key Performance Indicators)				
KPI 1 Professional Counseling Orientation & Ethics		Goal	Outcome	Result
1.1 Knowledge	- COUN 6315 Ethical Case Study - Comp exam questions – Core Area 1	Average >80%	Average – 91.7%	Met
1.2 Skill	COUN 8390 Week 11 Tapescript	Average >80%	Average – 92.5%	Met
KPI 2 Social & Cultural Diversity				
2.1 Knowledge	- COUN 8314 Cultural Research Proj - Comp exam questions – Core Area 2	Average >80%	Average - 100%	Met
2.2 Skill	Internship II CCSR Eval (2F Multicul)	Average >80%	Average -100 %	Met
KPI 3 Human Growth & Development				
3.1 Knowledge	- COUN 7335 Human Dev Case Study - Comp exam questions – Core Area 3	Average >80%	Average – 89.5%	Met
3.2 Skill	COUN 8390 Multicultural Case Pres.	Average >80%	Average - 95%	Met
KPI 4 Career Development				
4.1 Knowledge	- COUN 6330 Personal Career Dev An. - Comp exam questions – Core Area 4	Average >80%	Average - 100%	Met
4.2 Skill	COUN 6330 Case Study Analysis	Average >80%	Average - 100%	Met
KPI 5 Counseling & Helping Relationships				
5.1 Knowledge	- COUN 8302 Theory Impl. Paper 2 - Comp exam questions – Core Area 5	Average >80%	Average - 100%	Met
5.2 Skill	COUN 8390 Week 11 Tapescript	Average >80%	Average – 92.5%	Met
KPI 6 Group Counseling & Group Work				
6.1 Knowledge	- COUN 8312 Group Formation Project - Comp exam questions – Core Area 6	Average >80%	Average - 90%	Met
6.2 Skill	COUN 8312 Group Participation Proj.	Average >80%	Average - 100%	Met
KPI 7 Assessment & Testing				
7.1 Knowledge	- COUN 6325 Career & Business Ass. - Comp exam questions – Core Area 7	Average >80%	Average – 97.3%	Met
7.2 Skill	COUN 8390 Multicultural Case Pres	Average >80%	Average - 95%	Met
KPI 8 Research & Program Evaluation				

8.1 Knowledge	- COUN 6360 Quant Research Prop - Comp exam questions – Core Area 8	Average >80%	Average – 96.7%	Met
8.2 Skill	COUN 8314 Cultural Research Proj	Average >80%	Average - 100%	Met
KPI 9 CMHC Specialization				
9.1 Knowledge	COUN 8317 Technique Paper	Average >80%	Average - 92%	Met
9.2 Skill	COUN 8390 Week 11 Tapescript	Average >80%	Average – 92.5%	Met
KPI 10 SC Specialization				
10.1 Knowledge	COUN 6323 Final Exam	Average >80%	Average – N/A	N/A
10.2 Skill	COUN 8330 SC Intern Perf Eval	Average >80%	Average - 100%	Met
KPI 11 CRC Specialization				
11.1 Knowledge	COUN 8368 Final Exam	Average >80%	Average - 100%	Met
11.2 Skill	COUN 8390 Week 11 Tapescript	Average >80%	Average – 92.5%	Met

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).

Evaluation Of Program Objective 3

The MAC Program faculty collect and analyze additional aggregate assessment data and follow-up study data to examine the counselor competencies developed by program students and alumni. Conclusions drawn from these categories of annual data are summarized in the format below:

Measure	Goal	Outcome	Evaluation
CCS-R Counselor Competencies Evaluations (Aggregate)	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).	All skill competencies met expectations according to the program benchmark.	Met
Fitness-to-Practice Evaluations (Aggregate)	A minimum of 98% of evaluations should ‘ <i>meet expectations</i> ’ (‘ <i>no concerns</i> ’ or ‘ <i>not observed</i> ’) on each FTP competency.	All FTP evaluation competencies met expectations according to the program benchmark.	Met
Comprehensive Exam Results (Aggregate)	A minimum of 90% of students should pass the comprehensive exam on their first attempt.	The average comprehensive exams pass rate for 24/25 is 93.33%, therefore the program successfully met the program benchmark.	Met
Employer & Site Supervisor Surveys	A minimum of 80% of employers and site supervisors should respond favorably when asked if they would consider a	[NO DATA AVAILABLE]	N/A

	graduate or intern from OLLU's MAC Program a strong candidate for a future opening.		
Credentialing Exam Pass Rates	A minimum of 75% of program alumni who attempt the NCE should pass the NCE. A minimum of 80% of school counseling students should pass the school counseling state certification exam.	Of the 2 alumni that reported taking the NCE, both reported that they passed the NCE. Of the 7 students that attempted the school counselor certification exam in 2024/2025, all passed on their first attempt.	<i>Met</i>
Job Placement Rates	A minimum of 75% of program alumni should be employed by 6 months post-graduation.	Of the 7 alumni that responded to the alumni survey, all reported that they secured a position and are currently employed.	<i>Met</i>

Program Modifications

Modifications Addressing Program Evaluation Outcomes

Upon review of the 2024/2025 program data report, faculty identified aspects of the program in need of improvement. Relevant program evaluation data and resulting program modifications are described below.

PROGRAM MODIFICATIONS TO ADDRESS PROGRAM OBJECTIVE #1

- Improve communication process with university admissions, iDesign partnership, and program faculty/staff.
 - Faculty Admissions Coordinator will send core faculty regular calls for participation in admissions interviews as applicants progress through the admissions process and qualify for an interview.
- Faculty will make targeted efforts towards recruitment – Recruitment task force assembled.
- To address retention issues at the start of the synchronous/field-based portion of the degree plan, the following improvements will be made to the clinical process:
 - The pre-practicum (skills) course will be revised to meet every week. This additional meeting time allows for more guidance and support during the initial clinical application period.
 - The program's site supervisor training will be revised to improve engagement. A recorded video training with embedded quiz will be created to engage site supervisors who aren't able to attend a synchronous training.

PROGRAM MODIFICATIONS TO ADDRESS PROGRAM OBJECTIVE #2

Although the program benchmarks were met, there are a few areas in need of improvements:

- Complete curriculum re-alignment transitioning to 2024 CACREP standards across all courses.
- Implement new comprehensive exams to collect additional KPI data
- Review current KPI assignments to confirm they are valid/appropriate measures. Revise or replace KPI assignments as needed.

PROGRAM MODIFICATIONS TO ADDRESS PROGRAM OBJECTIVE #3

- Clarify and strengthen communication channels and process for alumni and employer/site supervisor survey distribution
 - Confirm who will send, timing/frequency, and emails being used.
- Fitness-to-Practice Improvements
 - Faculty will be regularly reminded that they need to report FTP evaluations with any rating below expectations, as a meeting should be called to review and determine action/remediation plan.
 - Beginning plans for transitioning from Tevera to Exaat for field placement software and documentation process. Since students will not need to pay for their Exaat accounts they will automatically be enrolled at the start of the program. This will allow faculty to be

more consistent in their FTP evaluation completion, as the lack of student registration in Tevera has been the most common barrier reported by faculty.

- Comprehensive Exams Improvements
 - The CPCE has been adopted as the official comprehensive exam for the program beginning in 25/26.

Additional Program Modifications

- In response to CACREP's 2024 policies, program faculty will also begin planning for in-person residency implementation.
- Program faculty will also begin the practice of creating and distributing program newsletters, starting out with one newsletter per semester.

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

Melissa Brennan, PhD, LPC-S, CSC
Assistant Professor, Counseling
Our Lady of the Lake University
411 S.W. 24th Street, San Antonio, Texas 78207
mabrennan@ollusa.edu



OUR LADY OF THE LAKE UNIVERSITY

MASTER OF ARTS IN COUNSELING PROGRAM

Clinical Mental Health Counseling – School Counseling – Clinical Rehabilitation Counseling