



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

2025/2026

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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: • 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

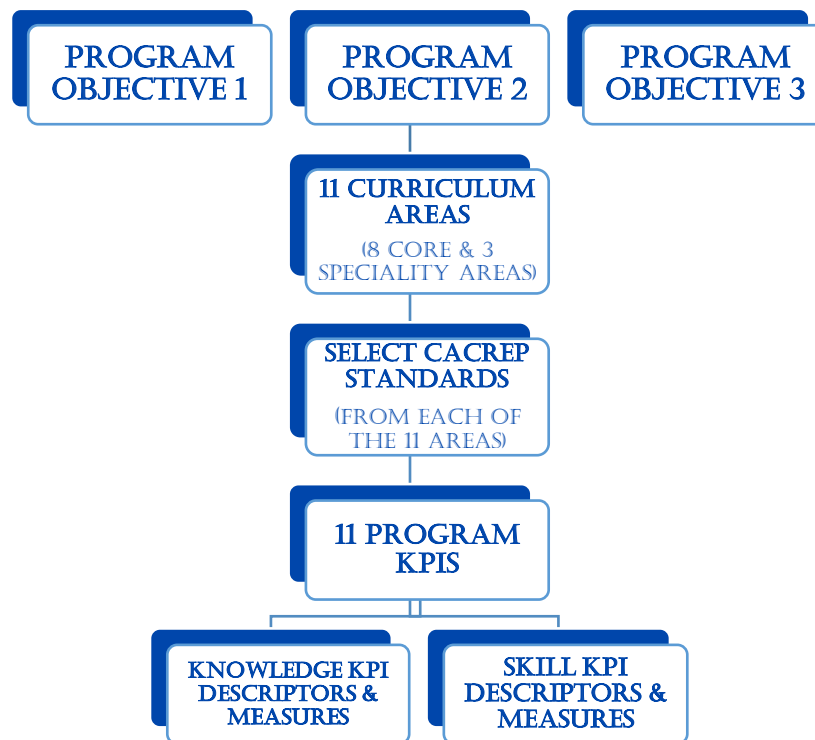
PROGRAM OBJECTIVE 3:

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 ALIGNMENT	
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:	Demographic Data, Admissions/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 student assessment data measuring Key Performance Indicators (KPIs)
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 3.A.10. ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas 3.A.11. self-care, self-awareness, and self-evaluation strategies for ethical and effective 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.	
KPI #1 MEASURES:	
Knowledge: COUN 6315 Ethical Case Study & Comps (CPCE) Exam - Core Area 1	
Skill: 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 3.B.1. theories and models of multicultural counseling, social justice, and advocacy 3.B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
2.2 (Skill): Counselors-in-training demonstrate multicultural counseling competencies when working with diverse clients.	
KPI #2 MEASURES:	
Knowledge: COUN 8314 Cultural Research Project & Comps (CPCE) Exam - Core Area 2	
Skill: 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 3.C.7. models of resilience, optimal development, and wellness in individuals and families across the lifespan 3.C.10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
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.	
KPI #3 MEASURES:	
Knowledge: COUN 7337 Human Development Case Study Analysis & Comps (CPCE) Exam - Core Area 3	
Skill: 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 3.D.1. theories and models of career development, counseling, and decision making 3.D.12. ethical and legal issues relevant to career development and career counseling
4.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for addressing career development with diverse clients.	
KPI #4 MEASURES:	

Knowledge: COUN 6330 Personal Career Development Analysis & Comps (CPCE) Exam - Core Area 4	
Skill: 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 3.E.1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds 3.E.6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
5.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive counseling theories and techniques to establish and maintain helping relationships with diverse clients.	
KPI #5 MEASURES:	
Knowledge: COUN 8302 Theory Implementation Paper Two & Comps (CPCE) Exam - Core Area 5	
Skill: 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 3.F.1. theoretical foundations of group counseling and group work 3.F.8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups
6.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for designing and facilitating counseling groups.	
KPI #6 MEASURES:	
Knowledge: COUN 8312 Group Formation Project & Comps (CPCE) Exam - Core Area 6	
Skill: 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 3.G.5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
7.2 (Skill): Counselors-in-training apply ethical and multiculturally sensitive strategies for selecting,	

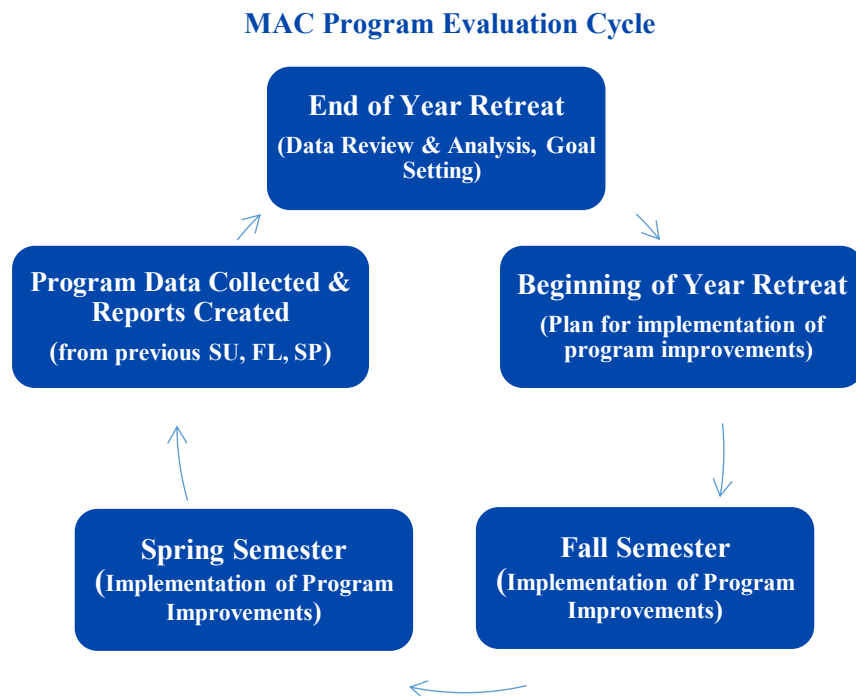
administering, and/or interpreting assessment and test results.	3.G.7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
KPI #7 MEASURES:	
Knowledge: COUN 6325 Career Counseling and Business Assessments & Comps (CPCE) Exam - Core Area 7	
Skill: 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 3.H.1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practices 3.H.2. Identification and evaluation of the evidence base for counseling theories, interventions, and 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.	
KPI #8 MEASURES:	
Knowledge: COUN 6360 Quantitative Research Proposal & Comps (CPCE) Exam - Core Area 8	
Skill: 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.5. 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.	
KPI #9 MEASURES:	
Knowledge: COUN 8317 Technique Paper	
Skill: 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.H.1. models of school counseling programs
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.	
KPI #10 MEASURES:	
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 skills and services 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 skills and services performed by rehabilitation counselors in a wide variety of circumstances within the clinical rehabilitation counseling context.	CACREP Standards 5.D.4. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs 5.D.5. clinical rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks
11.2 (Skill): Counselors in training apply ethical and multiculturally sensitive strategies for rehabilitation counseling services and rehabilitation service delivery systems including case management.	
KPI #11 MEASURES:	
Knowledge: COUN 8368 Final Exam	
Skill: COUN 8390 Tapescript Assignment #2	
PROGRAM OBJECTIVE 3:	
Develop and graduate competent counselor candidates that demonstrate the knowledge, skills, and disposition expected of professional counselors (according to student's specialization area).	
Measures of Program Objective #3:	CCS-R Evaluations, FTP Evaluations, Employer Surveys, Comprehensive Exams

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 2025/2026

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 (2025/2026)			
Race/Ethnicity	SU 2025	FL 2025	SP 2026
Hispanic/Latinx	64 (73.56%)	71 (73.96%)	63 (67.74%)
Asian	3 (3.45%)	4 (4.17%)	4 (4.30%)
Black or African American	3 (3.45%)	4 (4.17%)	8 (8.60%)
White, Non-Hispanic	17 (19.54%)	17 (17.71%)	18 (19.35%)
Unknown	-	-	-
Total Students Enrolled	87	96	93

Clinical Mental Health Counseling Specialization – Enrolled Students (2025/2026)			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	-	4 (3.57%)	-
Black or African American	1 (0.89%)	8 (7.14%)	-
Hispanic/ Latinx	10 (8.93%)	65 (58.04%)	-
White, Non-Hispanic	3 (2.68%)	21 (18.75%)	-
Unknown	-	-	-
Total Students	14	98	-
<i>8 CMHC students with military affiliation (7 male; 1 female)</i>			

Clinical Rehabilitation Counseling Specialization – Enrolled Students (2025/2026)			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	-	-	-
Black or African American	-	-	-
Hispanic/ Latinx	-	3 (75%)	-
White, Non-Hispanic	-	1 (25%)	-
Unknown	-	-	-
Total Students	-	4	-
<i>0 CRC student with military affiliation (0 male; 0 female)</i>			

School Counseling Specialization – Enrolled Students (2025/2026)			
Race/Ethnicity	Male	Female	Other/Unknown
Asian	-	-	-
Black or African American	-	-	-
Hispanic/ Latinx	-	11 (100%)	-
White, Non-Hispanic	-	-	-
Unknown	-	-	-
Total Students	-	11	-
<i>2 SC students with military affiliation (0 male; 2 female)</i>			

Admissions Data and Applicant Diversity by Program and Specialization

OLLU MAC Program Admissions Data (2025/2026)						
	SU 2025		FL 2025		SP 2026	
	Applied	Admitted	Applied	Admitted	Applied	Admitted
Male Applicants						
Asian	-	-	-	-	-	-
Black or African American	-	-	1	1	-	-
Hispanic/Latinx	-	-	2	2	2	2
White, Non-Hispanic	-	-	1	1	-	-
Female Applicants						
Asian	-	-	1	1	-	-
Black or African American	-	-	3	1	2	2
Hispanic/Latinx	1	0	13	11	9	8
White, Non-Hispanic	-	-	3	3	4	3
Total Applicants	1	0	24	20	17	15

Retention and Completion Data by Term, Program, and Specialization

OLLU MAC Program Graduates (2025/2026)				
	CMHC	SC	CRC	MAC Program
SU 2025	7 graduates	0 graduates	2 graduates	9 graduates
FL 2025	11 graduates	2 graduates	0 graduates	13 graduates
SP 2026	6 graduates	1 graduate	0 graduates	7 graduates
% Completed Within 6-Year Time Limit	91.67%	100%	100%	93.1%

OLLU MAC Program Completion Data (Graduates 2025/2026)						
	SU 2025		FL 2025		SP 2026	
	CMHC	SC	CMHC	SC	CMHC	SC
Male Graduate						
Asian	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-
Hispanic	1	-	1	-	1	-
White	-	-	1	-	-	-
Female Graduates						
Asian	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-
Hispanic	3	-	8	2	4	1
White	2	-	1	-	1	-
Specialization Total	7	0	11	2	6	1
TOTAL	7 Graduates		13 Graduates		7 Graduates	

OLLU MAC Program Retention Data (2025/2026)			
	SU 2025	FL 2025	SP 2026
Students Enrolled in Previous Term	106	87	96
Graduates (finished program in previous semester)	9	9	12
Students Eligible to Return	97	78	84
Program Withdraws	17	7	9

Total Continuing Enrollments	80	71	75
Term-to-Term Retention Percentage	82.47%	91.03%	89.28%

OLLU MAC Program Completion Data (Program Completion Within 6 Years*)			
	# Graduates in 2025/2026	# Graduates Completed in 6 Years	% Graduates Completed in 6 Years
CMHC	24 Graduates	22 Graduates	91.67%
SC	3 Graduates	3 Graduates	100%
CRC	2 Graduates	2 Graduates	100%
MAC Program	29 Graduates	27 Graduates	93.1%

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 continued decrease in overall program admissions numbers has been identified. Program faculty have identified recruitment as an area for focused efforts in 26/27.

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 2025/2026				
KPI OUTCOME MEASURES	Total # Students	Ratings by #	Ratings by %	Program Outcome
KPI 1 (Knowledge) COUN 6315 Ethical Case Study	<i>n</i> = 19	<i>Advanced (90-100%) - 15</i> <i>Proficient (80-89%) - 3</i> <i>Emerging (70-79%) - 1</i> <i>Unsatisfactory (<70%) - 0</i>	<i>78.95% of students</i> <i>15.78% of students</i> <i>5.26% of students</i> <i>0% of students</i>	94.74% of students met or exceeded expectations of this KPI
KPI 1 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 31	<i>Advanced (90-100%) - 21</i> <i>Proficient (80-89%) - 10</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>67.74% of students</i> <i>32.26% 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 (Knowledge) COUN 8314 Cultural Research Project	<i>n</i> = 23	<i>Advanced (90-100%) - 16</i> <i>Proficient (80-89%) - 6</i> <i>Emerging (70-79%) - 1</i> <i>Unsatisfactory (<70%) - 0</i>	<i>69.57% of students</i> <i>26.08% of students</i> <i>4.35% of students</i> <i>0% of students</i>	95.65% of students met or exceeded expectations of this KPI
KPI 2 (Skill) Internship II CCSR Eval (2F Multicultural Competence)	<i>n</i> = 32 (evals)	<i>Advanced (90-100%) - 19</i> <i>Proficient (80-89%) - 13</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>59% of students</i> <i>41% 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%) - 2</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>89.48% of students</i> <i>10.52% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 3 (Skill) COUN 8390 Multicultural Case Presentation	<i>n</i> = 31	<i>Advanced (90-100%) - 29</i> <i>Proficient (80-89%) - 2</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>93.55% of students</i> <i>6.45% 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 (Knowledge) COUN 6330 Personal Career Development Analysis	<i>n</i> = 41	<i>Advanced (90-100%) - 35</i> <i>Proficient (80-89%) - 5</i> <i>Emerging (70-79%) - 1</i> <i>Unsatisfactory (<70%) - 0</i>	<i>85.36% of students</i> <i>12.22% of students</i> <i>2.44% of students</i> <i>0% of students</i>	97.58% of students met or exceeded expectations of this KPI
KPI 4 (Skill) COUN 6330 Case Study Analysis	<i>n</i> = 42	<i>Advanced (90-100%) - 38</i> <i>Proficient (80-89%) - 3</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 1</i>	<i>90.48% of students</i> <i>7.14% of students</i> <i>0% of students</i> <i>2.38% of students</i>	97.62% of students met or exceeded expectations of this KPI

KPI 5 (Knowledge) COUN 8302 Theory Implementation Paper Two	<i>n</i> =19	<i>Advanced (90-100%) - 15</i> <i>Proficient (80-89%) - 2</i> <i>Emerging (70-79%) - 2</i> <i>Unsatisfactory (<70%) - 0</i>	<i>78.96% of students</i> <i>10.52% of students</i> <i>10.52% of students</i> <i>0% of students</i>	89.48% of students met or exceeded expectations of this KPI
KPI 5 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 31	<i>Advanced (90-100%) - 21</i> <i>Proficient (80-89%) - 10</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>67.74% of students</i> <i>32.26% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 6 (Knowledge) COUN 8312 Group Formation Project	<i>n</i> = 5	<i>Advanced (90-100%) - 4</i> <i>Proficient (80-89%) - 1</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>80% of students</i> <i>20% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 6 (Skill) COUN 8312 Group Participation Project	<i>n</i> = 5	<i>Advanced (90-100%) - 5</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 7 (Knowledge) COUN 6325 Career Counseling and Business Assessments	<i>n</i> = 22	<i>Advanced (90-100%) - 22</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 7 (Skill) COUN 8390 Multicultural Case Presentation	<i>n</i> = 31	<i>Advanced (90-100%) - 29</i> <i>Proficient (80-89%) - 2</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>93.55% of students</i> <i>6.45% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 8 (Knowledge) COUN 6360 Quantitative Research Proposal	<i>n</i> = 14	<i>Advanced (90-100%) - 13</i> <i>Proficient (80-89%) - 0</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 1</i>	<i>92.86% of students</i> <i>0% of students</i> <i>0% of students</i> <i>7.14% of students</i>	92.86% of students met or exceeded expectations of this KPI
KPI 8 (Skill) COUN 8314 Cultural Research Project	<i>n</i> =23	<i>Advanced (90-100%) - 16</i> <i>Proficient (80-89%) - 6</i> <i>Emerging (70-79%) - 1</i> <i>Unsatisfactory (<70%) - 0</i>	<i>69.57% of students</i> <i>26.08% of students</i> <i>4.35% of students</i> <i>0% of students</i>	95.65% of students met or exceeded expectations of this KPI
KPI 9 (Knowledge) COUN 8317 Technique Paper	<i>n</i> = 31	<i>Advanced (90-100%) - 30</i> <i>Proficient (80-89%) - 1</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>96.77% of students</i> <i>3.23% 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 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n</i> = 31	<i>Advanced (90-100%) - 21</i> <i>Proficient (80-89%) - 10</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>67.74% of students</i> <i>32.26% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI
KPI 10 (Knowledge) COUN 6323 Final Exam	<i>n</i> = 2	<i>Advanced (90-100%) - 2</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 10 (Skill) COUN 8330 School Counselor Intern Performance Evaluation	<i>n = 2</i>	<i>Advanced (90-100%) - 2</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 11 (Knowledge) COUN 8368 Final Exam	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
KPI 11 (Skill) COUN 8390 Week 11 Tapescript Assignment	<i>n = 31</i>	<i>Advanced (90-100%) - 21</i> <i>Proficient (80-89%) - 10</i> <i>Emerging (70-79%) - 0</i> <i>Unsatisfactory (<70%) - 0</i>	<i>67.74% of students</i> <i>32.26% of students</i> <i>0% of students</i> <i>0% of students</i>	100% of students met or exceeded expectations of this KPI

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 5 (Knowledge) – 89.48% of students met or exceeded this standard. The Counseling Theories course and this KPI assignment will be reviewed to ensure students are well prepared and appropriately assessed in this domain (Counseling & Helping Relationships).

Comprehensive Exams Data by Term

Content Area	OLLU Scores				Overall CPCE Scores			
	Mean	SD	Min	Max	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	10.2	2.1	8.0	13.0	11.5	2.1	1.0	16.0
C2: Social and Cultural Diversity	9.5	2.3	7.0	12.8	10.0	2.4	0.9	16.9
C3: Human Growth and Development	10.0	2.1	7.6	12.8	11.1	2.5	0.9	16.9
C4: Career Development	9.9	2.2	7.2	12.6	10.9	2.4	0.9	17.0
C5: Counseling and Helping Relationships	9.3	2.6	6.8	12.6	11.1	2.6	0.0	17.0
C6: Group Counseling and Group Work	10.3	2.8	7.2	13.9	11.6	2.6	0.2	17.0
C7: Assessment and Testing	8.9	2.2	6.5	11.9	9.8	2.7	0.0	16.9
C8: Research and Program Evaluation	9.2	2.9	6.5	12.8	10.6	2.7	0.1	17.0
Total	77.3	12.9	65.6	96.2	86.4	14.7	9.5	126.5

MAC Program Comprehensive Exam Scores 2025/2026				
	SU25	FL25	SP26	2025/2026
Average Score	N/A	79.58	73.63	77.3
Pass Rate	N/A	63.15%	66.66%	64.9%

MAC Program Comprehensive Exam Benchmark- <i>Individual Data</i>	Students must achieve a minimum score of 75/136 (<i>proficient</i>) to pass their comprehensive exam.
MAC Program Comprehensive Exam Benchmark- <i>Aggregate Data</i>	A minimum of 80% of students should earn a passing score ($\geq 75\%$) on the comprehensive exam (CPCE).

Evaluation Summary: **64.9%** of students who sat for comprehensive exams in 2025/2026 achieved a passing score, with an average score of 77.3. The program ***did not*** successfully meet the benchmark of 80% of students passing the comprehensive exam.

Faculty Observations

- Largest discrepancy between OLLU/National Avg is in Content Area 5: Counseling & Helping Relationships (9.3/11.1). This content area was also the lowest performing KPI.
- Students currently at the point of taking CPCE went through courses before recent improvements were implemented. We believe we will begin seeing improvements in student outcomes now that courses are better aligned with CACREP standards and students are being better prepared for the CPCE.
- Some students likely need accommodations and have not secured or utilized them.
- The data also reflects demographic factors – privilege, ethnicity, class, etc. – that indicate possible test bias.

CCS-R (Skills) Evaluation Data



School Counseling,

Clinical Mental Health Counseling,

Clinical Rehabilitation Counseling

Rubric

Dates

CCS-R

5/1/25-5/1/26

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.	235(100%)	0 (0%)
1.B Encouragers Includes minimal encouragers & door openers	236 (100%)	0 (0%)
1.C Questioning Use of appropriate open & closed questioning	235 (100%)	0 (0%)
1.D Reflecting (Paraphrasing) Basic reflection of content - paraphrasing	235 (100%)	0 (0%)
1.E Reflecting (Feeling) Reflection of feelings	238 (100%)	0 (0%)
1.F Reflecting (Summarizing) Summarizing content, feelings, behaviors, & future plans	236 (100%)	0 (0%)
1.G Advanced Reflection (Meaning) Advanced reflection of meaning, including values & core beliefs	234 (100%)	0 (0%)
1.H Confrontation Counselor challenges clients to recognize & evaluate inconsistencies	212 (>99%)	1 (<1%)
1.I Goal Setting Counselor collaborates with clients to establish realistic, appropriate, and attainable therapeutic goals	230 (>99%)	1 (<1%)
1.J Focus of Counseling Counselor focuses (or refocuses) clients on their therapeutic goals	232(100%)	0 (0%)
1.K Facilitate Therapeutic Environment Expresses empathy & care	238 (100%)	0 (0%)
1.L Facilitate Therapeutic Environment Expresses respect & compassion for clients	237 (100%)	0 (0%)
STANDARD LEVEL COUNTS		

2.A Professional Ethics Adheres to the ethical guidelines of ACA, ASCA, IAMFC, APA & NBCC	237 (100%)	0 (0%)
2.B Professional Behavior Behaves in a professional manner towards supervisors, peers, & clients	236 (100%)	0 (0%)
2.C Professional & Personal Boundaries Maintains appropriate boundaries with supervisors, peers, & clients	236 (100%)	0 (0%)
2.D Adherence to Site & Course Policies Demonstrates an understanding & appreciation for all counseling site & course policies & procedures	237 (100%)	0 (0%)
2.E Record Keeping & Task Completion Completes all weekly record keeping & tasks correctly & properly	237 (100%)	0 (0%)
2.F Multicultural Competence in Counseling Relationship Demonstrates respect for culture	235 (100%)	0 (0%)
2.G Emotional Stability & Self-Control Demonstrates self-awareness and emotional stability	235 (100%)	0 (0%)
2.H Motivated to Learn & Grow/Initiative Demonstrates engagement in learning & development of counseling competencies	237 (100%)	0 (0%)
2.I Openness to Feedback Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	235 (100%)	0 (0%)
2.J Flexibility & Adaptability Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations	236 (100%)	0 (0%)
2.K Congruence & Genuineness Demonstrates ability to be present and 'be true to oneself'	236 (100%)	0 (0%)

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: All skill competencies met expectations according to the program benchmark. There are only two skills that had any student ratings below expectations (*Confrontation* and *Goal-Setting*).

Fitness-to-Practice (Professional Disposition) Evaluation Data

OLLU MAC PROGRAM FITNESS TO PRACTICE OUTCOME DATA 2025/2026				
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.	106 (98%)	-	2 (2%)	-
The student conducts themselves in a manner consistent with Our Lady of the Lake University's core values (community, integrity, trust, service).	106 (98%)	-	2 (2%)	-
The student demonstrates a respectful attitude towards peers, professors, and others.	108 (100%)	-	-	-
The student demonstrates sensitivity to real and ascribed differences in power between them and others.	105 (98%)	-	2 (2%)	-
The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	106 (98%)	-	2 (2%)	-
The student is timely and adheres to course schedules and assignment due dates.	105 (98%)	1 (1%)	1 (1%)	-
The student willingly increases knowledge (and implementation) of effective counseling strategies.	105 (97%)	-	3 (3%)	-
The student presents themselves professionally within course discussions and assignments.	107 (99%)	-	1 (1%)	-
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.	106 (98%)	-	2 (2%)	-
The student takes responsibility for compensating for their deficiencies in a timely manner.	106 (98%)	-	2 (2%)	-
The student takes responsibility for assuring client welfare when faced with the boundaries of their expertise.	106 (98%)	-	2 (2%)	-
The student provides only those services, and applies only those techniques, for which they are qualified by education, training, supervision, or experience.	108 (100%)	-	-	-
The student demonstrates basic cognitive, affective, and sensory	106 (98%)	-	2 (2%)	-

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.	108 (100%)	-	-	-
The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	106 (98%)	-	2 (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.	107 (99%)	1 (1%)	-	-
The student is honest.	106 (98%)	-	2 (2%)	-
The student is aware of their own belief systems, values, needs, and limitations and the effect of these on their counseling work.	105 (98%)	-	2 (2%)	-
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	105 (98%)	-	2 (2%)	-
The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	105 (98%)	-	2 (2%)	-
The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	105 (98%)	-	2 (2%)	-
The student contributes appropriately to classroom and supervisory discussions.	108 (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.	105 (98%)	-	2 (2%)	-
The student avoids improper and potentially harmful dual relationships.	105 (98%)	-	2 (2%)	-
The student respects the fundamental rights, dignity, and worth of all people.	105 (98%)	-	2 (2%)	-
The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	105 (98%)	-	2 (2%)	-

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.	107 (100%)	-	-	-
The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	105 (98%)	-	2 (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.	100 (98%)	-	2 (2%)	-
The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	100 (98%)	-	2 (2%)	-
The student demonstrates a capacity for understanding the influence of others on their own development (e.g. family or origin).	102 (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.	101 (98%)	-	2 (2%)	-
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.	101 (98%)	-	2 (2%)	-
The student demonstrates a potential for working effectively with distressful emotions (their own and the emotions of others).	100 (98%)	-	2 (2%)	-
The student presents a professional demeanor and image at field placement sites.	103 (100%)	-	-	-
The student regularly attends class, is on time for class, and stays for the entire class meeting.	101 (99%)	1 (1%)	-	-
In field placements, the student establishes and maintains a regular schedule of attendance and service for the entire semester.	102 (99%)	1 (1%)	-	-

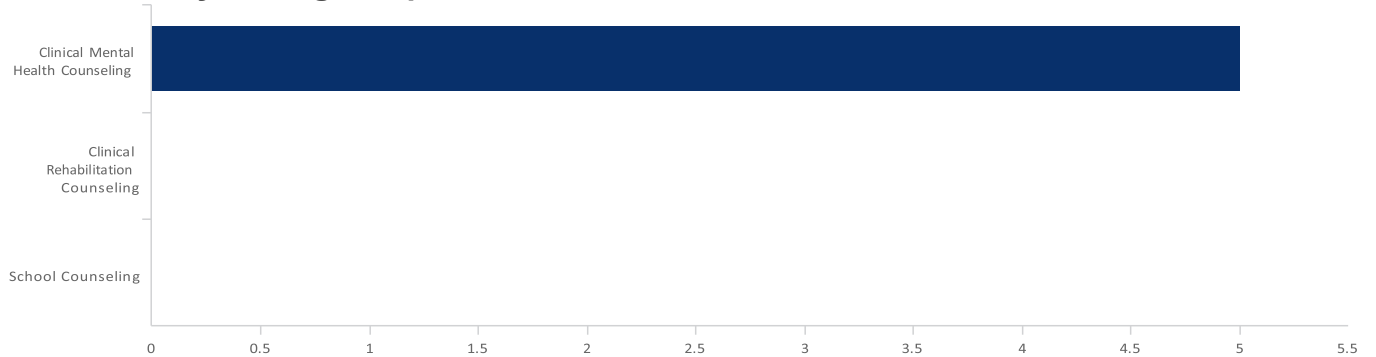
MAC Program FTP Benchmark- <i>Individual Data</i>	Students should achieve a rating of ' <i>no concerns</i> ' or ' <i>not observed</i> ' on each item of the FTP evaluation.
MAC Program FTP Benchmark- <i>Aggregate Data</i>	A minimum of 98% of evaluations should ' <i>meet expectations</i> ' (' <i>no concerns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

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

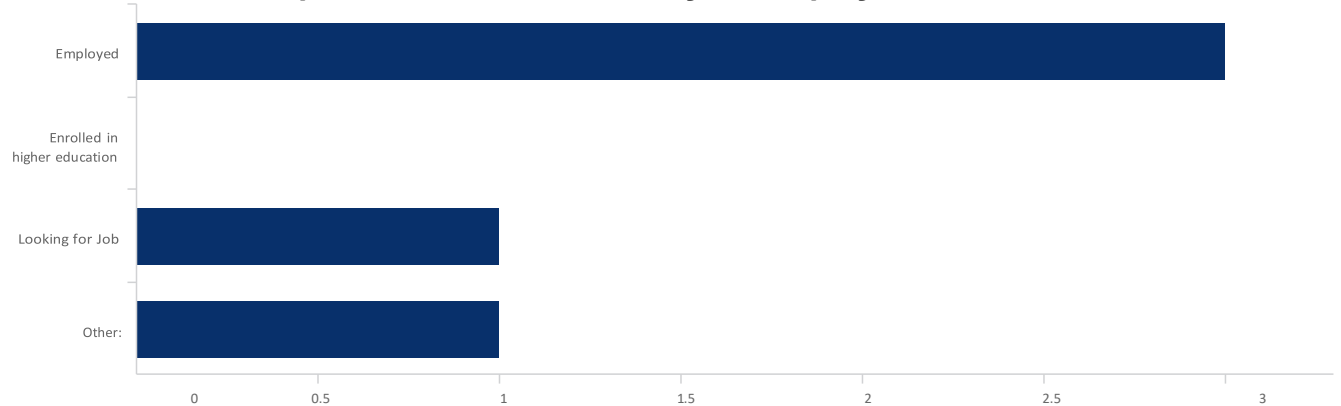
Program Data ~ Follow-Up Survey Data

Alumni Survey Feedback

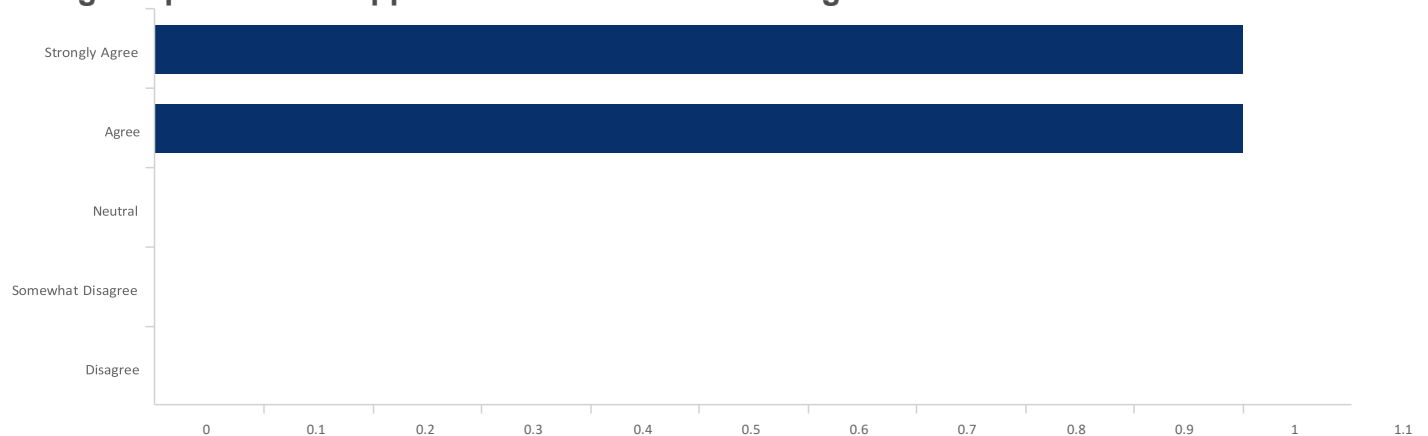
Please select your degree specialization:



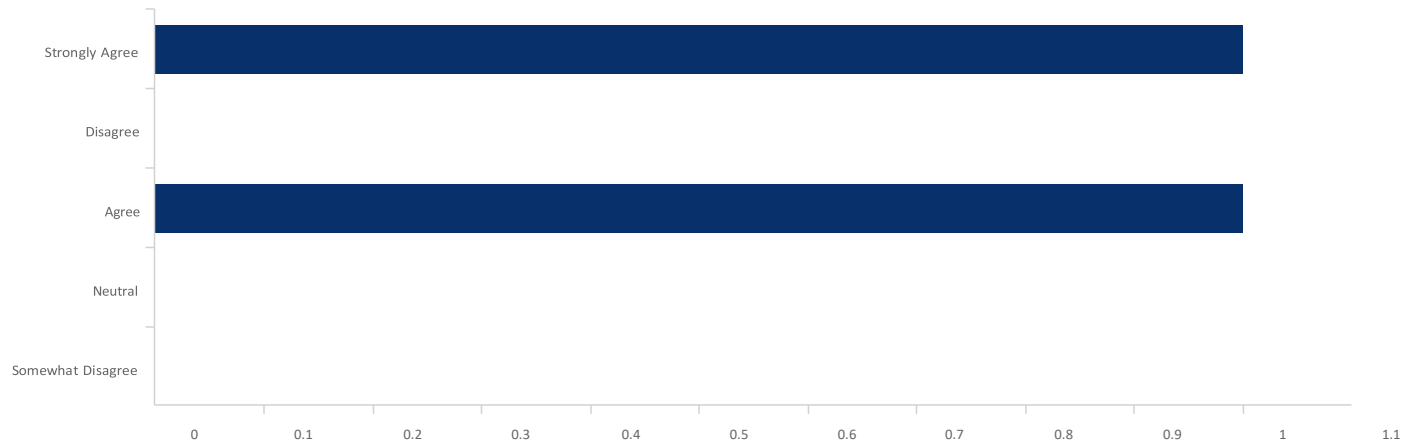
Please select the option that best describes your employment status:



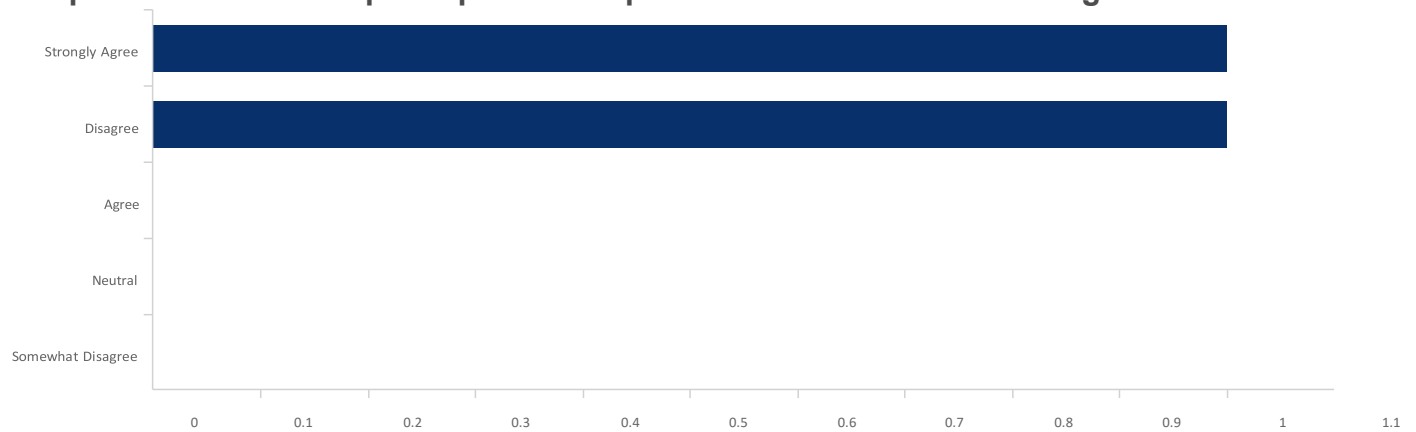
Indicate your level of agreement with the following statement: "The OLLU MAC Program provides a supportive and inclusive learning environment."



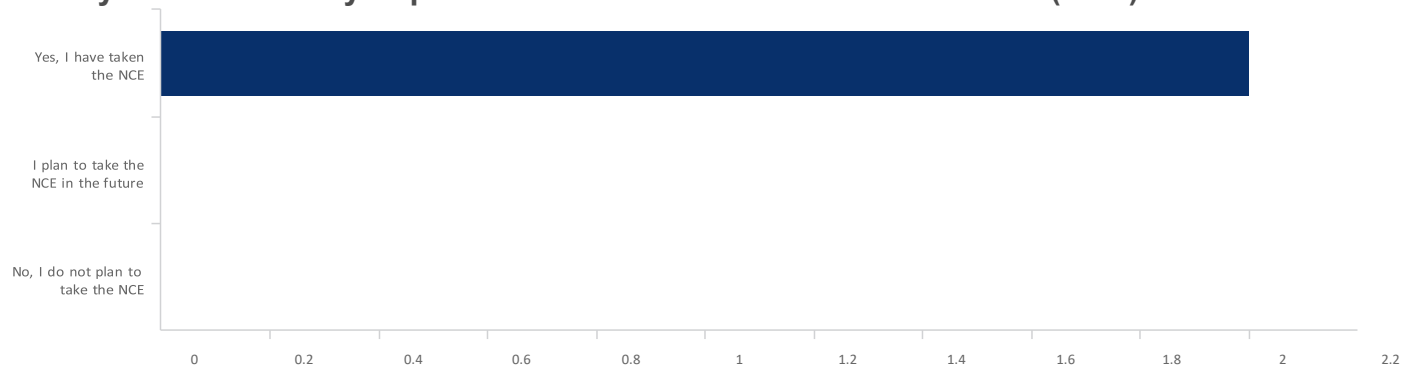
Indicate your level of agreement with the following statement: "I am satisfied with the academic advising support I received in the OLLU MAC Program."



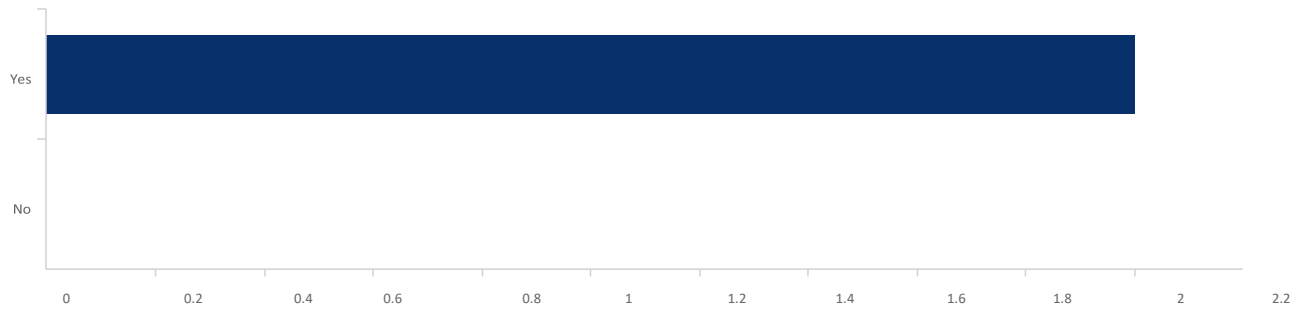
Indicate your level of agreement with the following statement: "I am satisfied with the practicum/internship site placement process in the OLLU MAC Program."



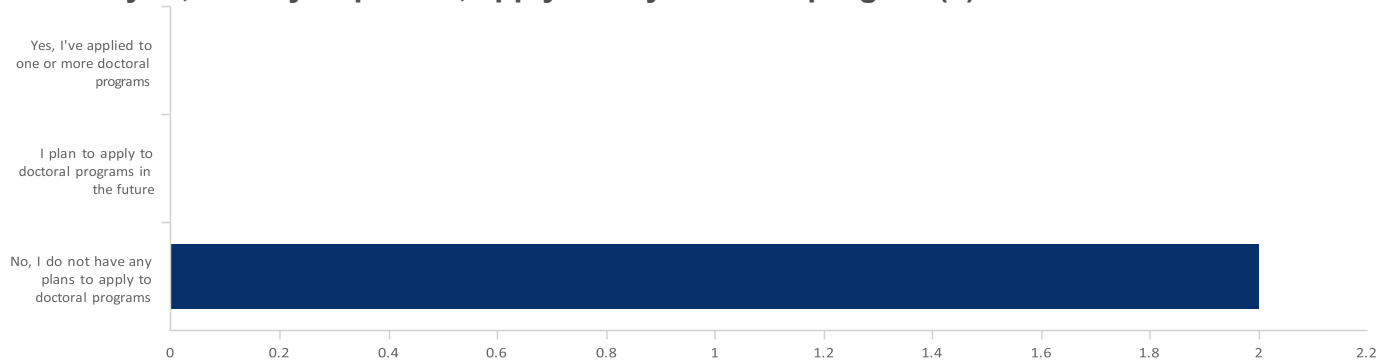
Have you taken or do you plan to take the National Counselor Exam (NCE)?



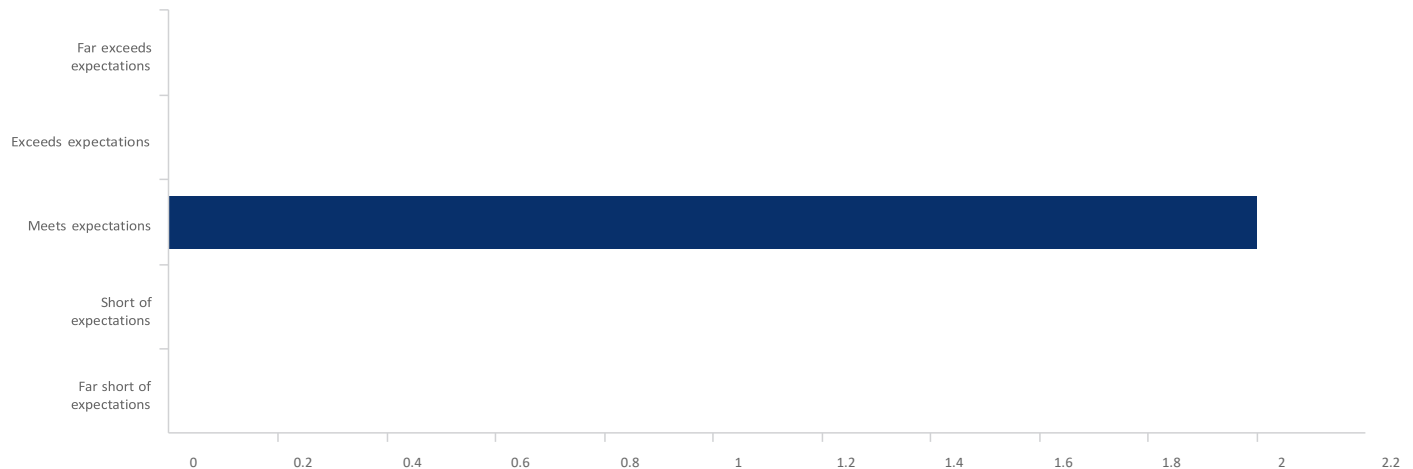
Did you pass the NCE?



Have you, or do you plan to, apply to any doctoral program(s)?



To what degree did your training meet your expectations for preparation as a Clinical Mental Health Counselor?



Evaluation Summary: The program's alumni surveys have been inconsistently distributed. Program faculty and staff are currently collaborating with other departments to improve the distribution process for increased response.

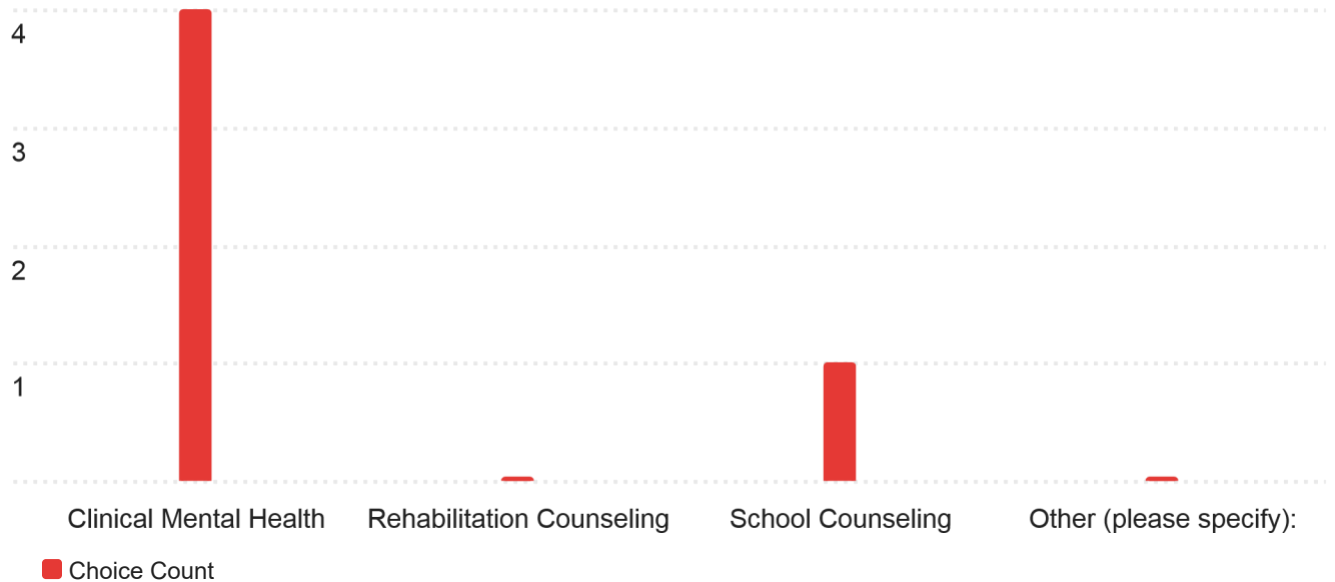
- Areas of Strength:
 - All alumni respondents reported that OLLU's MAC Program provides a supportive and inclusive learning environment.

- Advising support was also perceived as a program strength.
- Areas for Improvement:
 - A low number of alumni responses overall.
 - Satisfaction with the practicum/internship site placement process.

Employer & Site Supervisor Survey Feedback

Please select the specialization area your feedback pertains to:

5 Responses



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

Good clear communication, online platforms. [Name Redacted] is well rounded, professional and clinically prepared.

Techniques, skills, theories, realistic expectations of the world of school counseling

Their ethical preparation as professional counselors

We've only had one student from OLLU and she was a great pleasure to work with. She has returned upon graduation to join our team while working on her Associate hours. She appeared to have a lot of support throughout OLLU's program and was able to translate what is learned in class into her sessions.

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

Consent for minors and safety assessments/evaluations for suicidal ideation.

I am not sure if the university addresses self-care. I am just noticing that many interns struggle to balance their lives, graduate school requirements, practicum/internship, etc. and that self-care can be helpful if it is not addressed. I make sure to address it during every weekly supervision with interns.

diagnostic differentials and documentation

More emphasis on differential diagnosing would be great. I noticed some resistance and hesitation to confirming diagnoses but we were able to do a lot of talking through them.

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, absolutely! I would because they are well prepared to take on the role of school counselor with its many and intricate complexities. They understand this dynamic.

yes, my experience with the last intern was excellent

Absolutely! Our student was well prepared for the places she was in her development.

Evaluation Summary: The program's employer and site supervisor surveys have been inconsistently distributed. Program faculty and staff are currently collaborating to streamline the distribution process for increased response.

- Areas of Strength:
 - All respondents reported that they would consider a potential candidate from OLLU's MAC Program for a future opening.
- Areas for Improvement:
 - Differential diagnosis

Credentialing Examination Data

Of the 2 alumni that responded to the question, 2 reported taking the National Counselor Examination (NCE).

	Clinical Mental Health Counseling		Clinical Rehabilitation Counseling		School Counseling		Total
Yes, I have taken the NCE	100%	2	-	-	-	-	2
I plan to take the NCE in the future	-	-	-	-	-	-	-
No, I do not plan to take the NCE	-	-	-	-	-	-	-
Total	100%	2		-	-	-	2

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		-		-	2

Of the four students that attempted the Texas school counselor certification exam in 2025/2026, all four passed on their first attempt.

School Counselor Certification Exam	%	#
Passed	100%	4
Not Passed		
Total	100%	4

Job Placement Data

Of the 5 alumni that responded, three reported being employed (within 0-6 months after graduation).

Employment Status	%	Count
Employed	60%	3
Enrolled in higher education		
Looking for Job	20%	1
Other:	20%	1
Total	100%	5

	Clinical Mental Health Counseling		Clinical Rehabilitation Counseling		School Counseling		Total
Employed	50%	2	-	-	100%	1	3
Enrolled in Higher Education	-	-	-	-	-	-	-
Looking for Job	25%	1	-	-	-	-	1
Other:	25%	1	-	-	-	-	1
Total	100%	4		-	100%	1	5

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 2025/2026 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).	[See below]
Admissions Data	A continued decrease in overall program admissions numbers has been identified by program faculty.	Program faculty have identified recruitment as an area for focused efforts in 26/27. Program faculty members will meet with marketing partners on a bi-weekly schedule to monitor and improve recruitment opportunities and strategies to achieve program objective 1.
Program Completion Data	Our 25/26 completion rates (<6 years) have improved from the previous academic year. Retention rates have remained stable in 25/26.	Faculty will continue current retention strategies with continuous monitoring for areas in need of improvement or enhancement.
Alumni Surveys	Although the Alumni survey is yielding valuable feedback and data from our graduates, the survey is not distributed consistently.	Faculty will collaborate with the Office of Institutional Advancement to streamline communication channels and process for alumni and employer/site supervisor survey distribution.

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 2025/2026 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 – 94.74%	Met
1.2 Skill	• COUN 8390 Week 11 Tapescript	Average >80%	Average – 100%	Met
KPI 2 Social & Cultural Diversity				
2.1 Knowledge	• COUN 8314 Cultural Research Proj • Comp exam questions – Core Area 2	Average >80%	Average – 95.65%	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 – 100%	Met
3.2 Skill	• COUN 8390 Multicultural Case Pres.	Average >80%	Average – 100%	Met
KPI 4 Career Development				
4.1 Knowledge	• COUN 6330 Personal Career Dev An. • Comp exam questions – Core Area 4	Average >80%	Average – 97.58%	Met
4.2 Skill	• COUN 6330 Case Study Analysis	Average >80%	Average – 97.62%	Met
KPI 5 Counseling & Helping Relationships				
5.1 Knowledge	• COUN 8302 Theory Impl. Paper 2 • Comp exam questions – Core Area 5	Average >80%	Average – 89.48%	Met
5.2 Skill	• COUN 8390 Week 11 Tapescript	Average >80%	Average – 100%	Met
KPI 6 Group Counseling & Group Work				
6.1 Knowledge	• COUN 8312 Group Formation Project • Comp exam questions – Core Area 6	Average >80%	Average – 100%	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 – 100%	Met
7.2 Skill	• COUN 8390 Multicultural Case Pres	Average >80%	Average – 100%	Met
KPI 8 Research & Program Evaluation				
8.1 Knowledge	• COUN 6360 Quant Research Prop • Comp exam questions – Core Area 8	Average >80%	Average – 92.86%	Met
8.2 Skill	• COUN 8314 Cultural Research Proj	Average >80%	Average – 95.65%	Met
KPI 9 CMHC Specialization				

9.1 Knowledge	• COUN 8317 Technique Paper	Average >80%	Average – 100%	Met
9.2 Skill	• COUN 8390 Week 11 Tapescript	Average >80%	Average – 100%	Met
KPI 10 SC Specialization				
10.1 Knowledge	• COUN 6323 Final Exam	Average >80%	Average – 100%	Met
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 – N/A	N/A
11.2 Skill	• COUN 8390 Week 11 Tapescript	Average >80%	Average – 100%	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 25/26 is 64.9% , therefore the program <i>did not</i> successfully meet the program benchmark.	Not Met
Employer & Site Supervisor Surveys	A minimum of 80% of employers and site supervisors should respond favorably when asked if they would consider a graduate or intern from OLLU’s MAC Program a strong candidate for a future opening.	In response to being asked if they would consider a graduate or intern from OLLU’s MAC Program a strong candidate for a future opening, 100% of employers and	Met

		site supervisors responded favorably.	
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 4 students that attempted the school counselor certification exam in 2025/2026, 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 5 alumni that responded to the alumni survey, 3 reported that they secured a position and are currently employed; 1 selected “other”, and 1 selected “currently looking for a position”.	<i>Met</i>

Program Modifications

Modifications Addressing Program Evaluation Outcomes

Upon review of the 2025/2026 program data report, faculty identified aspects of the program in need of improvement. Relevant program evaluation data and resulting program modifications are described below. In-progress program goals from 2025/2026 are also included below (targeted recruitment, site supervisor training, KPI revisions, alumni survey distribution, and newsletter distribution).

PROGRAM MODIFICATIONS TO ADDRESS PROGRAM OBJECTIVE #1

- Faculty will make targeted efforts towards recruitment. Due to various institutional changes, including personnel changes within the counseling program, this goal was not accomplished during the 25/26 academic year.
 - Targeted recruitment activities for 2026/2027:
 - Visit Providence HS, Visit OLLU Psychology courses
 - Recruit alumni and/or our student organization members to join faculty in recruitment activities.
 - Get input from advisory board regarding targeted recruitment strategies
- 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 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.
 - Continue scheduled drop-in opportunities for site supervisors to ask questions and consult with MAC Clinical Team.

PROGRAM MODIFICATIONS TO ADDRESS PROGRAM OBJECTIVE #2

- To address the CPCE comprehensive exam pass rate (64.9%) that *did not* successfully meet the program benchmark:
 - Faculty will continue to closely review CPCE results to identify core curriculum areas with low scores that could be strengthened through curriculum improvements.
 - Faculty will add the CPCE practice exam information to optional study activities listed in student CPCE email distributions and fact sheets. Faculty discussed potentially collecting data to compare student scores for those who did/did not take practice exam.
 - Faculty may also consider requiring student completion of the CPCE practice exam to demonstrate readiness prior to being approved to sit for the CPCE. This reducing the likelihood of multiple attempts at the student's expense. The practice exam costs \$25.
- Although KPI results met program benchmarks, faculty will continue to review current KPI assignments to confirm they are valid/appropriate measures and revise or replace as needed.
 - Content Area 5: Counseling & Helping Relationships was the lowest content area among aggregate student scores on CPCE and KPIs. Faculty will review the COUN 8302 KPI (Theory Implementation Papers) and consider necessary revisions.
 - Faculty will consider adding an exam back to COUN 8314 (to prepare for CPCE questions from this domain).

- Faculty will consider revising tapescript rubrics to differentiate competency expectations between Practicum, Internship 1, Internship 2 and prioritize critical analysis over quality of session/tape.

PROGRAM MODIFICATIONS TO ADDRESS PROGRAM OBJECTIVE #3

- Clarify and strengthen communication channels and process for alumni and employer/site supervisor survey distribution.
 - MAC Faculty are currently working with OLLU Alumni Relations to develop a stronger survey distribution process.
 - Will distribute surveys in May (fall grads) and December (spring/summer grads).

Additional Program Modifications

- Program faculty will begin the practice of creating and distributing program newsletters, starting with one newsletter per semester.

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

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OUR LADY OF THE LAKE UNIVERSITY

MASTER OF ARTS IN COUNSELING PROGRAM

Clinical Mental Health Counseling – School Counseling – Clinical Rehabilitation Counseling