



GWYNEDD MERCY UNIVERSITY
COUNSELING M.S., Clinical Mental Health Counseling and School Counseling
2025-2026 PROGRAM EVALUATION REPORT

MAY 2026

Counseling faculty review program evaluation data during our annual Counseling Data Retreat. This report, designed to inform all stakeholders of the counseling program, summarizes statistics related to (1) applicants, current students, and 2025-26 program graduates; (2) follow-up studies of program stakeholders; (3) data from measures of students' dispositions, knowledge, and skills collected during the 2025-2026 academic year; and (4) an overall assessment of program objectives. Plans for program improvement based on program evaluation data are presented.

Introduction

Established within a faith-based tradition, Gwynedd Mercy University embraces the following core values: Integrity in Word and Deed, Respect for the Dignity of Each Person, Service to Society, and Social Justice in a Diverse World. The Counseling Program reflects the mission of the larger university through its commitment to service, advocacy, equity, and diversity. We prepare our students to be strong scholar-practitioners with a foundation in evidence-based practices.

Gwynedd Mercy University's Counseling Program is a distance-learning, 60-credit Master of Science degree in Counseling that prepares students for entry-level professional counseling practice through a scholar-practitioner model that integrates theory, research, and supervised clinical experience. Students choose between two master's program concentrations, both of which are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2032: Clinical Mental Health Counseling or School Counseling. Additionally, the program offers a PreK–12 School Counseling Certification and Clinical Mental Health Certificate for post-master's students.

Selected 2025-2026 Program Highlights

Educational Review Committee (ERC) Self-Study

During the 2025–2026 academic year, the Graduate Counseling Program completed its comprehensive five-year self-study as part of the Educational Review Committee (ERC) process.

This reflective and collaborative effort provided an opportunity to evaluate program effectiveness, alignment with institutional goals, and progress since the previous review, including the successful attainment of CACREP accreditation. The self-study, along with feedback from the ERC, highlighted key program strengths, identified ongoing challenges, and informed recommendations to support continued growth, quality improvement, and long-term sustainability.

ERC-Identified Program Strengths

The ERC recognized the counseling program as a strong, collaborative model, with intentional integration of professional development, scholarship, and faculty support, including adjunct instructors. Program outcomes are well aligned with the university's mission, and a clear commitment to inclusive excellence is demonstrated through curriculum, classroom practices, and intentional community-building efforts.

The program shows strong growth and responsiveness, with increased enrollment and applications following CACREP accreditation, successful implementation of program improvements, and full resolution of prior ERC recommendations. The residency model, cohort structure, and faculty mentorship were highlighted as key strengths supporting student engagement and professional development.

Students benefit from robust experiential learning opportunities, including extensive fieldwork placements and new simulation resources. Outcomes data reflect high levels of student satisfaction, strong employment rates post-graduation, and licensure exam performance that meets or exceeds state and national benchmarks. Additional strengths include growing interest in the Early Entry 4+2 pathway and continued program innovation.

ERC-Identified Program Challenges

The ERC identified challenges related to recent leadership transitions, reduced administrative support, and increased faculty workload, particularly in advising during a period of transition. Strong program growth has also created capacity constraints, including enrollment limits, waitlists, and declining enrollment in the School Counseling concentration. Additional challenges include delays in institutional processes affecting field placement timelines, the need to transition functions in-house as an external partnership concludes in 2026, and structural and external factors, such as Early Entry pathway limitations and anticipated financial aid changes, that may impact future enrollment.

Program-Level Priorities: The program is encouraged to assess factors contributing to lower enrollment in the School Counseling concentration and continue strengthening student learning through expanded use of instructional technologies. The ERC also emphasized the importance of ongoing attention to faculty workload, professional development, and well-being, as well as the establishment of a Counseling Advisory Board to strengthen partnerships with community and campus stakeholders. In preparation for the transition away from an external partner in 2026, the program should also assess internal needs to support marketing, recruitment, and admissions functions.

Institution- and Cross-Unit Priorities: The ERC recommended increased institutional support to sustain program growth, including the addition of faculty positions to maintain CACREP-aligned ratios and expand capacity. Collaboration with university partners will be important to address structural barriers affecting the Early Entry 4+2 pathway and to improve the efficiency of clinical site agreement processes. Additional institutional resources will also be needed to ensure a successful transition of key functions currently managed by an external partner.

4+2 Early Entry Program

The program continued to expand its partnership with Gwynedd Mercy University's Psychology program through the 4+2 Early Entry pathway, designed to strengthen the undergraduate-to-graduate pipeline. This initiative allows eligible psychology majors to complete up to 12 graduate credits as part of their undergraduate open electives, reducing time to degree completion and lowering overall tuition costs. The first student entered the pathway in Spring 2026 as a dual-enrolled participant, successfully completing six graduate credits and matriculating into the master's program for Fall 2026. Building on this early success, four additional students are scheduled to begin graduate coursework in Fall 2026 while dually enrolled, demonstrating growing student interest and the program's potential to support early professional preparation in counseling.

Post-Master's School Counseling Certificate

The program successfully revised its Post-Master's School Counseling certification offering to better meet student needs and improve access. After identifying that students were ineligible for federal financial aid under the previous structure, the program secured approval to transition the offering to a formal certificate program. This change enables students to qualify for federal student loans while also receiving a university-issued certificate upon completion. The revision supports increased recruitment and retention by improving affordability and accessibility for working professionals seeking school counseling certification.

Counseling Skills Lab

In collaboration with the Social Work and Psychology programs, the counseling program secured capital funding to develop an innovative Counseling Skills Lab, scheduled to open in July 2026. The facility includes five individual counseling rooms, two group counseling rooms, and observation rooms where faculty and peers can view sessions through one-way mirrors. The rooms are equipped to support recording and live streaming of practice and instructional sessions, enhancing opportunities for feedback, supervision, and skill development. The lab will be integrated into residency experiences, providing students with experiential training in a realistic clinical environment.

Counselors for Social Justice

The counseling program has continued to develop its Counselors for Social Justice (CSJ)

chapter. Over the past year, there has been increased student interest and expanded faculty involvement to support the development of the organization’s structure, leadership, and future initiatives. These efforts lay the foundation for increased student engagement in advocacy, equity, and culturally responsive counseling, aligning with the program’s broader commitment to social justice.

Course Revisions

Program faculty completed substantial revisions to two core counseling courses, one Clinical Mental Health Counseling course, and three School Counseling courses. These updates were designed to ensure alignment with the 2024 CACREP standards, incorporate innovative and engaging pedagogical approaches, address the evolving impact of artificial intelligence in coursework, and respond to feedback from key stakeholders.

Counseling program faculty also implemented many more changes to improve the program and the student experience. A complete list of program changes from 2024-2026 can be found in Appendix A.

Program Demographic Data and Completion Rates

Applicant Demographic Data

Applicant Demographics: 2025-2026

Applicants	Fall 2025
Total	51

Gender	Fall 2025
Male	10
Female	38

*Remaining applicants’ gender not listed

Age	Fall 2025
1 - 25	22
26 - 30	12
31 - 35	4
36 - 40	4
41 - 50	5
51+	3
unknown	1

Race	Fall 2025
------	-----------

Asian	2
Black	11
White	37

*Remaining applicants' race not listed

Applicants	Spring 2026
Total	

Gender	Spring 2026
Male	5
Female	21

*Remaining applicants' gender not listed

Age	Spring 2026
1 - 25	9
26 - 30	6
31 - 35	3
36 - 40	5
41 - 50	5
51+	2

Race	Spring 2026
American Indian	1
Asian	0
Black	10
White	17

*Remaining applicants' race not listed

Student Demographic Data

Total Enrolled Master's Student Demographics: 2025-2026

Gender	
Male	21
Female	103

Age	
1 – 24	33

25 - 29	38
30 - 34	14
35 - 39	15
40 - 49	16
50+	8

Race	
Asian	4
Black/African American	21
Hawaiian/Pacific Islander	0
Hispanic/Latin	5
Two or more	4
Unknown	2
White	88
TOTAL	124

For the 2025-2026 academic year, our enrolled students, 17% identify as male, and 83% identify as female. This is largely in line with students enrolled in CACREP accredited master's programs across the U.S. In 2025, CACREP's vital statistics report (<https://www.cacrep.org/wp-content/uploads/2026/05/CACREP-Vital-Statistics-2025-Report.pdf>) indicated 18.91% of students in CACREP accredited master's programs nationwide identified as male, while 80.22% identified as female. With regard to race, 71% of our enrolled students identified as White, compared to 56.1% of students nationwide. While this area does indicate a discrepancy between our program and programs nationwide, the racial breakdown of students is in line with the demographic statistics in Pennsylvania, where the majority of our students are located. According to the US Census Bureau, estimates as of July 1, 2025 indicate that 80.0% of the population in PA identify as White (<https://www.census.gov/quickfacts/fact/table/PA/PST045223>).

Program Completion

During the 2025-2026 academic year, 130 students were enrolled in the counseling programs at Gwynedd Mercy University, with 124 of those enrolled in the master's programs. In August 2025, there were 3 graduates in the clinical mental health concentration and 2 students who completed the CMHC Post-graduate Certification Program. In December 2025, there were 10 graduates in the clinical mental health concentration and 8 in the school counseling concentration. In May 2026, there were 5 graduates in the clinical mental health concentration and 4 in the school counseling concentration, along with 2 students who completed the CMHC Post-graduate Certification Program.

Constituent Surveys

The counseling program collects feedback from key stakeholders, including graduating students

and site supervisors, to support continuous improvement. Graduate exit surveys and site supervisor evaluations provide insight into student preparedness, program effectiveness, and areas for growth. The following summaries highlight key findings used to inform program enhancement.

Graduate Exit Surveys

December 2025 graduates: A graduate exit survey was distributed in December 2025 to the 18 scheduled to graduate that month, with 15 responses received (83% response rate). Respondents included eight Clinical Mental Health Counseling students and seven School Counseling students.

Results indicate that the majority of students plan to pursue licensure and certification. Seven percent reported already taking the National Counselor Examination (NCE), with 40% planning to take it within six months and an additional 27% planning to take it at a later time. The remaining students were undecided or did not plan to take the exam. Among School Counseling graduates, 38% had taken the Praxis exam and 50% reported plans to do so.

Regarding post-graduation employment, 27% of respondents reported securing employment in counseling or a related field, 60% were actively seeking positions, and 13% indicated they did not plan to pursue employment in the counseling field.

May 2026 graduates: A graduate exit survey was distributed in April 2026 to 14 students scheduled to graduate in May 2026, with 13 responses received (93% response rate). Respondents included nine Clinical Mental Health Counseling students and four School Counseling students.

Survey results indicate strong intent to pursue licensure, with 8% of respondents reporting they had already taken the National Counselor Examination (NCE), 54% planning to take it within six months, and 23% planning to take it at a later date. The remaining respondents were undecided.

Regarding post-graduation employment, 62% of respondents reported securing employment in counseling or a related field, 15% were actively seeking positions, and 23% had not yet begun their job search. Overall, these outcomes reflect strong early employment attainment and continued progression toward professional licensure.

Site Supervisor Survey

A survey was distributed to 65 site supervisors who supervised Gwynedd Mercy University counseling students during the 2025–2026 academic year. A total of 21 supervisors responded (response rate: 32.3%).

Supervisors were asked to rate the counselor trainee's competence on a scale of 1 (Below Expectations) to 5 (Above Expectations), with 3 representing Meets Expectations. The overall mean rating was 4.24, indicating that students, on average, exceeded expectations in their professional competence.

Site supervisors were asked to rate their supervisees in terms of the knowledge and skills

described in each of our 10 program objectives on a scale of 1-5.

Program Objective	Mean Rating (N = 32)
Professional Orientation: Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	4.24
Cultural Diversity: knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on individuals' views of others	4.38
Human Development: knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	4.19
Career Development: knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation	3.71
Counseling Relationship: knowledge of essential interviewing, counseling, and case conceptualization skills	4.25
Group Counseling: knowledge of approaches to group formation, including recruiting, screening, and selecting members	4.20
Assessment: knowledge of the use of assessments for diagnostic and/or planning purposes	3.95
Research: knowledge of the analysis and use of data in research and counseling	3.86
For mental health counseling students only: Clinical Mental Health Counseling: understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues	4.00
For school counseling students only: School Counseling: knowledge of the school counselor roles as leaders, advocates, and systems change agents in P-12 schools	4.38

Across all program objectives, ratings were consistently between “meets” and “above expectations.” The highest-rated areas included Cultural Diversity and School Counseling (4.38), while Career Counseling received the lowest average rating (3.71).

Overall, these findings reflect strong supervisor confidence in the preparedness and effectiveness of counseling students in applied settings.

Site Supervisor Feedback Summary

Site supervisors consistently highlighted strong student preparation, professionalism, and effective use of supervision as key strengths of the program. Supervisors noted that students demonstrate solid clinical skills, ethical awareness, and the ability to build meaningful relationships with clients, families, and stakeholders. The program was also recognized for its emphasis on culturally responsive practices, evidence-based approaches, and clear communication, as well as for maintaining supportive and collaborative relationships with site supervisors.

Areas for growth focused on enhancing specific skill areas and supporting student workload balance. Supervisors encouraged increased exposure to school-based processes (e.g., IEPs and 504 plans), expanded opportunities for practicing counseling skills and lesson development, and continued emphasis on current evidence-based practices. Additional recommendations included clearer communication regarding internship expectations and continued support in helping students secure placement opportunities.

In response, the program is reviewing curriculum and fieldwork expectations to strengthen content related to school-based practices, increase applied skill development opportunities, and improve clarity in internship requirements. Ongoing efforts will also focus on aligning coursework and field experiences to support student success while maintaining strong partnerships with site supervisors.

2025-2026 Student Data

Student Dispositions

CACREP (2024) Standard 2.C requires that the counselor education program faculty systematically assess each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

Counselor dispositions are assessed at multiple points over the program using the Professional Dispositions Competency Assessment –Revised (PDCA-R), and the Site Supervisor Evaluations [Assessment of Clinical Mental Health Competencies (ACMHC), and the Assessment of School Counselor Competencies (ASCC)]. The PDCA-R is completed by the faculty instructor for each student in three core courses: CNS 501, CNS 513, and CNS 535/536. The ACMHC and the ASCC are completed by site supervisors during practicum and during Internships I, II, and III. Both measures ask the assessors to rate each student on a scale of 1-4, where a score of 3 meets expectations.

The table below depicts the percentage of students meeting expectations for dispositions

on each measure.

	PDCA-R	ACMHC	ASCC
Summer 2025	100%	84.72%	ASCC data not collected in summer term
Fall 2025	88.64%	92.11%	97%
Spring 2026	89.39%	84 %	96.5%

Appendix C contains comprehensive results for all sections of the PDCA-R for Summer 2025, Fall 2025, and Spring 2026.

Appendix D contains comprehensive results for all sections of the Site Supervisor Evaluations (AMHCC and ASCC) for Summer 2025 (only clinical concentration), Fall 2025, and Spring 2026.

Discussion of Results of Student Dispositions Assessment: Students scored highly on the dispositions assessments. The program has provided additional training and guidance to instructors on how to score the assessment to improve inter-rater reliability for the PDCA-R.

Student Knowledge and Skills

CACREP (2024) Standard 2.C. requires that the counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.

The following table outlines the ten Program Objectives/Student Learning Outcomes, their alignment with the 2024 CACREP standards, and the associated assessment measures and results.

Evaluation of Program Objectives/Learning Outcomes

PO/PLO	Course(s) / Measure	Results
PLO 1: Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (3.A.10.)	CNS 540 Final Exam Benchmark: 2 -----	Mean = 2.6 -----
	CECE: Professional Counseling Orientation and Ethical Practice subtest	Mean (Summer 2025) = 25% Mean (Fall 2025) = 25% Mean (Spring 2026) = 66.5%

	Benchmark: 9/15 (60%)	
PLO 2: Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. (3.B.2.)	CNS 527 Week 7: Cultural Immersion Paper Benchmark: 2 ----- CECE: Social and Cultural Diversity subtest Benchmark: 9/15 (60%)	Mean = 2.7 ----- Mean (Summer 2025) = 25% Mean (Fall 2025) = 90% Mean (Spring 2026) = 100%
PO3: Students will demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. (3.C.7,11.)	CNS 504 Week 7: Lifespan Interview Benchmark: 2 ----- CECE: Human Growth and Development Benchmark: 9/15 (60%)	Mean = 2.8 ----- Mean (Summer 2025) = 0% Mean (Fall 2025) = 45% Mean (Spring 2026) = 29%
PO4: Students will demonstrate knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation. (3.D.6.)	CNS 531: Week 2 "Trait and Decision Based Theory Case Study" Benchmark: 2 ----- CECE: Career Development Benchmark: 9/15 (60%)	Mean = 2.5 ----- Mean (Summer 2025) = 25% Mean (Fall 2025) = 55% Mean (Spring 2026) = 50%
PO5: Students will demonstrate knowledge of essential interviewing, counseling, and case conceptualization skills. (3.E.3,9.)	CNS 501 Week 12: Mock Session 3 Benchmark: 2 ----- CNS 513 Case Conceptualization Benchmark: 2	Mean = 1.9 ----- Mean = 2.7
PO6: Students will demonstrate knowledge of approaches to group formation, including recruiting, screening, and selecting members. (3.F.5)	CNS 535/536 Week 8: Group Counseling Proposal Part 3 – Literature Review Benchmark: 2	Mean = 2.3

	----- CECE: Group Counseling Benchmark: 9/15 (60%)	----- Mean (Summer 2025) = 75% Mean (Fall 2025) = 70% Mean (Spring 2026) = 83.5%
PO 7: Students will demonstrate knowledge of the use of assessments for diagnostic and intervention planning purpose. (3.G.7.)	CNS 521 Week 7: Case Conceptualization and Assessment Plan Benchmark: 2 ----- CECE: Assessment and Testing Benchmark: 9/15 (60%)	Mean = Did not run ----- Mean (Summer 2025) = 0% Mean (Fall 2025) = 20% Mean (Spring 2026) = 16.5%
PO8: Students will demonstrate knowledge of the analysis and use of data in counseling. (3.H.6.)	CNS 510 Week 7: Research proposal slide presentation Benchmark: 2 ----- CECE: Research and Program Evaluation Benchmark: 9/15 (60%)	Mean = 2.9 ----- Mean (Summer 2025) = 25% Mean (Fall 2025) = 10% Mean (Spring 2026) = 25%
PO9: Clinical Mental Health Students will demonstrate understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues. (5.C.5.)	CNS 502: Week 7 Discussion “Mental Health Program Presentation” Benchmark: 2 ----- CNS 506: Week 6 Case Study Part IV Benchmark: 2	Mean = 2.7 ----- Mean = 2.6
PO10: School Counseling Students will demonstrate knowledge of the school counselor roles as leaders,	CNS 609 Week 12 Discussion: “Leaders, advocates and change agents “ Benchmark: 2	Mean = 2.3

advocates, and systems change agents in P-12 schools. (5.H.6.)	----- CNS 523 Week 3 Multi-tier support system Case Study Benchmark: 2	----- Mean = 2.8
--	--	---------------------

Discussion of Program Objectives/Student Learning Outcomes:

An analysis of the Program Objectives (PO)/Student Learning Outcomes (SLO) for the 2025–2026 academic year indicates that the program continues to meet internal benchmarks, with particular strengths in cultural diversity, group counseling, and specialty-specific outcomes (Clinical Mental Health Counseling and School Counseling). However, comparison with 2024–2025 data highlights several areas requiring focused attention, particularly in standardized CECE exam performance within foundational domains and a slight decline in foundational interviewing skills.

Course-Based Assessments (Internal Measures) The program utilizes a benchmark of 2.0 for all course-based measures. Overall, students continued to demonstrate strong performance across internal assessments in AY2025-2026, with means largely remaining stable or showing only slight, statistically insignificant decreases compared to AY2024-2025.

Using a benchmark of 2.0, student performance across course-based assessments remained strong and generally stable. Specialty outcomes demonstrated consistent achievement, with CMHC outcomes maintaining high means and School Counseling outcomes remaining steady. Group Counseling showed modest improvement.

One area for monitoring is PO 5 (Interviewing, Counseling, and Case Conceptualization), where one measure (CNS 501 Mock Session 3) declined below the benchmark, indicating a need for strengthened instructional focus in foundational counseling skills. Additionally, PO 7 (Assessment) could not be evaluated internally due to the course not being offered. A change in measurement for PO 3 (Lifespan) did not significantly affect overall performance, which remained strong.

CECE Standardized Exam Performance (External Measures) Using a benchmark of 60%, CECE results revealed variability in student mastery of foundational knowledge. Strengths were observed in Social and Cultural Diversity, where multiple cohorts exceeded benchmarks, and in Group Counseling, which showed consistent improvement across semesters. Professional Orientation and Ethics also demonstrated improvement, with recent cohorts meeting benchmark expectations.

However, several domains require targeted attention. Human Growth and Development and Career Development showed notable declines, with no cohorts meeting benchmarks in 2025–2026. Assessment and Research remain persistent areas of underperformance, with

scores consistently below benchmark across cohorts despite modest gains in some cases. Both the Assessment and Research courses were revised during the 2025–2026 academic year to strengthen content delivery, enhance student learning, and address these identified gaps.

Summary and Implications

Overall, findings suggest that while students perform well in course-based assessments and specialty competencies, there is a gap in retention and application of foundational knowledge as measured by standardized assessments. Moving forward, the program will prioritize strengthening foundational skill development in interviewing and counseling, while enhancing instructional strategies and exam preparation in Human Growth and Development, Career Development, Assessment, and Research to better align internal performance with external benchmarks.

Appendix B contains comprehensive results for student learning outcome measures for Summer 2025, Fall 2025, and Spring 2026.

Program Improvement

The Gwynedd Mercy University Counseling Program uses program evaluation data to inform program modifications (CACREP, 2024, Standard 2.F). The following section details actions taken based on the program modification recommendations made for the 2025-2026 academic year.

Category of recommendation	Action taken
Strengthen Internship and Field Placement Support	Developed a fieldwork application checklist and timeline; expanded site agreements; continued development of the Supervision Assist database; incorporated an alumni panel into residency.
Improve NCE Exam Preparation	Integrated exam preparation into coursework through quizzes and study materials; compiled and shared exam prep resources; hosted and recorded an NCE workshop.
Creation of Alumni Panel	Incorporated alumni panels into CNS 537 residency to support professional development and career readiness.
Improve Communication Regarding Internship Quizzes	Clarified purpose of weekly internship quizzes through orientation, mentorship, fieldwork orientation, and internship courses.
Enhance Preparation for 504s and IEPs	Revised CNS 523 to include applied assignments and case studies addressing MTSS, including 504 and IEP knowledge.
Expand Practical Skill Development and Case Conceptualization	Integrated case scenarios across courses; added case presentations; included skills assessment and case conceptualization

	workshops in residency.
Expand Cultural Competence and Diversity Training	Revised CNS 527; incorporated diverse authors, materials, and case studies across the curriculum.
Improve Assessment Reliability (PDCA-R)	Developed and disseminated instructional guidelines and training resources to improve inter-rater reliability.
Address Gaps in Clinical Exposure	Continued data collection from site supervisors regarding “not observed” ratings in diagnosis, interventions, and psychopharmacology.
Revise Fieldwork Assignments (Intake, Diagnosis, Assessment, Psychopharmacology)	Ongoing revision of assignments to include intake, diagnosis, assessment, and psychopharmacology.
Increase Intervention Practice Opportunities	Expanded intervention-focused workshops within CNS 537 residency.

In addition to addressing the recommendations from the previous year, a complete list of program improvement actions implemented from 2024-2026 can be found in Appendix A.

Program Improvement Plans for Academic Year 2026-27

The following is a list of planned program improvement efforts based on our comprehensive evaluation of student data and program evaluation data.

Implications from ERC Feedback

1. Assess factors contributing to declining enrollment in the School Counseling concentration and identify strategies to strengthen recruitment and retention.
2. Evaluate program needs related to marketing, recruitment, and admissions in preparation for the transition from an external partner in 2026.
3. Expand the use of instructional technologies to enhance student engagement, skill development, and learning outcomes.
4. Continue development of a Counseling Advisory Board to strengthen relationships with community and campus stakeholders.
5. Monitor faculty workload and identify opportunities to support faculty well-being and professional development.

Implications from Site Supervisor Feedback

1. Increase student exposure to school-based practices, including IEPs, 504 plans, and lesson plan development, through curriculum and fieldwork alignment.
2. Expand opportunities for applied skill development, including counseling skills practice and role-play activities.
3. Improve clarity of communication regarding internship expectations and requirements.
4. Continue collaboration with site supervisors to support student learning and placement experiences.

Implications from Program Outcomes / Student Learning Outcomes Assessment

1. Strengthen foundational counseling skills development, particularly in interviewing, counseling, and case conceptualization.
2. Enhance instructional strategies and student support in Human Growth and Development, Career Development, Assessment, and Research to address CECE performance gaps.
3. Increase integration of exam preparation strategies across the curriculum to support alignment between course-based learning and standardized assessment outcomes.

Appendix A

Data-Driven Programmatic Changes: 2023-2026

Data/Rationale to Support Change	Description of Change	Rollout Date
Skills review	Incorporating SimCare client simulations into curriculum	2026
Review of PDCA scores	Created Professional Disposition Assessment Policy	2026
Request for more practical skills practice	Creation of the counseling skills lab	Summer 2026
Revision timeline	Revised CNS 525, 527, 521	Spring 2026
Review of PDCA scoring by instructor	Created instruction sheet for PDCA scoring	Spring 2026
Revision timeline	Revised CNS 508, 510, 523, 533	Fall 2025
Site supervisor survey/fieldwork evaluation	Interventions workshop	Summer 2025
CACREP student assessment policy	Skills assessment in 537	Summer 2025
Psychology faculty; market research; upper admin support	Creation of a 4+2 program in cooperation with the undergraduate psychology program	2025
Curriculum review	Add a Child and Adolescent course	Spring 2025
Support students in accelerated track	Allow variable credits for Internships 1 & 2	Fall 2024
Faculty feedback regarding difficulty of having a calendar that differed from the university	Adopt 14-week semesters to align with university	Fall 2024
Curriculum review	Add an Ethics course	Fall 2024
Fall 2023 feedback from new students regarding the stress of having to apply for fieldwork so early in their program	Change the course progressions for better developmental sequencing	Fall 2024
Instructor feedback	Revise Counseling Skills (501)	Fall 2024
Instructor feedback	Revise Career Counseling (531)	Fall 2024
Instructor feedback	Revise Counseling Agencies	Fall 2024
Instructor feedback; also need to revise due to creating a separate Ethics course (CNS 540)	Revise Foundations (505)	Fall 2024
Student feedback and instructor assessment of CACREP standard alignment	Inclusion of engaging technologies (e.g., Miro) to replace traditional discussion boards in courses	Fall 2024

Improved alignment with CACREP standards AND Constituent survey results	Adjusted program outcomes to align with student learning outcomes that are tied to CACREP standards	Fall 2024
CACREP standard 2.K; student feedback regarding cost of attending two residencies from out of state.	Change the program's residency model (extract from Group & Skills & develop new summer course)	Summer 2024
Feedback from TLI survey regarding CNS 602; Core faculty review	Drop the Portfolio requirement from Internship 3 and add a session on portfolios to the summer residency	Summer 2024
Constituent surveys	Add career development support for students in summer residency course	Summer 2024
Core faculty feedback; student inquiry	Allow students under the “old” accelerated/3-internship option who would otherwise end their program with 2 electives to take an extra course in each of two semesters to ensure they graduate in the same semester they finish fieldwork.	Summer 2024 onward

Appendix B:
Key Performance Indicator Data, 2025 – 2026 Academic Year

PO 1 and Associated Standard

PO 1: Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (3.A.10.)

Measure #1 CNS 540 Ethical and Legal Issues in Counseling: Core Area 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Number of Students	51
Average Score	2.6
Met expectations (2 or above)	90%
Number of students that met expectations	46
Number of students that failed to meet expectations	5

Measure #2 CECE: Core Area 1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Number of Students	24
Average Score	10.7/15 correct items (52%)
Met expectations (60% or above)	33%
Number of students that met expectations	8
Number of students that failed to meet expectations	16

PO 2 and Associated Standard

PO 2: Students will demonstrate knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. (3.B.2.)

Measure #1 CNS 527 Social Justice, Multicultural, and Diversity Issues in Counseling: Core Area 2: SOCIAL AND CULTURAL DIVERSITY

Number of Students	29
Average Score	2.7
Met expectations (2 or above)	100%
Number of students that met expectations	29
Number of students that failed to meet expectations	0

Measure #2 CECE: Core Area 2: Social and Cultural Diversity

Number of Students	25
Average Score	8.5/15 correct items (71%)
Met expectations (60% or above)	80%

Number of students that met expectations	20
Number of students that failed to meet expectations	5

PO 3 and Associated Standard

PO3: Students will demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. (3.C.7,11.)

Measure #1 CNS 504 Human Development: Core Area 3: HUMAN GROWTH AND DEVELOPMENT

Number of Students	35
Average Score	2.8
Met expectations (2 or above)	100%
Number of students that met expectations	35
Number of students that failed to meet expectations	0

Measure #2 CECE: Core Area 3: HUMAN GROWTH AND DEVELOPMENT

Number of Students	26
Average Score	7.5/15 correct items (50%)
Met expectations (60% or above)	35%
Number of students that met expectations	9
Number of students that failed to meet expectations	17

PO 4 and Associated Standard

PO4: Students will demonstrate knowledge of strategies for career development program planning, organization, implementation, administration, and evaluation. (3.D.6.)

Measure #1 CNS 531 Career Development: Core Area 4: CAREER DEVELOPMENT

Number of Students	20
Average Score	2.5
Met expectations (2 or above)	100%
Number of students that met expectations	20
Number of students that failed to meet expectations	0

* One student needed to use more examples with written responses to each prompt for understanding

Measure #2 CECE: Core Area 4: CAREER DEVELOPMENT

Number of Students	24
Average Score	8.7/15 correct items (58%)
Met expectations (60% or above)	46%
Number of students that met expectations	11
Number of students that failed to meet expectations	13

PO 5 and Associated Standard

PO5: Students will demonstrate knowledge of essential interviewing, counseling, and case conceptualization skills. (3.E.3,9.)

Measure #1 CNS 501 Counseling Skills: Core Area 5: Counseling and Helping Relationships

Number of Students	53
Average Score	1.9
Met expectations (2 or above)	87%
Number of students that met expectations	46
Number of students that failed to meet expectations	7

Measure #2 CNS 513 Case Conceptualization: Core Area 5: Counseling and Helping Relationships

Number of Students	26
Average Score	2.7
Met expectations (2 or above)	100%
Number of students that met expectations	26
Number of students that failed to meet expectations	0

PO 6 and Associated Standard

PO6: Students will demonstrate knowledge of approaches to group formation, including recruiting, screening, and selecting members. (3.F.5)

Measure #1 CNS 535/536 Group Counseling and Facilitation Skills and Group Counseling and Facilitation Skills for the School Setting: Core Area 6: Group Counseling and Group Work

Number of Students	46
Average Score	2.3
Met expectations (2 or above)	91%
Number of students that met expectations	42
Number of students that failed to meet expectations	4

Measure #2 CECE Group Counseling

Number of Students	24
Average Score	10/15 correct items (66%)
Met expectations (60% or above)	71%
Number of students that met expectations	17
Number of students that failed to meet expectations	7

PO 7 and Associated Standard

PO7: Students will demonstrate knowledge of the use of assessments for diagnostic and intervention planning purpose. (3.G.7.)

Measure #1 CNS 521 Assessment Techniques and Counseling: Core Area 6: Assessment and Diagnostic Process

Number of Students	Did not run
Average Score	
Met expectations (2 or above)	
Number of students that met expectations	
Number of students that failed to meet expectations	

Measure #2 CECE: Core Area 6: Assessment and Diagnostic Process

Number of Students	24
Average Score	6.5/15 correct items (43%)
Met expectations (60% or above)	17%
Number of students that met expectations	4
Number of students that failed to meet expectations	20

SLO 8 and Associated Standard

PO8: Students will demonstrate knowledge of the analysis and use of data in counseling. (3.H.6.)

Measure #1 CNS 510 Research Methods: Core Area 8: Research and Program Evaluation

Number of Students	19
Average Score	2.9
Met expectations (2 or above)	100%
Number of students that met expectations	19
Number of students that failed to meet expectations	0

Measure #2 CECE: Core Area 8: RESEARCH AND PROGRAM EVALUATION

Number of Students	24
Average Score	6.2/15 correct items (41%)
Met expectations (60% or above)	17%
Number of students that met expectations	4
Number of students that failed to meet expectations	20

*Improved from 0% to 29%

PO 9 and Associated Standard

PO9: Clinical Mental Health Students will demonstrate understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues. (5.C.5.)

Measure #1 CNS 502 Counseling Agencies: Specialty Area: Clinical Mental Health Counseling

Number of Students	38
Average Score	100%
Met expectations (2 or above)	2.7
Number of students that met expectations	38
Number of students that failed to meet expectations	0

Measure #2 CNS 506 Marriage and Family Counseling: Specialty Area: Clinical Mental Health Counseling

Number of Students	26
Average Score	2.6
Met expectations (2 or above)	96%
Number of students that met expectations	25
Number of students that failed to meet expectations	1

PO 10 and Associated Standard

PO10: School Counseling Students will demonstrate knowledge of the school counselor roles as leaders, advocates, and systems change agents in P-12 schools. (5.H.6.)

Measure #1 CNS 609 School Counseling Internship: Specialty Area: SCHOOL COUNSELING

Number of Students	11
Average Score	2.3
Met expectations (2 or above)	100%
Number of students that met expectations	11
Number of students that failed to meet expectations	0

Measure #2 CNS 523 Intervention Techniques in School Counseling: Specialty Area: SCHOOL COUNSELING

Number of Students	12
Average Score	2.8
Met expectations (2 or above)	100%
Number of students that met expectations	12
Number of students that failed to meet expectations	0

Appendix C:
Comprehensive PDCA results for
2025-2026 Academic Year

*Students are assessed on a scale of 1 -5, where a score of “3” indicates proficiency

Counseling Skills 2025-2026

Number of students:	53
Average score	3.39
Met expectations of ≥ 3	84.91%
Number of students that failed to meet expectations	8

Counseling Skills Spring 2026

Number of students:	21
Average score	3.09
Met expectations of ≥ 3	76.19%
Number of students that failed to meet expectations	5

Counseling Skills Fall 2025

Number of students:	32
Average score	3.59
Met expectations of ≥ 3	90.63%
Number of students that failed to meet expectations	3

Group Counseling 535/536 2025-2026

Number of students:	51
Average score	3.82
Met expectations of ≥ 3	96.08%
Number of students that failed to meet expectations	2

Group Counseling 535 Spring 2026

Number of students:	31
Average score	3.16
Met expectations of ≥ 3	93.55%
Number of students that failed to meet expectations	2

Group Counseling 535/536 Summer 2025

Number of students:	20
---------------------	----

Average score	4.85
Met expectations of ≥ 3	100%
Number of students that failed to meet expectations	0

Practicum 513 2025-3026

Number of students:	26
Average score	3.66
Met expectations of ≥ 3	92.31%
Number of students that failed to meet expectations	2

Practicum Spring 2026

Number of students:	14
Average score	3.62
Met expectations of ≥ 3	100%
Number of students that failed to meet expectations	0

Practicum Fall 2025

Number of students:	12
Average score	3.70
Met expectations of ≥ 3	83.33%
Number of students that failed to meet expectations	2

Practicum Summer2025

*Course did not run in Summer 2025

Appendix D:

Comprehensive Site Supervisor Evaluation Results (AMHCC and
ASCC) for Summer 2025, Fall 2025, and Spring 2026

*Students are assessed on a scale of 1 -4, where a score of “3” indicates
proficiency

Summer 2025

CMHC PRACTICUM

Therapeutic Skills: Summer 2025 CMHC Practicum Students

Number of Students	3
Average Score	3.56
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0
Number of students not observed (received 0) for one or more items within this section	0

Clinical Diagnosis and Assessment: Summer 2025 CMHC Practicum Students

Number of Students	3
Average Score	3.18
Missing data	0
Met expectations (3 or above)	2
Percentage of students that met expectations	67%
Number of students that failed to meet expectations	1
Number of students not observed (received 0) for one or more items within this section	1

Clinical Treatment and Interventions: Summer 2025 CMHC Practicum Students

Number of Students	3
Average Score	3.33
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0
Number of students not observed (received 0) for one or more items within this section	1

Professional Dispositions and Behaviors: Summer 2025 CMHC Practicum Students

Number of Students	3
Average Score	3.67
Missing data	0
Met expectations (3 or above)	3
Percentage of students that met expectations	100%

Number of students that failed to meet expectations	0
Number of students not observed (received 0) for one or more items within this section	0

Summer 2025**CMHC INTERNSHIP****Therapeutic Skills: Summer 2025 CMHC Internship Students**

Number of Students	15
Average Score	3.56
Missing data	0
Met expectations (3 or above)	13
Percentage of students that met expectations	87%
Number of students that failed to meet expectations	2
Number of students not observed (received 0) for one or more items within this section	0

Clinical Diagnosis and Assessment: Summer 2025 CMHC Internship Students

Number of Students	15
Average Score	3.30
Missing data	0
Met expectations (3 or above)	10
Percentage of students that met expectations	67%
Number of students that failed to meet expectations	5
Number of students not observed (received 0) for one or more items within this section	8

Clinical Treatment and Interventions: Summer 2025 CMHC Internship Students

Number of Students	15
Average Score	3.29
Missing data	0
Met expectations (3 or above)	12
Percentage of students that met expectations	80%
Number of students that failed to meet expectations	3
Number of students not observed (received 0) for one or more items within this section	5

Professional Dispositions and Behaviors: Summer 2025 CMHC Internship Students

Number of Students	15
Average Score	3.79
Missing data	0
Met expectations (3 or above)	15
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Number of students not observed (received 0) for one or more items within this section	0
--	---

Fall 2025**CMHC PRACTICUM****Therapeutic Skills: Fall 2025 CMHC Practicum Students**

Number of Students	2
Average Score	3.42
Missing data	0
Met expectations (3 or above)	2
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0
Number of students not observed (received 0) for one or more items within this section	0

Clinical Diagnosis and Assessment: Fall 2025 CMHC Practicum Students

Number of Students	2
Average Score	3.00
Missing data	0
Met expectations (3 or above)	2
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0
Number of students not observed (received 0) for one or more items within this section	1

Clinical Treatment and Interventions: Fall 2025 CMHC Practicum Students

Number of Students	2
Average Score	2.92
Missing data	0
Met expectations (3 or above)	1
Percentage of students that met expectations	50%
Number of students that failed to meet expectations	1
Number of students not observed (received 0) for one or more items within this section	1

Professional Dispositions and Behaviors: Fall 2025 CMHC Practicum Students

Number of Students	2
Average Score	3.41
Missing data	0
Met expectations (3 or above)	2
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Number of students not observed (received 0) for one or more items within this section	0
--	---

Fall 2025**CMHC INTERNSHIP****Therapeutic Skills: Fall 2025 CMHC Internship Students**

Number of Students	17
Average Score	3.57
Missing data	0
Met expectations (3 or above)	16
Percentage of students that met expectations	94%
Number of students that failed to meet expectations	1
Number of students not observed (received 0) for one or more items within this section	0

Clinical Diagnosis and Assessment: Fall 2025 CMHC Internship Students

Number of Students	17
Average Score	3.33
Missing data	0
Met expectations (3 or above)	15
Percentage of students that met expectations	88%
Number of students that failed to meet expectations	2
Number of students not observed (received 0) for one or more items within this section	7

Clinical Treatment and Interventions: Fall 2025 CMHC Internship Students

Number of Students	17
Average Score	3.38
Missing data	0
Met expectations (3 or above)	15
Percentage of students that met expectations	88%
Number of students that failed to meet expectations	2
Number of students not observed (received 0) for one or more items within this section	4

Professional Dispositions and Behaviors: Fall 2025 CMHC Internship Students

Number of Students	17
Average Score	3.67
Missing data	0
Met expectations (3 or above)	17
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0
Number of students not observed (received 0) for one or more items within this section	0

more items within this section	
--------------------------------	--

Spring 2026**CMHC PRACTICUM****Therapeutic Skills: Spring 2026 CMHC Practicum Students**

Number of Students	12
Average Score	3.04
Missing data	0
Met expectations (3 or above)	8
Percentage of students that met expectations	67%
Number of students that failed to meet expectations	4
Number of students not observed (received 0) for one or more items within this section	0

Clinical Diagnosis and Assessment: Spring 2026 CMHC Practicum Students

Number of Students	12
Average Score	3.07
Missing data	0
Met expectations (3 or above)	9
Percentage of students that met expectations	75%
Number of students that failed to meet expectations	3
Number of students not observed (received 0) for one or more items within this section	7

Clinical Treatment and Interventions: Spring 2026 CMHC Practicum Students

Number of Students	12
Average Score	3.05
Missing data	0
Met expectations (3 or above)	9
Percentage of students that met expectations	75%
Number of students that failed to meet expectations	3
Number of students not observed (received 0) for one or more items within this section	7

Professional Dispositions and Behaviors: Spring 2026 CMHC Practicum Students

Number of Students	12
Average Score	3.34
Missing data	0
Met expectations (3 or above)	10
Percentage of students that met expectations	83%
Number of students that failed to meet expectations	2
Number of students not observed (received 0) for one or more items within this section	0

Spring 2026
CMHC INTERNSHIP

Therapeutic Skills: Spring 2026 CMHC Internship Students

Number of Students	13
Average Score	3.67
Missing data	0
Met expectations (3 or above)	13
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0
Number of students not observed (received 0) for one or more items within this section	0

Clinical Diagnosis and Assessment: Spring 2026 CMHC Internship Students

Number of Students	13
Average Score	3.43
Missing data	0
Met expectations (3 or above)	11
Percentage of students that met expectations	85%
Number of students that failed to meet expectations	2
Number of students not observed (received 0) for one or more items within this section	3

Clinical Treatment and Interventions: Spring 2026 CMHC Internship Students

Number of Students	13
Average Score	3.41
Missing data	0
Met expectations (3 or above)	11
Percentage of students that met expectations	85%
Number of students that failed to meet expectations	2
Number of students not observed (received 0) for one or more items within this section	2

Professional Dispositions and Behaviors: Spring 2026 CMHC Internship Students

Number of Students	13
Average Score	3.70
Missing data	0
Met expectations (3 or above)	13
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0
Number of students not observed (received 0) for one or more items within this section	0

Fall 2025
SCHOOL COUNSELING PRACTICUM

School Counseling Program Development: Fall 2025 SCH Practicum Students

Number of Students	7
Average Score	3.66
Missing data	0
Met expectations (3 or above)	7
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Academic, Career, and Social/Emotional Student Services: Fall 2025 SCH Practicum Students

Number of Students	7
Average Score	3.65
Missing data	0
Met expectations (3 or above)	7
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Evaluation & Assessment: Fall 2025 SCH Practicum Students

Number of Students	7
Average Score	3.35
Missing data	0
Met expectations (3 or above)	6
Percentage of students that met expectations	83%
Number of students that failed to meet expectations	1

Professional Dispositions & Behaviors: Fall 2025 SCH Practicum Students

Number of Students	7
Average Score	3.83
Missing data	0
Met expectations (3 or above)	7
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Fall 2025
SCHOOL COUNSELING INTERNSHIP

School Counseling Program Development: Fall 2025 SCH Internship Students

Number of Students	16
Average Score	3.58
Missing data	0
Met expectations (3 or above)	15

Percentage of students that met expectations	94%
Number of students that failed to meet expectations	1

Academic, Career, and Social/Emotional Student Services: Fall 2025 SCH Internship Students

Number of Students	16
Average Score	3.51
Missing data	0
Met expectations (3 or above)	15
Percentage of students that met expectations	94%
Number of students that failed to meet expectations	1

Evaluation & Assessment: Fall 2025 SCH Internship Students

Number of Students	16
Average Score	3.05
Missing data	0
Met expectations (3 or above)	14
Percentage of students that met expectations	88%
Number of students that failed to meet expectations	2

Professional Dispositions & Behaviors: Fall 2025 SCH Internship Students

Number of Students	16
Average Score	3.7
Missing data	0
Met expectations (3 or above)	15
Percentage of students that met expectations	94%
Number of students that failed to meet expectations	1

Spring 2026
SCHOOL COUNSELING PRACTICUM
School Counseling Program Development: Spring 2026 SCH Practicum Students

Number of Students	2
Average Score	3.375
Missing Data	0
Met Expectations (3 or above)	2
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Academic, Career, and Social/Emotional Student Services: Spring 2026 SCH Practicum Students

Number of Students	2
Average Score	3.375
Missing Data	0
Met Expectations (3 or above)	1

Percentage of students that met expectations	50%
Number of students that failed to meet expectations	1

Evaluation & Assessment: Spring 2026 SCH Practicum Students

Number of Students	2
Average Score	3.3
Missing Data	0
Met Expectations (3 or above)	2
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Professional Dispositions & Behaviors: Spring 2026 SCH Practicum Students

Number of Students	2
Average Score	3.79
Missing Data	0
Met Expectations (3 or above)	2
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Spring 2026

SCHOOL COUNSELING INTERNSHIP

School Counseling Program Development: Spring 2026 SCH Internship Students

Number of Students	14
Average Score	3.634
Missing Data	0
Met Expectations (3 or above)	13
Percentage of students that met expectations	93%
Number of students that failed to meet expectations	1

Academic, Career, and Social/Emotional Student Services: Spring 2026 SCH Internship Students

Number of Students	14
Average Score	3.61
Missing Data	0
Met Expectations (3 or above)	14
Percentage of students that met expectations	100%
Number of students that failed to meet expectations	0

Evaluation & Assessment: Spring 2026 SCH Internship Students

Number of Students	14
Average Score	3.5
Missing Data	0
Met Expectations (3 or above)	13

Percentage of students that met expectations	93%
Number of students that failed to meet expectations	1

Professional Dispositions & Behaviors: Spring 2026 SCH Internship Students

Number of Students	14
Average Score	3.655
Missing Data	0
Met Expectations (3 or above)	13
Percentage of students that met expectations	93%
Number of students that failed to meet expectations	1